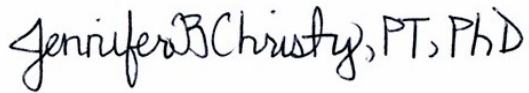


*Department of Physical Therapy
Doctor of Physical Therapy Program*

**2024-2025
STUDENT HANDBOOK**



UAB SCHOOL OF HEALTH PROFESSIONS
DEPARTMENT OF PHYSICAL THERAPY
DOCTOR OF PHYSICAL THERAPY PROGRAM
2024-2025 ACADEMIC HANDBOOK



1/2/2025

Name: Jennifer Christy, PT, PhD, FAPTA
Program Director

Date



1/4/2025

Name: David Morris, PT, PhD, FAPTA
Department Chair

Date



1/6/2025

Andrew Butler, PhD
Dean, School of Health Professions

Date

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INTRODUCTION

DEAN'S WELCOME MESSAGE

Welcome to the University of Alabama at Birmingham School of Health Professions! We are pleased you chose to join one of our many excellent programs, which in combination have established us as a national leader in health professions education.

We are home to one of the largest health professions schools in the nation with more than 30 programs at the certificate, baccalaureate, master's, and doctoral levels, with more than 2,000 undergraduate and graduate students enrolled.

Moving into a post-COVID environment is a new start for everyone in health care, and you are in the best place to begin your personal journey toward joining this dynamic field. We are all committed to providing you a world-class education, and to support your pursuit of knowledge and your strong desire to serve others as a healthcare professional.

The pandemic has challenged all of us in many ways, and your entry into one of our professional programs demonstrates one of the most precious personal qualities one can have: resilience. That resilience has brought you here today and will continue to serve you well during your journey at UAB.

We recognize that healthcare needs - even outside of a pandemic - are constantly changing. That is why we continue to add innovative programs to our academic portfolio and to enhance and revitalize ongoing programs. We also offer graduate programs you will only find in Alabama at UAB, such as Genetic Counseling, Nuclear Medicine and Molecular Imaging, Low Vision Rehabilitation, Health Physics, Healthcare Quality and Safety, doctoral-level Rehabilitation Science, and Biomedical and Health Sciences.

Our degrees and programs are fully accredited by their respective professional organizations. This means you will be eligible for licensure, national certification or registrations and enjoy being in high demand within the job market. Our first-time student exam pass rate on many credentialing exams is an astounding 98 percent or higher.

Graduating from the School of Health Professions means you will acquire an esteemed degree, have a host of job opportunities in healthcare – an industry that continues to grow rapidly – and be well prepared to make a difference in your community. We look forward to maintaining our relationship with you when you join our alumni community.

Our alumni give advice to current students that is worth repeating: “learn your craft, be a better professional for your patients, be open minded to future possibilities, and remember to have a healthy work/ life balance”.

I look forward to seeing you grow in your respective fields and watching you become the leader we know you can be.



Andrew J. Butler, PhD, FAPTA

OVERVIEW OF THE SCHOOL OF HEALTH PROFESSIONS

A leader in federally funded research, the UAB School of Health Professions (SHP) is one of the largest academic institutions of its type in the United States and currently boasts several nationally ranked programs. What began in the 1950s as a collection of training programs in various para-professional disciplines has grown into an internationally recognized center of academic excellence.

The SHP initially took shape in 1969 as UAB gained autonomy within the University of Alabama System. Originally christened the School of Community and Allied Health Resources (SCAHR), the school incorporated the School of Health Services Administration and the Division of Allied Health Sciences from the College of General Studies with parts of the Department of Public Health and Epidemiology from the medical school. An innovative facility designed to meet the growing needs of the health care industry, the SCAHR was divided into four academic divisions that functioned like regular academic departments: Health Services Administration, Public Health and Environment, Allied Health Sciences, and the Regional Technical Institute for Health Occupations.

Throughout the 1970's and 80's the school's offerings were amended to reflect the changing health care industry. As a result of the changes, SCAHR became the School of Public and Allied Health (SPAH). Next it became the School of Community and Allied Health (SCAH) and later the School of Health Related Professions (SHRP). During this time, the school added several new areas of study including a nationally ranked program in Nutrition Sciences. Through the leadership and guidance of early visionaries, the school experienced unparalleled success, which continues to date.

Today, the School of Health Professions is comprised of more than 30 programs – at the certificate, baccalaureate, master's, and doctoral levels – across five academic departments: Clinical and Diagnostic Sciences, Health Services Administration, Nutrition Sciences, Occupational Therapy, and Physical Therapy. The school is housed in three buildings, the Susan Mott Webb Nutrition Sciences Building, the Learning Resource Center Building (LRC), and the School of Health Professions Building (SHPB).

With more than 2,200 faculty, staff, and students, SHP is one of six schools comprising the world-renowned UAB Academic Health Center. Students have access to vast academic resources, state-of-the-art facilities, and progressive research.

SHP is proud of many accomplishments including:

- U.S. News & World Report ranks SHP programs in the nation's top 25.
- Research funding is over \$14 million and growing.
- The school is at the top of the list in research funding from the National Institutes of Health for schools of its type and has been either first or second in funding received since 1969.

Under the current leadership of Dean Andrew Butler, the school has never been stronger or better positioned as a national leader in health professions education.

SCHOOL OF HEALTH PROFESSIONS CONTACT INFORMATION

In addition to your program director and program faculty, the following individuals may be able to provide assistance with questions and issues related to your school and program activities.

Doug Moellering, Interim Director of Student Services and Advising

(205) 934-4194; dmoellering@uab.edu

Jennifer Christy, PhD, Interim Associate Dean for Academic and Faculty Affairs

(205) 934-7528; jbraswel@uab.edu

Brenda Bertrand, PhD, Interim Assistant Dean for Academic and Faculty Affairs

(205) 934-8770; brendamb@uab.edu

Floyd Josephat, PhD, Interim Assistant Dean for Academic and Faculty Affairs

(205) 934-1348; josephat@uab.edu

Samantha Giordano-Mooga, PhD, Director of Undergraduate Honors Program

(205) 996-1399; sgiordan@uab.edu

Kevin Storr, Director of Communications

(205) 934-4159; storr@uab.edu

Marcie Willis, Director, Learning Resource Center

(205) 934-9472; mbattles@uab.edu

SECTION 1 – SCHOOL AND UNIVERSITY INFORMATION

ACADEMIC CALENDAR

All dates related to registration, payments of tuition and fees, drop/add dates, other administrative requirements, and official school holidays are recorded on the [UAB Academic Calendar](#).

ACADEMIC INTEGRITY CODE

The University established a new Academic Integrity Code effective August 23, 2021. This Code, which applies to undergraduate, graduate, and professional students as well as all academic activities, defines academic misconduct and outlines procedures for breaches of the code. Policies are established for resolution of charges of academic misconduct, and these processes are managed by the Academic Integrity Coordinator (AIC). In the School of Health Profession, the AIC is the Associate Dean for Academic and Faculty Affairs, the office is located in SHPB 660. The full text of the Academic Integrity Code is available at: [Academic Integrity Code](#).

ADVISING

Undergraduate student advising is provided through the Student Services and Advising unit, which is housed in the School of Health Professions Building (SHPB) 230 suite of offices, near the elevators on the 2nd floor. Walk-ins are accepted, but appointments are preferred. Contact information for individual advisors is listed below.

Adam Pinson, Academic Advisor III, (205) 996-6789; apinson@uab.edu

Graduate student advising is provided through the SHP graduate programs.

AMBASSADORS

Ambassadors help to spread awareness of the School of Health Professions and its multifaceted undergraduate and graduate programs, serve as liaisons between the department and university-wide student organizations, and serve as a student voice in school and university committees. The SHP Ambassadors help to support the programs within the school that will impact recruitment and retention initiatives.

ASKIT

AskIT is the technology help desk for faculty, staff, and students. They provide free support via telephone, email, or in-person. You will be asked to supply your BlazerID when you request assistance.

Phone: (205) 996-5555 Email: askit@uab.edu Website: https://uabprod.service-now.com/service_portal

ATTENDANCE

Class attendance is expected in all SHP programs. Specific class, laboratory, or clinical site attendance requirements may be more stringent than university guidelines. Refer to the program requirements in this handbook and in course syllabi for policies. The UAB attendance policy is as follows:

The University of Alabama at Birmingham recognizes that the academic success of individual students is related to their class attendance and participation. Each course instructor is responsible for establishing policies concerning class attendance and make-up opportunities. Any such policies, including points for attendance and/or participation, penalties for absences, limits on excused absences, total allowable absences, etc., must be specified in the course syllabus provided to students at the beginning of the course term. Such policies are subject to departmental oversight and may not, by their specific prescriptions, negate or circumvent the accommodations provided below for excused absences.

The University regards certain absences as excused and in those instances requires that instructors provide a reasonable accommodation for the student who misses assignments, presentations, examinations, or other academic work of a substantive nature by virtue of these excused absences. Examples include the following:

- Absences due to jury or military duty, provided that official documentation has been provided to the instructor in a timely manner in advance.
- Absences of students registered with Disabilities Services for disabilities eligible for “a reasonable number of disability-related absences” provided students give their instructors notice of a disability-related absence in advance or as soon as possible.
- Absences due to participation in university-sponsored activities when the student is representing the university in an official capacity and as a critical participant, provided that the procedures below have been followed:
 - Before the end of the add/drop period, students must provide their instructor a schedule of anticipated excused absences in or with a letter explaining the nature of the expected absences from the director of the unit or department sponsoring the activity.
 - If a change in the schedule occurs, students are responsible for providing their instructors with advance written notification from the sponsoring unit or department.
- Absences due to other extenuating circumstances that instructors deem excused. Such classification is at the discretion of the instructor and is predicated upon consistent treatment of all students.
- Absences due to religious observances provided that students give faculty written notice prior to the drop/add deadline of the term.

In these instances, instructors must give students the opportunity to complete assignments in a way that corresponds as much as possible to the nature, scope, and format of the original. Options may include making up exams or other assignments, rescheduling student classroom presentations, or arranging for early or late submission of written assignments. The course make-up policy should be included in the syllabus.

BACKGROUND CHECK

Students in SHP programs are required by policy to undergo a background check using the school’s approved vendor, [CastleBranch](#), at the time of program admission, and again, prior to placement in a fieldwork placement (clinical, internship, practicum, residency, etc.). Additional checks may be required

by the individual sites therefore, students should work with the program to ensure compliance requirements are met. Instructions for requesting the background check are provided to students by their programs.

The Office of Academic and Faculty Affairs is responsible for ensuring student compliance throughout the program. Students found to be non-compliant will not be allowed to matriculate in the program (orientation, attend class, fieldwork placement, etc.) until all requirements are met. Program Directors, Fieldwork Coordinators, and students will be notified of non-compliance and a hold will be placed on the student's account.

- **The initial background check must be completed prior to the first day of class.**
- **Subsequent background checks must be completed prior to the first day of the semester of a fieldwork placement (clinical, internship, practicum, residency, etc.).**

BLAZERID / BLAZERNET / EMAIL

BlazerID: All students receive a unique identifier, the BlazerID, established at: www.uab.edu/blazerid. Your BlazerID is required for accessing BlazerNET and other campus resources. To activate one's BlazerID, select "Activate Accounts."

BlazerNET is the official portal of the UAB information network and is accessible from any Internet-accessible computer, on- or off-campus. Access BlazerNET from UAB home page www.uab.edu then choose UAB Quicklinks.

Email: uab.edu UAB student email is provided through Microsoft Office 365, a cloud-based system. Students have 50 GB of email space and 25 GB of free file 1 TB storage. Monitor your email regularly. Your UAB email is the official communication medium for courses, news, information, and announcements. Do not forward your UAB account to a personal email account. UAB is not responsible for information not received by the student due to the 'redirecting' of a UAB account to another email server.

BLAZER EXPRESS

The UAB Blazer Express Transit System provides transportation throughout the UAB campus. With a valid UAB ID badge, students can enjoy fare-free bus transportation. All buses are ADA-accessible and can seat approximately 35 riders. For an updated schedule, route maps, and hours of operation please go to www.uab.edu/blazerexpress/.

BOOKSTORE

There is one bookstore located on the UAB campus, offering a wide variety of products and services to students, including online purchasing and shipping. The bookstore stocks UAB memorabilia and college wear in addition to all required textbooks and course material.

UAB Barnes and Noble Bookstore

Location: 1400 University Blvd, Hill Student Center, Birmingham, AL. 35233

Hours: M – F 8:00am – 5:00pm | Sat 10:00am – 2:00pm | Sun Closed

Telephone: (205) 996-2665 Website: <https://uab.bncollege.com/shop/uab/home>

CAMPUS ONECARD

The UAB OneCard is the official university identification card. It is used for personal identification, for entry to campus events and the recreation center, for library checkout, and for other UAB services. It also serves as a declining balance card for the UAB meal plans and for Blazer Bucks accounts. Additional information is available at www.uab.edu/onecard.

CAMPUS MAP

UAB's campus map can be found at the following: www.uab.edu/map/

CAMPUS SAFETY

Campus safety procedures and resources can be accessed at <https://www.uab.edu/students/home/safety>.

CANVAS LEARNING MANAGEMENT SYSTEM

The Canvas Learning Management System is the platform used for managing instructional materials online. Canvas course sites are accessed through BlazerNET or at www.uab.edu/elearning/canvas. Students should monitor their course sites routinely for communication from faculty and to manage course assignments.

CATALOG

The UAB Catalog is published annually and includes UAB's courses, policies, and curricula. Students can link to the Undergraduate or Graduate catalog at www.uab.edu/catalog.

COMMUNITY STANDARDS AND ACCOUNTABILITY

[Community Standards and Accountability](#) is responsible for upholding the integrity and purpose of the university through the fair and consistent application of policies and procedures to students' behavior to ensure a community that respects the dignity and right of all persons to reach their highest potential. SARC delivers programs and services in order to promote student safety and success, the pursuit of knowledge, respect for self and others, global citizenship, personal accountability and integrity, and ethical development. More information can be found here: [UAB Student Advocacy, Rights & Conduct](#). The UAB student conduct code may be accessed online: [UAB Student Conduct Code](#).

COUNSELING SERVICES

Student Counseling Services offers no cost, confidential counseling for UAB students related to physical, emotional, social, intellectual, or spiritual concerns. Student Counseling Services is located in the

Student Health and Wellness Center at 1714 9th Avenue South (3rd Floor), Birmingham, AL. 35233. For more information, call (205) 934-5816 or <https://www.uab.edu/students/counseling/>.

DIVERSITY, EQUITY, AND INCLUSION (DEI)

Collaboration, integrity, respect, and excellence are shared values of our institution and are the core of what it means to be a UAB community member. And a key foundation at UAB is diversity, equity, and inclusion. At UAB, everybody counts every day. UAB is committed to fostering a diverse, respectful, and inclusive campus environment that values all community members regardless of background and embraces individual differences. UAB values and cultivates equity, diversity, and inclusion in our research, learning, clinical and work environments. Our students, faculty, and staff add diversity to our community through life experiences, perspectives and viewpoints that are enriching for the learning and work environment and are reflective of the students and communities we serve. Because UAB serves a diverse population, ODEI, along with our School of Health Professions initiatives, aims to create an inclusive environment for all UAB faculty, staff, students, and patients through education, training, and awareness programs.

[UAB Office of the Vice President of Diversity, Equity, and Inclusion](#)

[SHP Diversity, Equity, and Inclusion Site](#)

DISABILITY SUPPORT SERVICES (DSS)

Accessible Learning: UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services for information on accommodations, registration, and procedures. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty, and staff. If you have a disability but have not contacted Disability Support Services, please call (205) 934-4205 or visit [Disability Support Services](#).

If you are a student registered with Disability Support Services, it is your responsibility to contact the course instructor to discuss the accommodations that may be necessary in each course. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving academic adjustments. Reasonable and timely notification of accommodations for the course is encouraged and provided to the course instructor so that the accommodations can be arranged.

DRUG SCREEN

Students in SHP programs are required by policy to undergo a drug screen using the school's approved vendor, [CastleBranch](#), at the time of program admission, and again, prior to placement in a fieldwork placement (clinical, internship, practicum, residency, etc.). Additional screens may be required by the individual sites therefore, students should work with the program to ensure compliance requirements are met. Instructions for requesting the drug screens are provided to students by their programs.

The Office of Academic and Faculty Affairs is responsible for ensuring student compliance throughout the program. Students found to be non-compliant will not be allowed to matriculate in the program (orientation, attend class, fieldwork placement, etc.) until all requirements are met. Program

Directors, Fieldwork Coordinators, and students will be notified of non-compliance and a hold will be placed on the students' account.

- The initial background check must be completed prior to the first day of class.
- Subsequent background checks must be completed prior to the first day of the semester of a fieldwork placement (clinical, internship, practicum, residency, etc.).

EMERGENCIES

Report suspicious or threatening activity to the UAB Police Department immediately. Law officers are available 24 hours, seven days a week. Also, more than 300 emergency blue light telephones connected directly to the police dispatch are located throughout campus.

UAB Police: Dial 911 *from a campus phone*
or call: (205) 934-3535 | (205) 934-HELP (4357) | (205) 934-4434

Emergencies affecting campus are communicated via the following:

- UAB Severe Weather & Emergency Hotline: (205) 934-2165
- University home web page: www.uab.edu
- Webpage: www.uab.edu/emergency
- Announcements on BlazerNET
- Cell phone messages and SMS text – register for B-ALERT notices via <https://idm.uab.edu/ens/b-alert>

FERPA TRAINING

The Family Educational Rights and Privacy Act (FERPA) of 1974 provides protection for all educational records related to students enrolled in an educational program. Information about your rights and protection of your records is available at the following site: [FERPA](#). If you have questions or concerns about FERPA issues, you may email FERPA@uab.edu. All SHP students are required to complete [FERPA Training](#). Compliance with the training requirement is monitored monthly.

FINANCIAL AID

Financial Aid Counselors are available each day in the One Stop Student Services Office located in the Hill Student Center, 1400 University Blvd. Suite 103, Birmingham, AL 35233. If you have general questions, you can call the Office of Student Financial Aid at (205) 934-8223 or send an email to finaid@uab.edu. For additional financial aid information: [Cost & Aid](#).

FOOD SERVICES

Dining facilities available on campus closest to the SHP buildings include the Commons on the Green – located on the Campus Green, south of 9th Avenue and the Campus Recreation Center. For additional information about meal plans and campus dining facilities: [Student Dining](#).

GRADUATE SCHOOL

The UAB Graduate School offers doctoral programs, post-master's specialist programs, and master's level programs. Graduate programs in SHP are coordinated through the Graduate School and students must adhere to the Graduate School policies and procedures. Graduate School information for current students is available at [Graduate School](#). Policies and Procedures for the Graduate School can be located in the [Graduate School Catalog](#).

GRADUATION

All students must complete an application for degree six months prior to graduating and no later than the deadline in the academic calendar. The University holds commencement every semester. Check the commencement website for the most current information: [UAB Commencement](#).

HEALTH INSURANCE

To ensure that all students have adequate health care coverage, including ongoing primary and specialty care, the University of Alabama at Birmingham (UAB) requires all students to have major medical health insurance. Students can provide proof of their own private coverage or be enrolled in the Student Health Insurance Plan. The plan is a 1-year commercial policy provided by United HealthCare and is re-negotiated annually. This policy is a comprehensive health insurance policy at an affordable cost that is specifically designed to meet the needs of UAB Students. If you are required to have insurance but have sufficient coverage on another plan and wish to opt out of the Student Health Insurance Plan, you are required to submit a waiver to Student Health Services at the beginning of every semester. More information including submitting a waiver can be found at this website: [Student Health Insurance Waivers](#).

HIPAA TRAINING

The Health Insurance Portability and Accountability Act (HIPAA) includes significant requirements for protecting individual privacy of health information. All students in the School of Health Professions must complete an online tutorial and be tested on HIPAA regulations at the time of program admission. A BlazerID is required to access the training site, located at [HIPAA](#). Compliance with the training requirement is monitored monthly.

HONOR SOCIETIES

All students in the School of Health Professions are eligible for consideration for the following society memberships.

- Alpha Eta Society – The UAB Chapter of this Society recognizes students registered in the final term of a baccalaureate or graduate health professions program. Inductees must have a cumulative grade point average of 3.0 (4.0 = A) and be in the upper 10% of their program. Nominations are made by program directors in spring and summer terms.

- Phi Kappa Phi – This is the oldest, and most selective, all-discipline honor society in the nation. Membership is by invitation to the top 7.5% of junior students and the top 10% of seniors and graduate students. Nominations are made by program directors.

IMMUNIZATION POLICY

To provide a safe and healthy environment for all students, faculty, and staff at the University of Alabama at Birmingham (UAB), first-time entering students, international students and scholars, and students in clinical & non-clinical programs, provide proof of immunization against certain diseases: [Student Immunizations](#).

INSTITUTIONAL REVIEW BOARD FOR HUMAN USE (IRB)

Student researchers must comply with all requirements for protection of human subjects. Detailed information is available on the [IRB website](#).

INTELLECTUAL PROPERTY

Intellectual property refers to an asset that originated conceptually, such as literary and artistic works, inventions, or other creative works. These assets should be protected and used only as the creator intends. Training materials defining inventor status, patent criteria, and other intellectual property issues are available at: [University Policies on Patents, Copyright, and Intellectual Property](#).

LACTATION CENTERS

Through the work of the UAB Commission on the Status of Women, the University has provided several lactation centers for students, faculty, and staff across the campus. [Center locations](#). The School of Health Professions' lactation room is in the Susan Mott Webb Nutrition Sciences Building at 1675 University Blvd, Room 219A, Birmingham, AL 35233. Female students enrolled in the School of Health Professions have access to the room via their student ID/OneCard. If you cannot access the room, contact the building administrator, Julia Tolbert-Jackson at (205) 934-4133.

LIBRARIES AND LEARNING RESOURCE CENTER

UAB's libraries house excellent collections of books, periodicals, microforms, and other media. Students have online remote access to catalogs and online collections. Computers are available for student use during regular hours of operation. [UAB Libraries](#).

SHP Learning Resource Center (LRC)

The School of Health Professions Learning Resource Center (LRC) provides a unique set of enterprise solutions that promote an exciting, intriguing, and innovative learning environment. It provides a state-of-the-art media studio; audio/visual support; and information technology management of public, classroom, and testing labs.

Location: 1714 9th Avenue South (2nd Floor), Birmingham, AL. 35233.

Phone: (205) 934-5146

Email: shplrc@uab.edu

Lister Hill Library of the Health Sciences

This is the largest biomedical library in Alabama, and one of the largest in the south. Located across the crosswalk from the School, the LHL has extension libraries in University Hospital and The Kirklin Clinic. Dedicated librarians hold “office hours” in the Learning Resource Center weekly.

Location: 1700 University Blvd. Birmingham, AL. 35233

Website: <https://library.uab.edu/locations/lister-hill>

Phone: (205) 975-4821

Mervyn H. Sterne Library

A collection of more than one million items supporting teaching and research in the arts and humanities, business, education, engineering, natural sciences and mathematics, and social and behavioral sciences.

Location: 917 13th Street South, Birmingham, AL. 35233

Website: <https://library.uab.edu/locations/sterne>

Phone: (205) 934-6364 (Reference) | (205) 934-4338 (User Services)

NON-ACADEMIC MISCONDUCT POLICY

The Student Conduct Code promotes honesty, integrity, accountability, rights, and responsibilities expected of students consistent with the core missions of the University of Alabama at Birmingham. This Code describes the standards of behavior for all students, and it outlines students’ rights, responsibilities, and the campus processes for adjudicating alleged violations. Behavior that violates UAB standards of conduct listed within the Student Conduct Code and elsewhere will be subject to disciplinary action through the appropriate conduct process. Whether it is determined that an individual or group is responsible for the violation(s), either by direct involvement or by condoning, encouraging, or covering up the violation, appropriate response will occur with respect to the individual(s) and/or group involved.

[Undergraduate Non-Academic Policies](#)

[Graduate Non-Academic Policies](#)

ONE STOP STUDENT SERVICES

If you have questions or need assistance with an academic or administrative process, the UAB One Stop is where to go! Advisors will help you solve your problem or do the legwork for you if another UAB resource is needed. One Stop is located in the Hill Student Center, 1400 University Blvd. Suite 103, Birmingham, AL 35233. You may contact the [One Stop](#) office by phone or email at (205) 934-4300; (855) UAB-1STP [(855) 822-1787]; onestop@uab.edu.

PARKING

Student vehicles must be registered with UAB Parking and Transportation Services, located at 608 8th Street South, Birmingham AL. 35294. The office is open Monday – Friday from 7:30am – 5:00pm.

Parking is allocated on a first-come, first-served basis. Parking fees are established by location, payable by semester or year, and are billed to the student's account. For additional information: [UAB Student Parking](#).

PLAGIARISM AND TURNITIN

Plagiarism is academic misconduct that will result in a grade of zero and may result in dismissal from the School of Health Professions and UAB (see Academic Integrity Policy). All papers submitted for grading in any SHP program may be reviewed using the online plagiarism monitoring software. Please note that all documents submitted to [Turnitin.com](#) are added to their database of papers that is used to screen future assignments for plagiarism.

RECREATION CENTER

The [Campus Recreation Center](#), located at 1501 University Blvd, Birmingham, AL 35233, is open to faculty, staff, students, and their families. A valid student identification card or membership card is required for access. Facilities include basketball courts, racquetball courts, weight rooms, swimming pools, exercise rooms, and indoor track.

SCHOOL OF HEALTH PROFESSIONS AWARDS

All students in the School of Health Professions are eligible for consideration for the following awards.

- Alfred W. Sangster Award for Outstanding International Student – This award is presented annually to an international student in recognition of their academic and non-academic achievements.
- Cecile Clardy Satterfield Award for Humanism in Health Care – This award is made annually to recognize one outstanding student for humanitarianism, professionalism, and commitment to health care.
- Charles Brooks Award for Creativity – This award is made annually in recognition of creative accomplishments such as written publications or artistic contributions which complemented the student's academic activities.
- Dean's Leadership and Service Award – Presented to a maximum of three outstanding SHP students annually, this award recognizes leadership to the School, UAB, and the community.

For more information: [UAB School of Health Professions Student Awards and Scholarships](#). Please refer to the program section of this handbook for awards available to students in individual programs.

SCHOOL OF HEALTH PROFESSIONS SCHOLARSHIPS

The SHP has several scholarship opportunities for students enrolled in SHP programs. The Scholarship Committee, comprised of faculty from each department, reviews and, selects awardees.

Scholarships available to students in any SHP program are the following:

The *Carol E. Medders Endowed Scholarship in Health Professions* was established by Carol Medders, former Director of Admissions for the School of Health Professions Student Services. Applicants must be currently enrolled in a full-time, degree-granting program in the School of Health Professions and should demonstrate academic excellence and financial need. The award recipient should be enrolled in a program that has a competitive application process and academic course load that prohibits them from holding full-time employment. This scholarship is awarded for the Spring Semester.

The *Ethel M. and Jesse D. Smith Endowed Nursing and Allied Health Scholarship* is an endowment that provides scholarships for both the School of Health Professions and School of Nursing. Applicants must be enrolled in a School of Health Professions undergraduate program and be a resident of the state of Alabama. Applicants should demonstrate academic excellence and financial need. This scholarship is awarded in the Fall.

The *Lettie Pate Whitehead Foundation* provides funding for scholarships focused on the foundation's founding mission—to provide financial assistance to women who express financial need in nine southeastern states. At the University of Alabama at Birmingham, Lettie Pate Whitehead Scholarships are awarded to women who, in addition to financial need, have an interest in pursuing studies in nursing or other health-related professions. Both undergraduate and graduate students within the Schools of Nursing and Health Professions are eligible. This scholarship is awarded each semester.

The *Dr. Edward D. and Sandra Dunning Huechtker Endowed Memorial Award* provides assistance to deserving students in need of financial support to continue in the pursuit of their goal of a career in the health professions. This award is open to undergraduate and graduate students enrolled in one of the School of Health Professions majors. Applicants should demonstrate academic excellence and financial need. This scholarship is awarded in the Spring Semester.

The *School of Health Professions Junior Advisory Board Endowed Scholarship* was established to provide financial awards assisting students with the completion of professional licensure and certification exams necessary to practice in their fields and/or the costs associated with professional development and job preparation. This scholarship is awarded in the Spring semester.

For more information: [UAB School of Health Professions Student Awards and Scholarships](#). Application announcements are made by the Office of Academic and Faculty Affairs. Many programs in SHP also have scholarships available to currently enrolled students in those programs. Please refer to the program section of this handbook for more information.

SOCIAL MEDIA

Social media can serve as useful communication tools. However, health professions students should use the forums judiciously. The school's official sites are the following:

- Twitter: https://twitter.com/UAB_SHP
- Facebook: www.facebook.com/UABSHP
- YouTube: www.youtube.com/uabshp
- Vimeo: <http://vimeo.com/uabshp>
- LinkedIn: [UAB SHP LinkedIn](http://www.linkedin.com/company/uabshp)
- Website: www.uab.edu/shp

For more information: [UAB Social Media Guidelines](#).

STUDENT HEALTH SERVICES

The University provides prevention, counseling, and treatment services to students through Student Health Services (SHS) located at 1714 9th Avenue South (3rd Floor), Birmingham, AL. 35233. The clinic is open from 8:00am – 5:00pm Monday – Thursday; 9:00am – 5:00pm Friday. They are closed for lunch between 12:00pm – 1:00 pm weekdays. For more information: [Student Health Services](#). Appointments may be scheduled by calling (205) 934-3580.

TITLE IX

In accordance with Title IX, the University of Alabama at Birmingham does not discriminate on the basis of gender in any of its programs or services. The University is committed to providing an environment free from discrimination based on gender and expects individuals who live, work, teach, and study within this community to contribute positively to the environment and to refrain from behaviors that threaten the freedom or respect that every member of our community deserves. For more information about Title IX, policy, reporting, protections, resources and supports, please visit the UAB Title IX webpage for UAB's Title IX Sex Discrimination, Sexual Harassment, and Sexual Violence Policy; UAB's Equal Opportunity and Discriminatory Harassment Policy; and the Duty to Report and Non-Retaliation Policy. For more information: [UAB Title IX](#).

TUITION AND FEES

Tuition and fees for the University are published annually under the "Students" tab of the UAB website. They may be paid through BlazerNET. SHP programs have specific fees attached to programs, courses, and/ or laboratories. For more information: [Tuition & Fees](#).

Payment deadlines for each semester are published on the official academic calendar. Please note that failure to meet payment deadlines can result in being administratively withdrawn from courses.

WEATHER

Severe weather situations that may affect the safety of students, faculty, and staff are communicated through the same channels as other emergencies. For more information: [Emergency Management](#). Other information sources include:

- [B-ALERT System](#) (contact information must be setup and current)
- UAB Severe Weather & Emergency Hotline: (205) 934-2165
- WBHM Radio (90.3 FM)

WITHDRAWAL FROM COURSE / PROGRAM

Withdrawal from a course or from your program is an official process and should be discussed with your academic advisor and / or program director. Most programs in the School of Health Professions are full-time and the curricula specifically sequenced. Withdrawal from a course may risk your wait time to register for the class again. You might have to wait for a full year before resuming enrollment in the program. Withdrawals are made through the UAB registration system via the Student Resources tab in BlazerNET. Notice of program withdrawal should be given in writing to the program director. For more information: [UAB Add/Drop and Withdrawal Policy](#).

SECTION 2 – SHP AND UAB POLICIES

SCHOOL OF HEALTH PROFESSIONS POLICIES

BACKGROUND CHECK AND DRUG SCREEN POLICY

With the exceptions noted below, students admitted to clinical and non-clinical programs in the School of Health Professions (SHP) will complete a routine criminal background check and drug screen using the approved vendor ([CastleBranch](#)). These screenings should be completed prior the first term of enrollment. Subsequent routine criminal background checks and drug screens using the approved school vendor will be completed prior to fieldwork placement (clinical, internship, practicum, residency, etc.).

Students enrolled in SHP undergraduate programs will complete a learning module in the campus learning management system by the first semester of enrollment. If a fieldwork placement (clinical, internship, practicum, residency, etc.) is required, students must complete criminal background checks and drug screens prior to the first day of the semester of a fieldwork placement.

- Fees for these screenings will be the responsibility of the student.
- The rules and regulations governing individual fieldwork placement sites may include additional provisions and/or more stringent guidelines which supersede this policy. Fees for these screenings are the responsibility of the student.
- Should your criminal background check contain issues, or you fail a drug screen that may prevent you from receiving or sitting for board certification/licensure, a representative from the Office of Academic and Faculty Affairs will contact you. Depending upon the outcome, students will have a registration hold placed on their account until in compliance and this may result in being dismissed from the program. See program's guidelines regarding specific consequences.

Programs requiring a criminal background check and drug screening by the end of the first semester of enrollment and again, prior to fieldwork placement (if applicable in the program requirements), are the following:

Administration Health Services, PhD
Biomedical Sciences to Biotechnology Fast Track
Biomedical Sciences to Clinical Laboratory Science Fast Track
Biomedical Sciences to Health Physics Fast Track
Biomedical Sciences to Nuclear Medicine & Molecular Imaging Sciences Fast Track
Biomedical and Health Sciences, MS
Biotechnology, MS
Biotechnology, PhD
Dietitian Education Program, Graduate Certificate
Genetic Counseling, MS
Health Administration (Residential), MSHA
Health Care Management to Healthcare Quality and Safety Fast Track
Health Care Management to Health Informatics Fast Track

Health Care Management to Occupational Therapy Doctorate Fast Track
Health Physics, MS
Medical Laboratory Science, MS
Nuclear Medicine & Molecular Imaging Sciences, MS
Nutrition Sciences, MS
– Dietetic Internship Clinical Track
– Dietitian Education Program
– Research Track
Nutrition Sciences, PhD
Occupational Therapy, OTD – (entry level)
Physical Therapy, DPT
Physician Assistant Studies, MSPAS
Rehabilitation Science, PhD

The following students enrolled in SHP undergraduate programs will complete a learning module in the campus learning management system by the first semester of enrollment. If a fieldwork placement (clinical, internship, practicum, residency, etc.) is required, students must complete criminal background checks and drug screens prior to the first day of the semester of a fieldwork placement.

Health Care Management, BS
Biomedical Sciences, BS
Biobehavioral Nutrition and Wellness, BS
Disability Studies and Rehabilitation Science, BS

Programs waived from the Criminal Background Check and Drug Screening requirements are the following: *

Applied Mixed Methods Research, Graduate Certificate
Biotechnology Regulatory Affairs, Graduate Certificate
Clinical Informatics, Graduate Certificate
Health Administration (International and Executive tracks), MSHA
Health Informatics, MSHI
Healthcare Finance Management, Graduate Certificate
Healthcare Leadership, DSc
Healthcare Leadership, Graduate Certificate
Healthcare Quality and Safety, MS
Healthcare Quality and Safety, Graduate Certificate
Health Services Research, MS
Healthcare Simulation, MS
Healthcare Simulation, Graduate Certificate
Nutrition for Community Health, Graduate Certificate
Nutrition Sciences, MS
– Clinical Track-Prior Learning
– Lifestyle Management and Disease Prevention Track

Low Vision Rehabilitation, Graduate Certificate
Multi-Tiered Approach to Trauma, Graduate Certificate
Occupational Therapy Doctorate (Post Professional)
Physical Therapy Residencies (Neurologic, Orthopedic)
Primary Care Physical Therapy for Underserved Populations, Graduate Certificate

*Students enrolled in exempt programs who participate in a course(s) incorporating community, corporate or other high impact, out-of-classroom activities such as service learning, capstone projects or other hands-on learning experiences, may be required by placement sites to submit background check and drug screening results. Students are responsible for the fees associated with such screening.



STUDENT INSTRUCTIONS FOR UNIVERSITY OF ALABAMA AT BIRMINGHAM SCHOOL OF HEALTH PROFESSIONS

About CastleBranch.com

CastleBranch is a secure platform that allows you to order your background check & drug test online. Once you have placed your order, you may use your login to access additional features of CastleBranch, including document storage, portfolio builders and reference tools. CastleBranch also allows you to upload any additional documents required by your school.

Order Summary

Required Personal Information

- o In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number, and e-mail address.

Drug Test (LabCorp or Quest Diagnostics)

- o Within 24-48 hours after you place your order, the electronic chain of custody form e-chain will be placed directly into your CastleBranch account. This e-chain will explain where you need to go to complete your drug test.

Payment Information

- o At the end of the online order process, you will be prompted to enter your Visa or MasterCard information. Money orders are also accepted, but will result in a \$10 fee and additional turn-around-time.

Place Your Order

Go to: www.castlebranch.com and enter package code:

AH01 - Background Check and Drug Test

You will be required to enter your program under "Student Information" classification

You will then be directed to set up your CastleBranch profile account.

View Your Results

Your results will be posted directly to your CastleBranch profile account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as "In Process" until it has been completed in its entirety. Your school's administrator can also securely view your results online with their unique username and password. If you have any additional questions, please contact the Service Desk at 888.723.4263 x 7196 or visit the website to submit your question at: <https://www.castlebranch.com/contact-us>.

DISMISSAL OF STUDENT FOR FAILURE TO MAKE SATISFACTORY ACADEMIC PROGRESS

[Dismissal of Student and Appeal Process](#)

EMERGENCY PLAN – SHPB/LRC/WEBB

[SHPB/LRC/WEBB Emergency Plan](#)

UAB POLICIES

ACADEMIC PROGRESS

[GRADUATE](#)

[UNDERGRADUATE](#)

HEALTH

[IMMUNIZATIONS](#)

[NEEDLE STICKS AND EXPOSURES](#)

INCLUSIVENESS

[EQUAL OPPORTUNITY AND DISCRIMINATORY HARASSMENT](#)

POLICE AND PUBLIC SAFETY

[CAMPUS SAFETY](#)

[FIREARMS, AMMUNITION, AND OTHER DANGEROUS WEAPONS](#)

RESEARCH AND SCHOLARLY ACTIVITIES

[ACADEMIC INTEGRITY CODE](#)

[ETHICAL STANDARDS IN RESEARCH AND OTHER SCHOLARLY ACTIVITIES](#)

[PATENT](#)

SUBSTANCE USE/ABUSE

[ALCOHOLIC BEVERAGES, USE AND CONSUMPTION](#)

[DRUG FREE CAMPUS](#)

[NON-SMOKING](#)

TECHNOLOGY

[TECHNOLOGY RESOURCES](#)

SECTION 3 – PROGRAM POLICIES

DEPARTMENT OF PHYSICAL THERAPY POLICIES AND INFORMATION:

DEPARTMENT VISION

Leading the way to optimal movement for all individuals and populations in a diverse society resulting in improved health, wellness, and quality of life.

DEPARTMENT MISSION

Develop physical therapy and rehabilitation science leaders through knowledge creation/ translation and innovative education, in order to promote health equity and address the needs of all individuals and communities in a rapidly transforming society

STATEMENT OF PHILOSOPHY

We believe in the inherent worth of the human being and that sensitivity and responsiveness to human needs serves as the foundation for our endeavors. One of the determinants of society's progress and growth is the collective health of its individuals. Members of the health professions share with the individual citizens, responsibility for maintenance and promotion of health. We believe in the right of everyone to quality health care; furthermore, we are committed to the promotion of effective cost and quality control measures in the health care system.

Physical Therapy is an integral and unique component of health care. We believe that the services of physical therapy must be directed to all phases of health care--promotion of health, prevention of illness, and rehabilitation of the total person--and that the physical therapist is a legitimate point-of-entry into the health care system. This belief requires personnel who are prepared to function in different and changing roles. While there are common basic elements for all roles in physical therapy, society benefits most through expansion in the depth and breadth of preparation of individuals in the diverse roles in physical therapy enabling them to function in an ever-changing environment.

We believe that a diversity of people, thoughts and ideas, educational and experiential backgrounds augment the scope and quality of physical therapy services. Maximum benefits are derived from physical therapy services when physical therapy practitioners are committed to work collaboratively with the health care team.

The choice of a career is a personal decision, but, having chosen a given profession, an individual must assume the inherent responsibilities. Each member must adhere to established professional ethics to maintain membership in that profession.

As educators in Physical Therapy, we assume the responsibility for selection of students and provision of educational excellence to prepare physical therapists that provide high quality physical therapy service for society and leadership to the profession.

Education is a means of facilitating self-realization leading to the enrichment of human life. Learning is a dynamic process. We view the teacher as a facilitator of learning. The opportunity to learn through problem-solving and decision-making experiences enhances the process. We believe that the curriculum must reflect these values and views and should be developed in such a way that the content is presented in an integrated and holistic manner.

We hold faculty communion and unity of purpose as essential and vital elements for effectiveness in an educational endeavor. Members of the faculty must be competent and accountable. Competency and accountability extend beyond the immediate educational environment to the areas of service and research. The faculty is committed to excellence in all that it undertakes. We accept the concept, and all that is inherent with the concept, that educators serve as change agents, and we share with colleague's responsibility for growth and development of the profession toward continuously meeting needs of society.

Adopted: August 1987

Last revision: September 2014

STATEMENT OF ETHICAL PRACTICE

The faculty of the Department of Physical Therapy is committed to the practice of ethical standards in our educational endeavors and fully supports the activities of the School of Health Professions that foster and ensure compliance with established standards regarding admission and academic policies, establishment and publication of just and equitable fees, publication of full and accurate information concerning educational programs, provision of adequate health and other student services, and policies/procedures for ensuring students' rights to due process. The Department of Physical Therapy adheres to the following practices:

1. All published material accurately reflect the education programs offered by the Department of Physical Therapy and are written as clearly as possible to avoid misinterpretation by the reader.
2. All applicants for admission will be considered without regard to an applicant's race, national origin, age, genetic or family medical history, gender, faith, gender identity and expression as well as sexual orientation. UAB also encourages applications from individuals with disabilities and veterans.
3. An effort is made to ensure that each student upon entry into one of the educational programs is of sound physical and mental health and that any physical dysfunction or disorders are within safe limits for the student and the patients with whom the student will come in contact.
4. Academic and clinical education policies/procedures are distributed and reviewed with all students at the beginning of each school year.
5. Written agreements are made with each clinical facility and include a statement to the

effect that students are there for the purpose of educational experiences and are not to be used in lieu of staff or professional personnel.

6. The faculty makes every effort to adhere to student-faculty ratios in both academic and clinical education that will facilitate optimal educational experiences.
7. Academic credit is awarded in compliance with the policies established by the SHP Academic Affairs Committee and the Graduate School of the University of Alabama at Birmingham.
8. All efforts are made to ensure that the student has developed at least minimal competencies for that particular stage in classroom and laboratory experiences prior to clinical education assignment in a patient care situation.
9. The faculty, in its concern for the health and safety of the general public, is committed to ensuring that each student possesses at least the minimal competency levels essential to his/her role in the practice of physical therapy before allowing that student to graduate.
10. The faculty is committed to the educational preparation, personal development, and general welfare of each individual student within the curricula and demonstrates a respect for the human dignity and individual rights of each student in all aspects of the curricula.

DOCTOR OF PHYSICAL THERAPY PROGRAM OVERVIEW

The Doctor of Physical Therapy (DPT) program is a course of study for the student who holds a baccalaureate degree in a field of study other than Physical Therapy; satisfactory completion of this program leads to a Doctor of Physical Therapy degree and serves as initial preparation for practice as a physical therapist. The student will gain knowledge, skills, and behaviors needed for the initial practice of Physical Therapy in a variety of settings. In addition to practice, the graduate will be prepared to assume responsibilities in areas of administration, consultation, education, and discovery and application of new information as these relate to physical therapy.

Graduate Outcomes:

At the completion of the UAB DPT program students should be able to:

1. Deliver value-based and consumer-centered patient/client management to diverse populations to optimize movement, function and health.
2. Abide by national and state regulatory and legal standards and adhere to the core values and ethical principles adopted by the American Physical Therapy Association (APTA).
3. Engage in interprofessional collaborative practice by effectively educating, communicating and partnering with consumers, peers, other healthcare and non-healthcare providers, regulatory agencies, third-party payers, and other stakeholders.

4. Critically appraise the literature and other resources to guide evidence-informed physical therapy practice.
5. Influence the ever-changing health care landscape through personal leadership, advocacy, life-long learning in the clinic, community, professional organizations and society.

Adopted: October 2002

Revision: September 2006

Revision: March 2016

CURRICULAR THREADS:

The four curricular threads in the DPT Program are: 1) Personal Leadership; 2) Evidence Informed Practice Management; 3) Population Health and 4) Interprofessional Collaborative Practice. Each thread is woven throughout the DPT program.

CURRICULAR THREAD #1: PERSONAL LEADERSHIP:

Personal leadership is the **leadership** of you by you. When you practice **personal leadership**, you “lead from the inside out.” By intentionally and purposefully setting the direction for your professional and personal life, you make decisions and behave in a manner consistent with your personal philosophy and values. You recognize that you always have a choice as to how you behave, and you take responsibility for your emotions, reactions, and behavior and appreciate your impact on others.

The process involves asking yourself, “How do I want or need to think and act in order to be the best version of myself?”

What kind of physical therapist do I want to be? How do I want people to perceive me? What type of reputation do I want to have? Using a marketing term, what do I want my professional “brand” to be, e.g., Doctor of Physical Therapy who is known by others to exemplify [some quality].

As a physical therapist student, what do I want my classmates and faculty to think of me? How do I become the physical therapist that will transform society, transform the profession of physical therapy, and meet my patient/client needs?

Critical to being able to lead yourself is emotional intelligence, resilience, grit, positivity and understanding ‘the why’

Emotional intelligence (EI) or Emotional Quotient (EQ) is the ability to understand and manage your own emotions, and those of the people around you. People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people.

What is my emotional intelligence? Am I truly aware of myself in the moment – what are my emotions, triggers, and goals? Do I know when I am anxious or

nervous and how I respond when I am stressed? Can I manage myself so that I act in a manner that is professional, thoughtful, and supportive? (EQ competencies of self-awareness and self-management).

What is my emotional intelligence? Can I understand the culture/mood/emotions of those around me? Do I truly understand what they are saying and what they need? Can I manage relationships in a manner that is professional, thoughtful, and supportive? Can I guide/influence the team to get to where we need to be? Can I advocate for myself/others? (EQ competencies social awareness and relationship management)

Resilience and Grit: Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress (i.e., family and relationship problems, health problems or financial stressors). It means "bouncing back" from difficult experiences. Grit is described as a combination of perseverance and passion for long term goals, for something that you love and need and "sticking with things over the very long term until you master them."

Do I have resilience and grit? Do I see change and conflict as opportunities? Or do I see them as preventing me to be successful? Do I feel empowered and engaged? Am I seeing things through a "positive" lens?

Positivity and understanding 'the WHY'

Positivity is staying positive even when you find a good reason to be negative.

"The WHY" is understanding why you are asked to do something/ be something. Why – "what's your purpose, call, belief, why do you get out of bed in the morning?"

Do I understand the context of the situation and the demands being placed on me? Am I curious and explore why things are different in a professional program and in clinical settings? Do I immediately assume that the program/the clinic is disorganized, asking me to do busy work, while THEY are not efficient? Am I proactive, rather than reactive, in seeking clarification as to "the WHY"?

The UAB Personal Leadership Curricular Thread is based on the Leadership Competency Framework for Physical Therapists (Sebelski et al. 2020; Tschoepe et al. 2021). The competencies and framework were developed using a Delphi study research method. The framework includes 3 Tiers (Leading Self, Leading Others, Leading Organizations and Communities), 11 clusters (see table below), and 57 competencies, 37 of which are considered "very important" for all physical therapists regardless of years of licensure (defined in the table) and 20 of which are very important for clinicians with > 1 year of experience (listed but not defined in the table). These competencies are the focus of the curricular thread which will be developed during the professional practice courses and throughout the curriculum.

Leadership Competencies for Physical Therapists and Definitions (Sebelski, 2020) and Leadership Competency Framework for Physical Therapists (Tschoepe, 2021)

Tier: Leading Self (Focus of Year 1)

Cluster: Self-Perception

Self-Confidence	Believes in one's own ability, success, and decisions or opinions
Self-Aware	Identifies one's own strengths, weaknesses, beliefs, motivations, emotions, and perceptions by others
Self-Management	Regulates one's own emotions and behavior
Self-Initiative	Making decisions and acting without asking or being told to do so (definition not in original manuscript).

Competency: Self-actualizes
To be achieved > 1 year post licensure

Cluster: Character

Accountable	Accepts ownership of the responsibility for decisions, roles, obligations, and actions
Authentic	Exhibits an ability to be true to oneself, personality, spirit, or character despite external pressure
Ethical orientation	Aligns actions, beliefs, and values with moral standards and principles
Integrity	Upholds one's self to being honest with strong moral principles
Trustworthy	Demonstrates honesty in words and actions

Competency: Adaptable
To be achieved > 1 year post licensure

Cluster: Expertise

Problem solving skills	Uses a methodical analysis to find explanations or solutions
Evidence-informed practice	Distinguishes legitimacy of information use to match the unique needs of the situation
Goal orientation	Strives for achievement of measurable outcomes with time frames for completion
Implements	Executes the process of putting a decision or plan into effect
Plans	Identifies tasks and deadlines to develop road maps for performance

Analyzes	Evaluates the individual pieces and the whole, to make meaning of the situation to make sound, evidence-based decisions
Synthesizes	Integrates ideas and elements to form a coherent whole
Evaluates	Determines significance, worth or condition by careful appraisal
Cluster: Inquisitiveness	
Reflects	Uses a thoughtful review of strengths, weaknesses, and outcomes
Lifelong Learning skills	Pursues knowledge, skills, and experiences for professional or personal behavior growth that is ongoing and self-motivated
Seeks information	Demonstrates curiosity and desire to know more about things, people, or issues
Excellence orientation	Strives beyond an established standard to achieve the greatest outcome
Cluster: Autonomy	
Competencies: Independent, Innovative thinking skills, role identity, interdependence To be achieved > 1-year post-licensure	
Tier: Leading Others (Focus of Year 2)	
Cluster: Relatedness	
Communication Skills	Exchanges information or ideas
Listening Skills	Processes spoken and unspoken messages actively to engage others
Provides feedback	Offers advice to improve behaviors, decisions, performance and interactions with others in a constructive manner
Relationship building skills	Cultivates connections with others
Interpersonal relationship skills	Facilitates associations between 2 or more people
Receives feedback	Integrates critiques, affirmations, suggestions, or advice into future actions
Cluster: Engagement	
Follow-through	Carries through to completion as promised
Assesses	Evaluates performance against benchmarks, metrics of expectation, and new opportunities

Cultural Humility	Demonstrates a perspective that is other oriented in relation to personal values, assumptions, and beliefs
Empathetic	Illustrates understanding, sensitivity, and awareness of another’s point of view or circumstances
Collaborative	Works together to allow a multitude of voices and ideas to be considered, an enhanced sense of group commitment and responsibility to intentionally bring people together
Cluster: Impactfulness Competencies: Influence. Inspires. Assertive. Advocates. Conflict Management To be achieved > 1 year post licensure	
Tier: Leading Organizations and Communities (Focus of Year 3)	
Cluster: Interconnectedness	
Scope of competence	Recognizes what one brings or does not bring to a situation
Professionalism	Aligns personal conduct, aims, and values with standards, roles, responsibilities, and expectations of a profession
Health professional orientation	Articulates the roles, responsibilities, and values of the range of the health providers to foster effective relationships and promote an optimal care environment
Diversity orientation	Modifies interactions while engaging with individuals of different backgrounds, beliefs, or experiences that respects the boundaries, needs, and style of others
Team orientation	Uses a spirit of collaboration for action, decisions, and behaviors of groups
Cluster: Contextual inquiry	
Competencies: Achievement orientation. Navigates organizational dynamics. Systems orientation (systems thinking). Information technology management. Organizational awareness. Supervises To be achieved > 1 year post licensure	

Cluster: Capacity Building

Competencies: Community orientation. Social responsibility. Manages change.

To be achieved > 1 year post licensure

References (Personal Leadership Curricular Thread):

1. Green-Wilson J, Tschoepe BA, Zeigler SL, Sebelski CA, Clark D. Self-Leadership is critical for all physical therapists. *Phys Ther.* 2022;102. doi:10.1093/ptj/pzac029.
2. Sebelski CA, Tschoepe BA, Green-Wilson J, Zeigler S, Clark D. Needed 100 years ago and still needed now: Leadership through crisis and recovery. *Physical Therapy.* 101(3):pzaa234. <https://doi.org/10.1093/ptj/pzaa234>
3. Green-Wilson J, Zeigler SL. *Learning to Lead in Physical Therapy.* Thorofare, NJ: Slack Incorporated; 2020.
4. Green-Wilson J, Zeigler SL, Tschoepe BA, Miller D. Exploring the perceived outcomes of physical therapists following continuing education in leadership development. *Physical Therapy Journal of Policy, Administration and Leadership.* 2020;20(4):11.
5. Sebelski C, Green-Wilson J, Zeigler S, Clark D, Tschoepe B. Leadership competencies for physical therapists: A Delphi determination. *J Phys Ther Educ.* 2020;34(2):8.
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CURRICULAR THREAD #2: EVIDENCE INFORMED PRACTICE MANAGEMENT:

From the [APTA Website](#): “The physical therapy profession recognizes the use of evidence-based practice (EBP) as central to providing high-quality care and decreasing unwarranted variation in practice. *EBP includes the integration of best available research, clinical expertise, and patient values and circumstances related to patient and client management, practice management, and health policy decision-making.*”

Evidence Informed Practice Management informs patient/client management and business practice to achieve optimal practice. The framework for this curricular thread includes four major focus areas : 1) External Data (Trends across “systems”); 2) Internal Data (Organization-specific information); 3) Expertise (Managerial competence/experience and student expertise in self-management, management of others and management of systems); 4). Scientific Literature (practice management evidence in and beyond healthcare literature.

Key elements within this thread will include Healthcare System/Industry, Physical Therapist as a practice manager, and innovative practice/entrepreneurship.

CURRICULAR THREAD #3: POPULATION HEALTH

The Vision of the American Physical Therapy is “Transforming society by optimizing movement to improve the human experience.” The word “transform” means to “make a thorough and dramatic change in form, appearance or character of.” In physical therapy, this thorough and dramatic change requires that physical therapists possess advanced skills that allow them to influence the health of a larger population than the one that is being reached currently. While the skills needed to achieve this vision have not been specified officially, we believe that to reach this broader population physical therapy must be delivered in a way that is socially just, holistic, efficient, effective, and sustainable. Population health, as an approach, focuses on interrelated conditions and factors (behavioral, social, environmental, economic, and political) that influence the health of populations over the life course, identifies systematic variations in their patterns of occurrence, and applies resulting knowledge to develop and implement policies and actions to improve health and well-being of populations

As defined by the Center for Disease Control and prevention, population health brings significant health concerns into focus and addresses ways that resources can be allocated to overcome the problems that drive poor health conditions in the population. Population health provides an opportunity for health care systems, agencies and organizations to work together in order to improve the health outcomes of the communities they serve. For physical therapy, an expanded understanding of the following topics issues will help us achieve the vision on transforming society.

A. Graduate Outcomes:

Upon graduation, students will be able to:

1. Adapt patient/client management to address needs concerning social determinants of health.
2. Facilitate inclusive excellence in all professional duties.
3. Integrate enhanced therapeutic communication skills into all professional duties.
4. Adapt patient/client management to promote the adoption of healthy lifestyles.
5. Implement advocacy efforts to improve the health needs of society.

B. Thread Elements

1. **Social Responsibility** - Social Responsibility includes the promotion of a mutual trust between the PT profession, other professions and the larger public that necessitates responding to societal needs for the health and wellness of patients/clients.
 - a. Defining and identifying the influence of the social determinants of health
 - b. Assessing social determinants of health
 - c. Integrating management of the social determinants of health into clinical practice
2. **Inclusion Excellence** –Inclusion occurs when the physical therapist creates welcoming and equitable environments for all and immerse themselves with the communities they serve. Physical therapists are inclusive when they commit to building clinical spaces that promote a sense of belonging, creating services that are welcoming and safe, elevating diverse and minority voices, acknowledging personal biases that may impact patient care, and taking an active position to oppose injustice.
 - a. Understanding ones’ own culture

- b. Managing implicit bias
 - c. Displaying cultural competence/humility/safety
 - d. Serving as an ally
3. **Enhanced Therapeutic Communication** – Using language justice and advanced communication skills to promote healthy behavior and reach a wide range of individuals with complex needs. Advanced communication strategies would include
- a. Motivational interviewing
 - b. Empathic inquiry
 - c. Trauma informed care.
 - d. 5As and 5Rs
4. **Health Focused Care** - Using population and community health principles and strategies to enhance health promotion, wellness, and prevention to reduce disease risk secondary to poor health behaviors.
- a. Promote healthy lifestyle choices/behaviors*
 - i. Physical activity
 - ii. Healthy eating
 - iii. Weight management
 - iv. Sleep health
 - v. Stress management
 - vi. Smoking cessation
 - vii. Alcohol moderation
 - b. Collect and use sources of population health data
 - c. Establish and manage community health programs
- *These lifestyle behaviors were selected because they align with medical conditions that represent the leading causes of mortality and morbidity.
5. **Advocacy** – Any action that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others.
- a. Advocates for oneself
 - b. Advocates for patients/clients at an individual level
 - c. Advocates for population/community health
 - d. Advocates for the profession

CURRICULAR THREAD #4: INTERPROFESSIONAL COLLABORATIVE PRACTICE

According to the Interprofessional Education Collaborative [Core Competencies for Interprofessional Collaborative Practice \(2023\)](#), interprofessional collaborative practice is “when multiple health care workers from different professional backgrounds work together with patients, families, [carers], and communities to deliver the highest quality of care. (WHO 2010)” Specifically, the UAB DPT program will focus on four core competencies. *source:* [Core Competencies for Interprofessional Collaborative Practice \(2023\)](#):

- 1) **Values and Ethics:** Work with team members to maintain a climate of shared values, ethical conduct, and mutual respect.
- 2) **Roles and Responsibilities:** Use the knowledge of one's own role and team members' expertise to address health outcomes.
- 3) **Communication:** Communicate in a responsive, responsible, respectful, and compassionate manner with team members.
- 4) **Teams and Teamwork:** Apply values and principles of team science to adapt one's own role in a variety of team settings.

DEPARTMENT OF PHYSICAL THERAPY POLICIES AND PROCEDURES

Except for special circumstances described in the policies stated below, the Department of Physical Therapy abides by those policies established by the School of Health Professions and the Graduate School.

ACADEMIC ADVISING

Each student will be paired with a faculty academic advisor during the first week of the program. Students are required to meet with the advisor during each semester of the first year, summer semester year 2, and spring semester year 3. Students may request to meet more frequently with the academic advisor.

CORE ABILITIES/ CORE VALUES:

Core Abilities and Core Values are attributes, characteristics, or behaviors required for success as a student and as a physical therapist. The **Core Abilities** include commitment to learning, interpersonal skills, cultural competence, communication skills, effective use of time and resources, use of constructive feedback, problem solving, professionalism, responsibility, critical thinking, and stress management. The **Core Values** include accountability, altruism, compassion/caring, excellence, inclusion, integrity, professional duty, and social responsibility. Throughout the curriculum, students will periodically use self-assessment tools to facilitate professional growth required for graduation from the Doctor of Physical Therapy program. Academic and clinical faculty will evaluate the development of student's core abilities and values throughout the program using similar assessment tools.

The **Core Abilities Assessment** will be introduced and provided to the students in the first semester during PT 760 (PT Professional Practice I). During each semester of the first year of the program, students will complete the assessment, email it to his/her academic advisor, then meet with his/her advisor to discuss progress. The second year of the program, students will submit the core abilities self-assessment prior to the start of the summer term and at the end of the fall term. Due dates for core abilities assessments and meetings will be provided on the class schedule. The UAB Core Abilities Document is available from the program website home page by clicking "[student resources](#)."

The **Core Values Assessment** document will be introduced and provided to the students

during the spring semester of the third year, in PT 764 (Professional Practice V: Capstone Experience). Students will complete the assessment as an assignment in PT 764 prior to leaving campus for the full-time clinical education courses. The APTA Core Values Document is available from the program website home page by clicking [student resources](#).

The professional nature of the Doctor of Physical Therapy program dictates that DPT students appropriately progress in their core abilities/core values during the program. Students who demonstrate significant core ability/core value violations will be reviewed following the Departmental Review Procedure and are subject to disciplinary action (Figure 2).

ATTENDANCE

Student Request for Absence

The UAB Department of Physical Therapy requires that students attend all scheduled classes including lectures, labs, clinical assignments, and other off-site scheduled events. Failure to do so may result in “unexcused absences” and a violation of core abilities.

Absences fall into 3 categories: UAB DPT EXCUSED Absences, Approved Personal Day Absences and UNEXCUSED Absences and are defined below.

Students must follow the established procedure regarding UAB EXCUSED and PERSONAL DAY Absences.

- One email addressed to all of the Course Directors whose classes are affected by the absence will be sent by the student. The Director of Student Affairs should be copied on this email
 - Absences due to illness or last-minute circumstances/emergencies should be communicated PRIOR to the start of the class session
 - Personal Day Absence requests should be communicated 14 days prior to the requested absence whenever possible. Students will be allotted 5 “personal days” during the didactic portion of the program.
- The student should complete the “Request for Absence” online form. The form for each cohort can be found on the program website home page by clicking [student resources](#). Failure to comply with these procedures may be considered a violation of core abilities.

UAB DPT EXCUSED ABSENCES

- These will not count against the 5 allotted Personal Days:

Bereavement Leave

Students ***may be given*** up to three days (24 hours maximum) excused absence per occurrence to make arrangements, as needed, and attend the funeral or memorial service for members of their immediate families: husband, wife, sponsored adult dependent* children (including stepchildren), child(ren) of sponsored adult dependent, brothers, sisters (including step- brother or sister), brothers-in-law, sisters-in-law, parents (including step-parents), grandparents, grandchildren, father-in-law, mother-in-law, sons-in-law, daughters-in-law. To be eligible for bereavement leave, the student should notify the Director of Student Affairs and the DPT

Program Director immediately. Students should also communicate with the Course Director of any courses that will be affected by the bereavement leave. Upon the student's return to school, an official record, obituary notice, or other form of documentation to substantiate the request for absence may be required.

Voting Leave

Time off to vote in primary and general elections is not normally necessary. Voting hours are such that students may vote either before or after class. If for some reason this is not possible, however, students may submit a request to be late in arriving to class or to leave early. The Director of Student Affairs/Course Directors will determine whether the request will be approved based on the particular situation.

Jury Duty Leave

For jury duty the Department will excuse students from scheduled classes for the day or days they are required to serve on juries.

The student/juror is required to return to school only after they are finally discharged for all jury service or is released from service for a particular day by the court. In order for the absence to be an approved absence, proper documentation of time actually served must be provided.

Students should notify the Director of Student Affairs/Course Directors of impending jury duty as soon as they receive a notice to serve. A copy of this notice should be provided. Students may be able to communicate with the court to attempt to reschedule the jury duty so as to avoid interfering with critical course demands. It is expected that the student will attempt to complete their civil duty with minimal disruption to their educational demands.

Sick Time

Students should not come to campus when they are sick and could potentially infect other individuals. As adult learners, it is expected that all students will utilize sick days responsibly. We recognized that not all illnesses require you to visit a health care provider thus resulting in accumulation of co-pays and potentially overburdening the health care system unnecessarily. The following policy regarding absences for sickness will be enforced.

- If you are sick and need to miss class:
 - Complete an absence request form immediately (do not wait to submit the form unless your health status makes it impossible for you to do so.). **YOU MUST COMPLETE THE ABSENCE REQUEST FOR EACH DAY THAT YOU ARE OUT FOR ILLNESS.**
 - Communicate with the Director of Student Affairs AND course directors for ALL courses affected by the absence.
 - If you elect to be seen by Student Health/personal MD, please provide any documentation regarding return to class recommendations to the Director of Student Affairs.
 - If your illness requires you to miss >2 consecutive days, you **MUST** provide a note from an MD/Health Care Provider.
- If your dependent is sick and you need to miss class:

- Complete the online absence request form immediately (prior to the classes you will be missing.). YOU MUST COMPLETE THE ABSENCE REQUEST FOR EACH DAY THAT YOU ARE OUT FOR YOUR DEPENDENT'S ILLNESS.
- Communicate with the Director of Student Affairs AND course directors for ALL courses affected by the absence.
- If your dependent's illness requires you to miss >2 consecutive days, you MUST provide a note from an MD/Health Care Provider.
- A pattern of repeated absences (>2 absences) due to illness that are not documented by an MD visit may result in the student being required to submit documentation for any future illness related absences or use personal days for the time missed.

Doctor Appointments

- Doctors appointments required for management of **chronic health conditions** OR for **post-op appointments** for you and/or your dependent will be considered excused absences and will not count against your personal days. Whenever possible, these appointments should be made on days that do not affect scheduled classes, however, we recognize that there are situations that require MD appointments that cannot be scheduled outside of scheduled class time. Students should communicate with the Director of Student Affairs/Course Directors for affected classes regarding these non-routine appointments. Students will still be required to complete the online Absence Request Form.
- Doctors appointments for management of **acute illness** for you or your dependent will be considered excused absences and will not count against personal days.

PERSONAL DAYS

- We acknowledge that other life situations may happen during the program (e.g., routine doctor's appointments, weddings, "once in a lifetime" opportunities, dependent care, car trouble, family events, etc.).
- During the didactic portion of the program (i.e., the first two years while on campus) each student may request a total of five personal days for any absence that does not fall under the UAB Excused Absences listed above. Students may ONLY request personal days in half-day increments or full days. For example, if a student has a routine doctor's appointment that cannot be rescheduled and must miss a morning class, the student should request a half day. Unless there are extenuating circumstances, personal days should NOT be taken on days in which students have an exam. There are many factors involved with changing the date of an exam including requiring the course director to schedule additional time in their schedule to proctor the exam for the student. When an approved personal day does fall on a scheduled exam day, the exam will be scheduled at the Course Directors discretion and whenever possible, it will be scheduled PRIOR to the originally scheduled exam date.
- **Routine doctor/dentist appointments** (non-acute illness or annual/routine visits) should be made during times in the schedule where classes would not be affected. Routine appointments made during scheduled class time will require use of a minimum of ½ personal day.

- Request for personal days is not an automatic approval, The Director of Student Affairs and the Course Directors will address these requests on an individual basis. **Students are required to complete and submit the “Request for Absence” form at least 14 days in advance whenever possible.** The student must also send ONE email to the Course Directors whose classes will be missed and copy the Director of Student Affairs with the request. The Course Directors and Director of Student Affairs will review the request. The final decision will be communicated to the student by the Director of Student Affairs. Failure to follow these steps will result in the denial of the request.
- The Director of Student Affairs will track all requests to ensure that the policy is enforced with fairness. During the clinical education portion of the program, clinical education attendance policies will apply. Clinical education policies can be found in the course syllabi and clinical education policies and procedures in this handbook.

UNEXCUSED ABSENCES

- Greater than 5 total days absences for personal reasons (any absence that does not fall under the UAB DPT Excused Absence List) or absences occurring without prior approval may be considered a violation of core abilities and may result in referral of the student to the Student Performance Review Committee
- **UAB Holidays and Semester Breaks** Designated university holidays and breaks are available on the UAB Academic Calendar. The semester class schedule will be emailed to all students prior to the beginning of each term. Revised schedules will be emailed to all students as needed and posted on the shared drive.

Tardiness

Students are expected to be prepared to begin all classes and return from class breaks on time. Habitual tardiness may result in disciplinary actions for violation of core abilities.

Inclement Weather Days

The Department of Physical Therapy will follow the recommendations of [UAB Emergency Management](#) for cancellation of classes. The Program Director will email all students via email if classes are cancelled due to weather. Students are advised to register with [B-Alert](#) to receive weather/emergency updates.

BACKGROUND CHECK

Please see the SHP Section for information about the Background Check for SHP Students. In the Doctor of Physical Therapy Program, clinical sites may require students to complete additional criminal background checks from the site-specific vendor prior to the start of a clinical education experience.

DRUG SCREENING

Please see the SHP Section for information about the Drug Screening for SHP Students. In the Doctor of Physical Therapy Program, clinical sites may require students to complete additional drug screenings from the site-specific vendor prior to the start of a part-time or full-time clinical education experience.

COURSES AND GRADES

Grading System

90-100%	A
80-89.99%	B
70-79.99%	C
< 70%	F

Performance requirements will be identified in the course syllabi. Grades will not be rounded up.

NOTE: Only Course Directors or the UAB Office of the Registrar will report Grades to students. Students should not call the Department's main office or ask staff members for grades, as they are not at liberty to give this information.

Practical Exam Policy

Students must pass practical examinations to pass the course. A passing grade on a practical exam is a "B" or $\geq 80\%$ score. Specific sections on practical exams may be designated as "must pass" sections (i.e., if students do not pass this component of the practical exam, they will not pass the exam). For example, students who demonstrate unsafe practices during the practical exam will fail the exam. Students will be given one opportunity to retake the practical exam, which will be observed and graded by two examiners. Prior to retaking the exam, students will be required to complete remedial work if designated by the instructor(s). **If students pass the retake, they receive a score of 80% for that practical exam/content material, representative of minimal competence.** Failure of the retake exam results in an F for the course.

Practical examinations in the examination, intervention, and patient-client management courses may have at least **one section on the exam in which a skill/knowledge from previous semesters is tested** and **students are responsible for all material from previous semesters.**

Written Examination Policy

During in person written examinations, students must follow these procedures:

1. "Smart" devices (e.g., cell phones and watches) must be powered down and placed on the testing area table with the screen down. An exception may be made for students who are expecting an emergency call, but this must be worked out in advance with the instructor and exam proctor.
2. Noise cancelling headsets are allowed but only if not connected to another smart device.
3. All backpacks, purses, totes, gym bags or other carrying satchels must be placed in a designated place in the testing room away from the student's testing area.

4. Presence of any test aids of any kind will be considered cheating and the student will be subject to disciplinary actions as outlined in the [UAB Academic Integrity Code](#).
5. No food may be brought to the testing area, unless necessary for health reasons. Prior permission must be granted.
6. Drinks may be brought to the testing area if they are in an approved bottle/container (e.g., a reusable water bottle).
7. The exam proctor will provide plain paper if needed which should be turned in to the exam proctor at the end of the exam; students may not bring their own paper to the exam.
8. The exam proctor will not entertain questions regarding exam content. Issues with exam content will be addressed following the exam. Technical issues should be brought to the proctor's attention immediately.
9. Any communication between students during an exam will be considered as intention to cheat, and the students may be removed from the testing session immediately. The students involved will be subject to disciplinary action following the UAB Academic Integrity Code.
10. Any other behavior by the student that is considered as a violation of the honor code or academic misconduct will be subject to disciplinary action following the UAB Academic Integrity Code.
11. Any student with Disability Support Services accommodations for written exams must schedule with [Disability Support Services](#).

STUDENT COMPLAINTS

Students should always feel free to voice concerns or complaints about the program to the appropriate faculty member including course directors, academic advisors, the DPT Program Director, Director of Student Affairs and Department Chair. If the student has a complaint or concern about a particular course, the student should first approach the course director. If the complaint is not resolved, the student should then approach the DPT Program Director/Director of Student Affairs. If the complaint is still not resolved, the student may approach the Department Chair. If the complaint is still not resolved, the student may approach the Associate Dean for Academic and Faculty Affairs. If the complaint is still not resolved, the student should refer to the [UAB Student Complaint Policy](#).

Individuals may also contact the Commission on Accreditation of Physical Therapy Education CAPTE to file a complaint about the program. Please consult the CAPTE [website for policies and procedures](#) for filing a complaint.

ACADEMIC PERFORMANCE

Academic Performance includes *academic standing, academic conduct, and core abilities/core values*. The Departmental Review Procedure will be utilized to address student issues related to academic performance.

ACADEMIC STANDING

Students in the Department of Physical Therapy must maintain good academic standing in the Graduate School and in the Doctor of Physical Therapy (DPT) Program to satisfactorily progress toward completion of the program and the degree. “Good academic standing” is defined by the following three components (Figure 1):

- A. Cumulative grade point average (GPA) of ≥ 3.00 in the DPT program,
- B. Earning ≤ 2 Cs, and
- C. Successful completion of all DPT course work (No grades of F or Non-Pass/NP).

A student who fails to maintain a GPA ≥ 3.00 in DPT coursework will be placed on academic probation. Such a student must re-establish good academic standing within the next two semesters. Students who do not establish “good academic standing” in this timeframe will be reviewed following the Department Review Procedure and are **subject to dismissal** (Figure 2). Students earning > 2 Cs in the DPT program, will be reviewed following the Departmental Review Procedure and are **subject to dismissal** (Figure 2). Students earning a failing grade (F) or Non-Pass (NP) are dismissed from the program due to failure to satisfactorily complete prerequisite coursework for subsequent required courses.

ACADEMIC CONDUCT:

The University established a new Academic Integrity Code effective August 23, 2021. This Code, which applies to undergraduate, graduate, and professional students as well as all academic activities, defines academic misconduct and outlines procedures for breaches of the code. Policies are established for resolution of charges of academic misconduct, and these processes are managed by the Academic Integrity Coordinator (AIC). In the School of Health Profession, the AIC is the Associate Dean for Academic and Faculty Affairs (office is in SHPB 660). Click this [LINK](#) for the full text of the Academic Integrity Code.

At orientation, each DPT student will be required to sign a statement that he/she has read and understands the UAB Academic Integrity Code. By signing this statement, each student accepts responsibility not only for his/her personal academic conduct, but for the conduct of all physical therapy students. In accepting this responsibility, the students in the Department of Physical therapy will not lie, cheat, or steal. A student found to have engaged in academic misconduct such as knowingly giving and/or receiving unauthorized aid in tests and examinations, plagiarizing, falsifying data, or any other acts of dishonesty in academic work will be reviewed following the Academic Integrity Code Policy. In addition, students who knowingly are involved in or fail to report a violation of the UAB Academic Integrity Code by another student will be subject to disciplinary action following the Academic Integrity Code Policy. Students accept this responsibility because of a commitment to personal and professional honor.

CORE ABILITIES/ CORE VALUES (repeated from previous section for clarity):

Core Abilities and Core Values are attributes, characteristics, or behaviors required for success as a student and as a physical therapist. The **Core Abilities** include commitment to learning, interpersonal skills, cultural competence, communication skills, effective use of time and resources, use of constructive feedback, problem solving, professionalism, responsibility, critical thinking, and stress management. The **Core Values** include accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the curriculum, students will periodically use self-assessment tools to facilitate professional growth required for graduation from the Doctor of Physical Therapy program. Academic and clinical faculty will evaluate the development of student's core abilities and values throughout the program using similar assessment tools.

The **Core Abilities Assessment** will be introduced and provided to the students in the first semester during PT 760 (PT Professional Practice I). During each semester of the first year of the program, students will complete the assessment, email it to his/her academic advisor, then meet with his/her advisor to discuss progress. The second year of the program, students will submit the core abilities self-assessment prior to the start of the summer term and at the end of the fall term. Due dates for core abilities assessments and meetings will be provided on the class schedule. The UAB Core Abilities Document is available from the program website home page by clicking "[student resources](#)."

The **Core Values Assessment** document will be introduced and provided to the students during the spring semester of the third year, in PT 764 (Professional Practice V: Capstone Experience). Students will complete the assessment as an assignment in PT 764 prior to leaving campus for the full-time clinical education courses. The APTA Core Values Document is available from the program website home page by clicking "[student resources](#)."

The professional nature of the Doctor of Physical Therapy program dictates that DPT students appropriately progress in their core abilities/core values during the program. Students who demonstrate significant core ability/ core value violations will be reviewed following the Departmental Review Procedure and are subject to expulsion (Figure 2).

DEPARTMENTAL REVIEW PROCEDURE (FIGURES 2 & 3):

The Student Performance Review Committee (SPRC) consists of appointed DPT faculty members. The SPRC serves as the initial step in the review process of student problems that result from: 1) poor academic standing, or 2) significant core abilities/core values deficits. After reviewing each case, the SPRC will make a recommendation to the DPT Core Faculty. For poor academic standing and significant violations of core abilities/values, disciplinary actions may include any one of the following and are consistent with the [School of Health Professions Policy for Dismissal of Student for Failure to Make Satisfactory Academic Progress and Procedures for Appeal of Dismissal](#).

1. **Warning:** An oral or written warning to the student with a description that he/she is in violation of academic performance standards or core abilities/core values. Warnings will be documented in the student's record in the Department of Physical Therapy.

2. **Reprimand**: An official written warning stating that continuation or repetition of wrongful conduct may cause more severe disciplinary action. The reprimand will be documented in the student's record in the Department of Physical Therapy.
3. **Probation**: A written warning explaining the serious nature of the offense and outlining the terms of the probationary status, including length of probation and performance requirements to remain enrolled in the academic program. A copy of the probation documents will be included in the student's record in the Department of Physical Therapy.. The length of the probationary period will be recommended by the faculty and is subject to approval by the Department Chair.
4. **Suspension**: Exclusion from classes and other privileges in the School of Health Professions for a defined period. The written statement will include specification of the terms under which the student may return as a matriculating student in the DPT program. The statement may include a plan for re-matriculation into the program or a plan for leave of absence without specific re-matriculation plan, depending on the circumstance. A copy of the suspension documents will be included in the student's record maintained by the academic program and copied to the Department Chair.
5. **Dismissal**: Permanent termination of student status in the DPT Program and School of Health Professions. A copy of the dismissal documents will be included in the student's record in the Department of Physical Therapy and copied to the Department Chair and Associate Dean for Academic and Faculty Affairs.

Regarding poor academic standing and significant violations of core abilities/values, the final decision for action rests with the Department of Physical Therapy Faculty. A student has the right to appeal the faculty's decision with the Department Chair. Figure 2 shows a general scheme for the process. The Department of Physical Therapy will follow the [School of Health Professions Policy for Dismissal of Student for Failure to Make Satisfactory Academic Progress and Procedures for Appeal of Dismissal](#). The Program Director will provide students with a copy of this document and a link will be placed in each syllabus.

Regarding **academic misconduct**, the department will follow the UAB Academic Integrity Code Policy.. The potential disciplinary actions can be found in figure 3 and described in the Academic Integrity Code. Click this [LINK](#) for the full text of the Academic Integrity Code with a description of each disciplinary action/sanction.

NON-ACADEMIC PERFORMANCE

Students in the DPT program are expected to exhibit behaviors consistent with the UAB Student Conduct Code found at this website: [Link to UAB Student Conduct Code](#)

To summarize, UAB DPT students are expected to:

1. exemplify honesty, honor, and a respect for the truth in all their dealings (Integrity),
2. build and enhance their community (Community),

3. be just and equitable in their treatment of all members of the community and act to discourage and/or intervene to prevent unjust and inequitable behaviors (Social Justice),
4. show positive regard for each other, for property and for the community. Students will conduct themselves and treat others in a polite, reasonable, and respectful manner (Respect and Civility), and
5. accept a high level of responsibility to self, to others and to the community (Responsibility).

Specific definitions and examples, as well as information regarding student rights and the procedures for reporting non-academic misconduct can be found at this website: [Link to UAB Student Conduct Code Policy](#). UAB DPT students who violate the UAB Student Conduct code will be referred to the [Office of Community Standards and Student Accountability](#) who will handle the investigation and potential disciplinary action (Figure 4).

FIGURE 1: ACADEMIC STANDING:

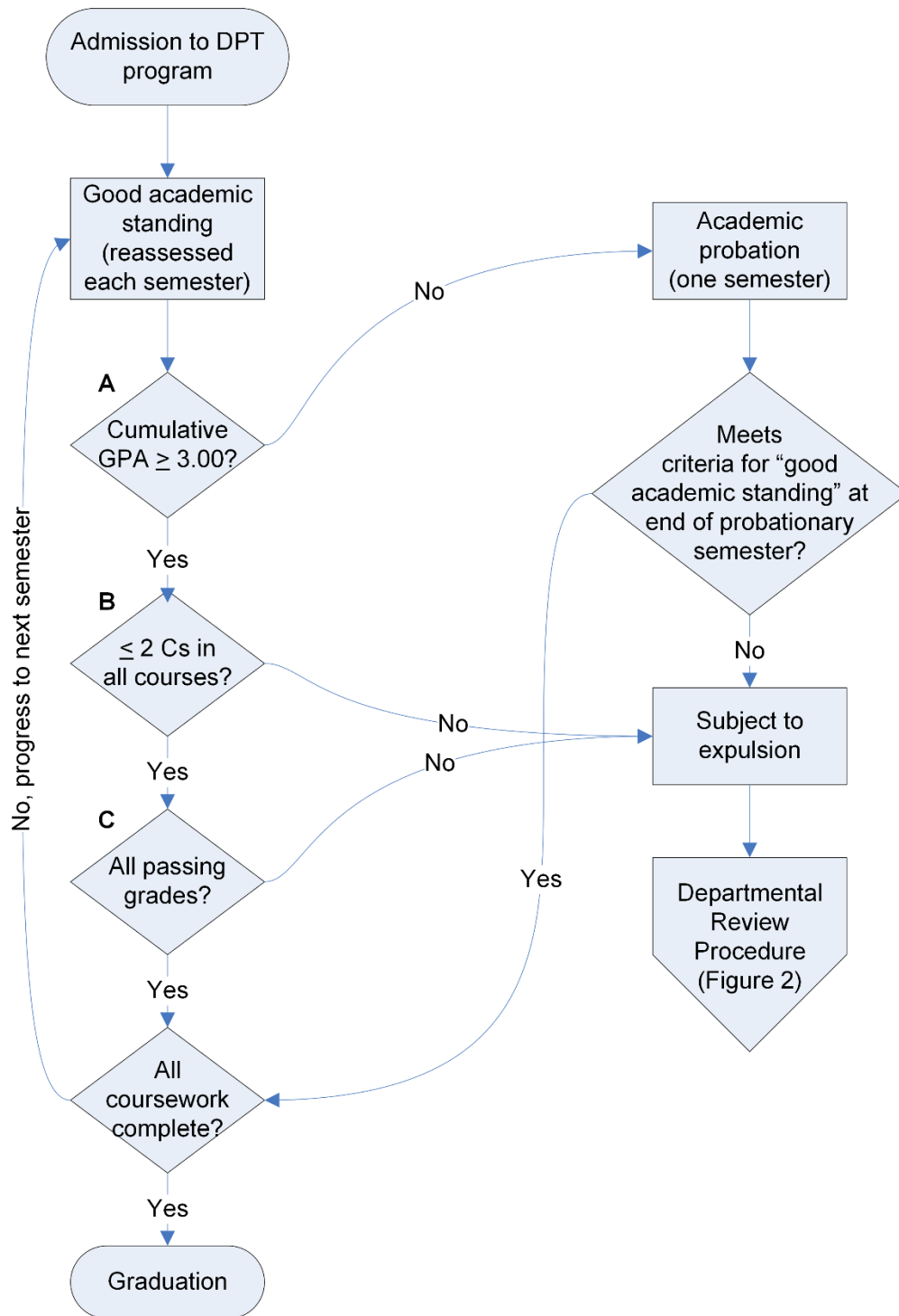
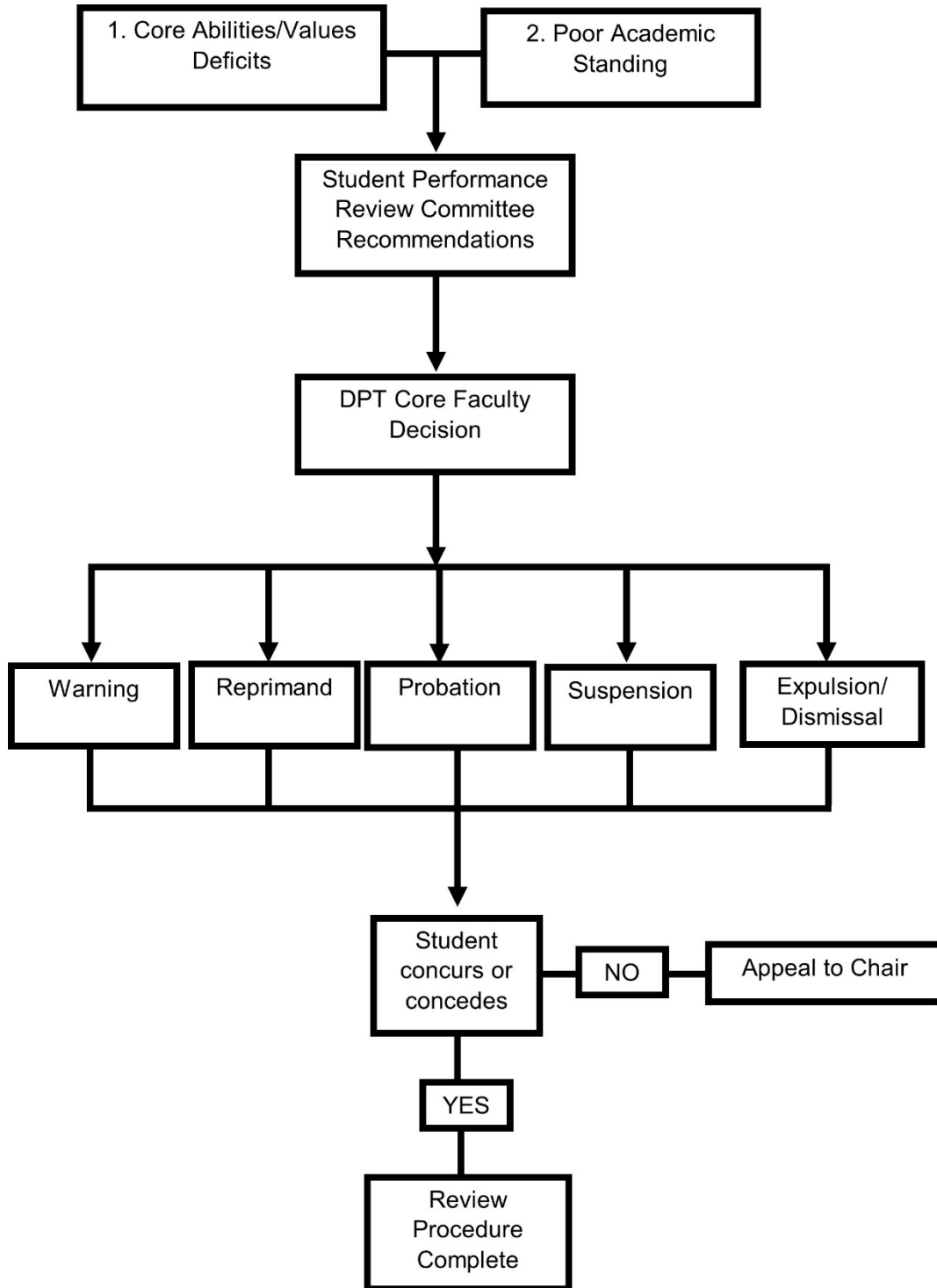


FIGURE 2:

BOXES 1-2: DEPARTMENT REVIEW PROCEDURE FOR ACADEMIC PERFORMANCE



**FIGURE 3:
PROCEDURE FOR ACADEMIC MISCONDUCT (UAB ACADEMIC INTEGRITY CODE)**

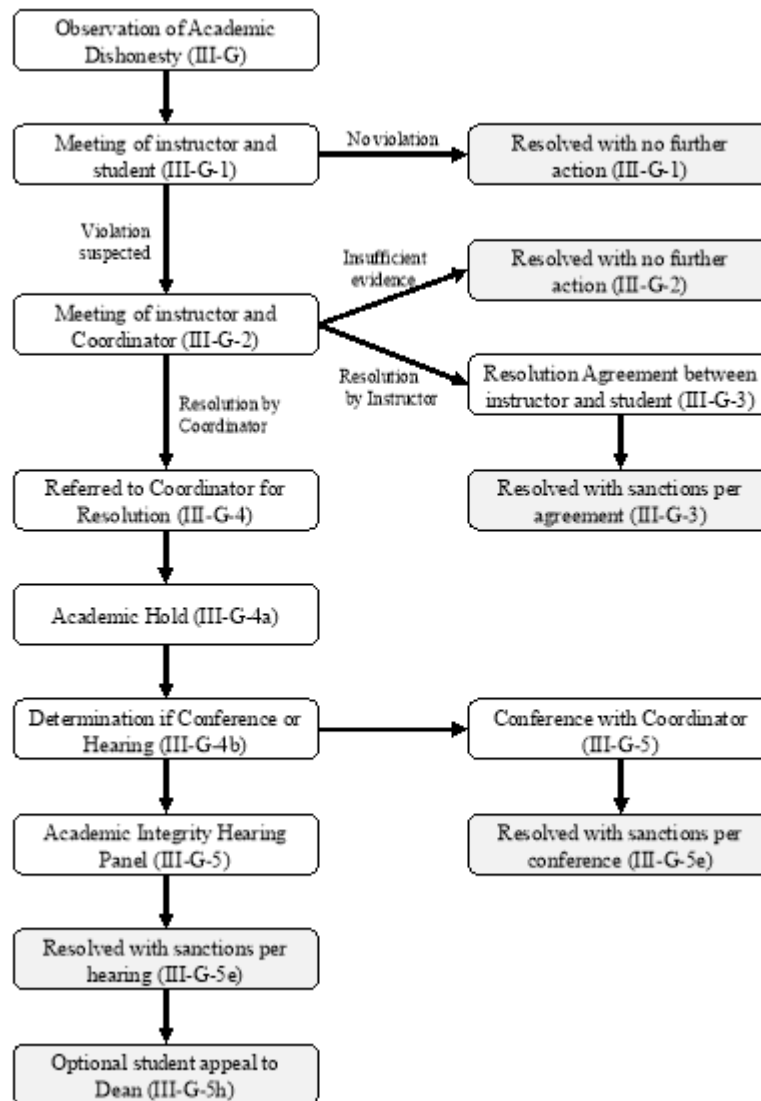
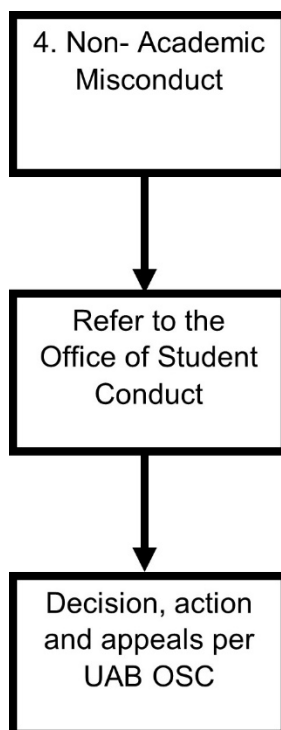


FIGURE 4: PROCEDURE FOR NON-ACADEMIC MISCONDUCT



DISABILITY SUPPORT SERVICES (DSS)

UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services (DSS) for information on accommodations, registration and required procedures. Requests for reasonable accommodations involve an interactive process and consists of a collaborative effort among the student, DSS, faculty and staff.

To Register for Disability Support Services - Contact DSS at (205) 934-4205 (voice and TDD). You must present documentation verifying your disability status and the need for accommodations. After DSS receives your completed documentation, you will meet individually with a member of the DSS staff to discuss your accommodations. It is best to register with DSS when you apply to UAB, as it may take 2-3 weeks to review your request and complete the process. For more information about Disability Support Services or to make an appointment, please feel free to contact the office directly at the Hill Student Center, 1400 University Boulevard, Suite 409, Birmingham, AL 35294; via email: dss@uab.edu; or visit their [website](#) for more information.

Students registered with Disability Support Services **must contact the course instructor** to discuss the accommodations that may be necessary in this course. Students with disabilities

must be registered with DSS and provide an accommodation request letter **before** receiving academic adjustments. Reasonable and timely notification of accommodations for the course is encouraged and provided to the course instructor so that the accommodations can be arranged.

LEAVE OF ABSENCE

A UAB DPT student may request a leave of academic absence. The request for a leave of academic absence may not exceed one (1) academic year. The Request for Leave of Academic Absence form can be found at the [Graduate School Website](#). A student must first consult with his/her Academic Advisor as well as the Program Director if considering a leave of academic absence from the Doctor of Physical Therapy Program. The DPT Program Director and the Graduate School Dean must approve the request. Before a student can return from an approved leave of academic absence, the DPT Program Director must submit to the Graduate School a request to allow the student to re-enroll in courses.

As courses are only offered once per year and serve as prerequisites for later courses, students electing a leave of absence from the program may return to the program under an adjusted curriculum plan approved by the faculty. The adjusted curriculum plan may extend students' time in the program beyond the normal program completion time.

STUDENT RESEARCH

All research performed by faculty, students, and staff of the University of Alabama at Birmingham, which utilizes University time, space or resources is the property of the University of Alabama at Birmingham regardless of the funding source. The Department of Physical Therapy follows the UAB Policy regarding the responsible conduct of research and other scholarly activities, which can be found at this website: [UAB Responsible Conduct of Research Policy](#). Final determination of publication order of authorship will be at the discretion of the principal investigator/mentor and will follow the [UAB Authorship Policy](#). For group projects in which students participated equally, authors will be listed alphabetically.

WRITTEN ASSIGNMENTS

Students should follow instructions for written assignments as provided by the course instructors. In general, the Department of Physical Therapy recommends [American Medical Association \(AMA\) style of referencing](#) for assignments.

PROFESSIONAL IMAGE

Professional image serves to protect the patient, to identify the professional to the consumer and to other health professionals, and to allow us to do our jobs safely and effectively. When one accepts the individual responsibilities inherent in becoming a physical therapist, one assumes the collective responsibilities of professional image that reflect upon the profession. Therefore, the faculty has established the following standards of dress.

UAB photo identification must be always worn on campus, during off-campus activities

affiliated with UAB, and during clinical education experiences.

Unprofessional attire may not be worn at any time when a student is representing UAB as an institution – on or away from campus.

In all settings

Personal Hygiene: Students need to manage their own personal hygiene to avoid offensiveness in close physical interactions with patients, visitors, students, and instructors. Body odor/smoke or other odors are not acceptable. Use of deodorants and/ or antiperspirants is encouraged. Perfumes or offensive fragrances are never acceptable.

Nails: Fingernails are to be kept short and clean to avoid skin trauma or contamination. Nail polish should be conservative and well maintained in classes and labs. Please note that nail polish is not appropriate in the clinic and should not be worn in clinical situations to minimize infectious disease concerns.

Hair: All hair should be clean and well-groomed. Hair should be styled so that it is not distracting or in danger of interfering with lab sessions, management of patients or use of equipment.

Jewelry: Jewelry should be professional in nature and not pose a risk to other students, instructors, or patients. Sharp edges should never be worn.

Exemptions will be made on a case-by-case basis by the Program Director. Please e-mail the Program Director to discuss.

CLASSROOM, LRC/SHP ATTIRE

The professional standards, goals, and objectives of the UAB Doctor of Physical Therapy Program always require appropriate behavior and attire in the classroom/educational environment in any UAB building. Professional behavior and attire include, but are not limited to, the following standards:

APPROPRIATE	INAPPROPRIATE
Tops should cover the chest and torso area.	Tops/shirts that gap when bending forward or raising arms overhead. Tops with inappropriate language/logos. Tops that reveal cleavage.
Bottoms (pants, shorts, and skirts) should be neat, professional and modest. Shorts are appropriate for lecture only on days that also have scheduled labs requiring shorts. Denim pants must be neat and professional.	Bottoms that do not cover the low back region appropriately with movement. Leggings of any type are never appropriate unless the buttock region is completely covered by a tunic or dress.
Footwear: Closed toed shoes, sandals that cover most of the foot, athletic shoes.	Footwear that exposes most of the foot; slippers.
Clothes and footwear must be in good repair, clean and neat. If in doubt regarding appropriateness of clothing, please consult with the program director. Students who ignore these guidelines may be reported for core ability violations and subject to disciplinary action.	

Presentation Dress Code (classroom or external)

For female students, appropriate attire includes suits (with either pants or skirts), dress pants with blazers, or business-type dresses with dress shoes. For male students, dress pants and shirt with sports coat or suits and dress shoes are appropriate.

LABORATORY DRESS CODE

Wearing appropriate attire has a direct effect on learning experiences. Specific guidelines are required to ensure that you will be able to examine the body, move appropriately and maintain modesty. Students should read the syllabus to determine the part of the body of focus for each lab and should plan to dress appropriately. Students should show respect for classmates by wearing clean and appropriate lab attire. All students will be provided with a personal locker on the first day of class to use during the program.

Appropriate	Inappropriate
Sweatshirts, sweatpants, shorts, short-sleeved t-shirts, tank tops.	Clothing with inappropriate advertisement or logos. Sweaty or unclean lab clothing (e.g., just from the gym).
Athletic shoes in good condition	
Bra-like halter top or sports bra that allows for observation/palpation of anatomical landmarks. Note: a t-shirt must cover sports bras when outside the OTPT or PT lab areas.	
Athletic leggings in lab sessions where lower extremity exposure is not required.	Athletic leggings in lab sessions where lower extremity exposure is required.

If students have both lecture and lab on the same day, students may wear lab attire for the entire day. If students have only lecture or exams (no lab sessions), students must wear lecture attire.

CLINICAL EDUCATION DRESS CODE

(i.e., any time you are in a clinical or simulation setting for any reason)

Clothing worn for clinical education and/or simulation must be neat and clean to avoid contamination. Clothing should be removed for cleaning as soon as possible after leaving the clinical setting to reduce contamination of personal surroundings. Students should pay attention to their own personal hygiene to avoid offensiveness in close physical interactions with patients. In clinical, community, or research settings, student's attire is expected to be conservative, appropriate, and professional. **Students are expected to follow the dress code requirements of their clinical education sites.**

Appropriate	Inappropriate
UAB photo ID that states that you are a "Student Physical Therapist" should always be worn. Students may also be required to wear a photo ID made at the assigned clinic	Lost IDs must be replaced immediately, or you may be in violation of Alabama state law. Notify the Director of Clinical Education (DCE) immediately if you lose your Student Physical Therapist ID badge.
Supportive, non-slip, closed toe and heeled shoes must always be worn with socks or stockings. Shoes should allow easy pivoting.	Sandals of any kind are NEVER appropriate.

<p>Tops with logos or other writing on them are only appropriate if the logo represents the facility and is worn by the staff therapists.</p> <p>Tops must cover the upper chest area and midriff area.</p> <p>Pants must be conservative in nature and always cover the low back region.</p>	<p>Tops that gap on top or ride up over the pant area when bending.</p> <p>Tops that expose the midriff when reaching overhead.</p> <p>Clothing that allows undergarments to be visible.</p>
<p>Hair must be secured away from the face. Hair should be styled so that it is not distracting or in danger of interfering with the patient care or the use of equipment.</p>	<p>Hair that is unsecured and in danger of falling into the face of students, patients, or equipment.</p>
<p>Fingernails shall be bare with no artificial nails or overlays and must be kept at a length as to not harm patients. Natural nail tips are not to exceed ¼ inch (CDC guideline).</p>	<p>Nail polish is not appropriate and should not be worn during clinical education experiences for infectious disease purposes.</p>
<p>Jewelry should be kept to a minimum.</p>	<p>Jewelry with sharp edges MUST NOT be worn in clinical settings.</p> <p>Smart watches that distract students should be avoided.</p>
<p>If scrubs are permitted as attire in the clinic setting, students must ensure that they are conservatively clothed and that the scrubs are neat and clean.</p>	

CELL PHONES AND COMPUTERS

Classroom and Lab Settings:

Cell phones, computers, smart watches, and other electronic devices are important tools used in the daily life of most individuals and can be excellent tools to enhance learning. However, when these devices are used for reasons unrelated to the course content or session, they can be extremely disrupting, unprofessional, and can negatively affect the learning process of others. Therefore, students must exercise personal responsibility for use of these devices and refrain from using them for reasons other than enhancing the learning process during each session in the DPT Program. Students who excessively use technology and devices during class or laboratory sessions for inappropriate reasons may be reported for core ability violations and subject to disciplinary action.

Clinical Settings:

In the clinical setting, use of cell phones and/or other electronic devices are permitted only during non-patient care times (i.e., lunch hour, breaks, etc.). Cell phone and/or electronic

devices should be set to vibrate or powered down during patient care clinic hours to prevent distractions to you, patients/clients, staff members, and/or clinical instructors. Cell phones may not be used during patient care hours for texting, checking email, or making personal phone calls. Cell phones or other electronic devices, with permission of your clinical instructor, can be used for patient/client use (e.g., looking up information on the internet and designing home programs).

ZOOM ETIQUETTE

Students may need to participate in lectures, labs and discussions via ZOOM. During all ZOOM sessions, students should be professional, attentive and on time like an in-person lecture session. The following procedures must be followed by all DPT students when using ZOOM:

1. Students should log in to ZOOM using their Blazer ID and Password from the [UAB ZOOM WEBSITE](#) before clicking the link for the session.
2. Students should log in to the ZOOM classroom no later than five minutes prior to the official start of the session. Any student logging in later than five minutes prior to the start of the session will be considered tardy.
3. Students should be presentable in appearance, sit upright, and act professional.
4. Students should use their own name in the ZOOM session.
5. Students should always have their video on unless the instructor states otherwise.
6. Students must show respect by always giving their full attention to the instructor and class session. Students must not be driving, riding in a car, or doing other activities during the ZOOM session.
7. Students who do not follow these policies will be subject to referral to the Student Performance Review Committee for violation of Core Abilities.

RECORDING LECTURES AND LAB SESSIONS:

Students who wish to record (video or audio) lectures or laboratory sessions must first ask the course director and all people to be recorded for permission. If all parties agree, the recording must only be used for personal education. Students must refrain from allowing the file to be posted on the public internet (e.g., You Tube, Facebook, Instagram, etc.) or using the recording for other purposes without additional permission from the course director. Patients or community volunteers must never be recorded without permission from the course director who will obtain UAB media consent.

ACCIDENTS / INJURIES OCCURRING ON CAMPUS

All accidents/injuries occurring in the Department of Physical Therapy are to be promptly reported to the faculty member in charge of class. Incident reports for accidents and injuries must be filed with the Department Administrative Office within 48 hours of the incident. Failure to report accidents immediately may result in lawsuits or other serious consequences.

Accident / Injury Reporting Procedure

When a student, visitor, faculty, or staff is involved in an accident or sustains an injury on the

UAB premises, an accident / injury report is required. The faculty member in charge of the class where the injury occurs, or who is the first point of contact following the injury should download and complete this [Incident Report Form](#); the form should accompany the injured individual when medical attention is sought and the injured individual must ensure that the attending physician signs the form. The original form should be given to the Program Director. The Program Director will ensure that all sections are completed and signed by the injured party, the reporting party, and attending physician (if applicable). The Program Director will then give the form to the Department Chair. The Department Chair will send the incident report form to Risk Management, The UAB Safety Office and the Associate Dean for Academic and Faculty Affairs. It is very important to thoroughly complete the form, recommend to the injured to go to either Student Health or the Emergency Room (as appropriate), secure the appropriate signatures, and process promptly to the Department Chair's office. Injuries sustained during a laboratory session are included in this procedure and should be reported by the student as soon as the injury is noted.

STUDENT ACUTE INJURY, SURGICAL PROCEDURE OR ILLNESS

Students who have an acute injury, surgical procedure or illness may not be able or permitted to participate in psychomotor learning activities during lab sessions, simulations, practical examinations, and clinical education experiences. The ability to participate in lab, simulation, practical examinations, or clinical education experiences will be determined by the course director, program director, director of student affairs and student using information provided by the student and their health care provider who is overseeing management of the current condition.

Students who are unable to participate in these activities due to an acute injury, surgical procedure or illness must provide the course director with appropriate documentation to include initial documentation from the treating physician clearly outlining restrictions. Once the student is cleared for full return to all activities, the student must provide the course director with documentation from the treating physician stating that the student is cleared for all activity with no restrictions.

POTENTIAL HEALTH RISKS

Potential health risks associated with engaging in the DPT Program:

Students should be aware that that they may encounter health risks while participating in educational activities in the campus/clinical/community settings. Such potential risks include, but are not limited to:

1. Physical injury associated with performing PT interventions (e.g., lifting and moving people and/or objects, engaging in exercise)
2. Skin irritation/eye injuries from exposure to chemicals used in PT procedures (e.g., massage gel, baby powder, chlorine, electrode adhesives, cleaning supplies)
3. Exposure to infectious diseases (e.g., HIV, Hepatitis B, TB, Flu, COVID-19)

Students with conditions making them more prone to health risks (e.g., allergies, physical injuries, etc.) should report these conditions to the Program Director (while on campus) or DCE (when engaged in clinical education). Students experiencing health problems or who are exposed to health risks likely leading to health problems, should report them to the Program Director (while on campus) or DCE (when engaged in clinical education) and complete an incident report if appropriate.

ACCESS TO SECURE BUILDINGS

The School of Health Professions Building (SHPB) and Lab in Volker Hall (VH) require ONE Card for access. A One Card can be obtained at the following issuing offices: Burleson Building, 909 18th Street South, Birmingham, AL 35294 or One Stop Student Services, Residence Life Center of Blazer Hall. The PT Lab, locker rooms, OTPT lab, and student break room access is also via OneCard. Use of the OneCard is tracked centrally for purposes of monitoring security of these areas. All students, faculty and staff are responsible for making sure these areas remain secure by keeping doors closed/locked.

CLASS BREAKS

The scheduling of breaks is the prerogative of the faculty and/or clinical instructors. Courtesy will be shown to the faculty and clinical instructors by not eating during classes without permission and by returning promptly upon completion of the break. Failure to do so is considered tardiness.

SUPPORT STAFF

The Department of Physical Therapy Support Staff are eager to assist you. Please remember that all staff have their own work areas, and those areas are not available for student use (i.e., telephones, computers, and printers). Please respect staff breaks as these may be federally mandated.

FACULTY AVAILABILITY

Please be aware that while the primary goal as faculty members is to facilitate your learning, each faculty member has other responsibilities which demand time and attention. These roles range from involvement on school-wide committees to research and patient care. The faculty want to be responsive to your needs but ask that you respect their involvement in these other activities. Please ask the faculty how and when they can be available to you. Students are encouraged to contact their advisor or, in the advisor's absence, another faculty member whenever the need arises.

UAB TELEPHONES

For calls within UAB, dial the extension number. Local off-campus calls can be made by dialing "9" and telephone number. Long distance calls cannot be made on UAB phones. Telephones located in classrooms are not for student use. Students receiving a call on the Department's main number (934-3566) will receive a message via email.

CPR CERTIFICATION

CPR certification must always be current during the program. CPR certification will be scheduled in January for first year students and November for second year students. All students will take CPR training, even if currently certified.

ON CAMPUS RECRUITING ACTIVITY POLICY

Meetings with recruiters and recruiting events must be approved following the School of Health Professions policy for special events. The DPT Program Director must be informed of the request for a recruiting event. The event may not be scheduled during regularly scheduled class times.

Generally, the PT Department typically receives the initial request from a recruiter. The PT Department will contact the Class President or designee with the recruiter contact name, company name, and phone number. The Class President or designee should notify classmates and make all arrangements with the Program Director, class, and recruiter, except reserving meeting space.

The Class President or designee will contact the Department of Physical Therapy Staff at 934-3566 to request a room. The Support Staff will secure the room and notify the Class President or designee. The room will always be reserved under the Department Chair's name, Dr. David Morris.

REQUESTS FOR EMPLOYMENT/VOLUNTEER OPPORTUNITIES

The DPT Program often receives requests from the community for DPT students to work/volunteer as, for example, caregivers for individuals with disabilities. As a service to the community, the Program Director may forward these requests to students. Student participation in this type or any outside work is done on an individual basis, and not as a representative of the UAB DPT Program. The UAB DPT Program assumes no liability or responsibility for this type of employment.

EMAIL

All students are required to have email through on-campus student accounts. Information pertaining to the program are often disseminated via email. Students are required to check email at least daily, if not more frequently. E-mail distribution lists should be used only for activities associated with the Department of Physical Therapy program/activities. Updated class schedules will be posted on the student Microsoft Office Teams shared drive.

STUDENT LOCKERS

Locker facilities are provided for Department of Physical Therapy students in their respective locker rooms. Students will be assigned a locker and are responsible for providing their own locks. Students are responsible for maintaining a clean and safe locker room environment and for reporting any maintenance issues to a staff member or the Program Director.

STUDENT BREAK ROOM

A small break room/ kitchenette is available for DPT students to use and store lunches. The break room is accessible with the OneCard. Students are responsible for keeping the break room and equipment clean and must also keep the door locked when not in use. Students should report any issues with the student break room to the Program Director.

FINANCIAL AID

In addition to financial aid programs administered through the [UAB Office of Student Financial Aid](#) located at 1700 University Blvd. Lister Hill Library G20; Telephone (205)934-8223, there are scholarships available to students within the Department of Physical Therapy. Please see the UAB Department of Physical Therapy Website to view and apply for scholarships at the appropriate time: [DEPT OF PT SCHOLARSHIP WEBSITE](#)

UAB DEPARTMENT OF PHYSICAL THERAPY SCHOLARSHIPS

The Department of Physical Therapy offers scholarships for UAB DPT Students. Initial calls for applications will come each semester from the School of Health Professions. All appropriate applications for DPT scholarships will be directed to the DPT scholarship committee. Please visit the website for information regarding each scholarship: [DPT PROGRAM SCHOLARSHIPS](#)

TECHNICAL STANDARDS

Technical Standards of Physical Therapy Education

The physical therapy degree is recognized as a broad undifferentiated degree requiring the acquisition of general knowledge and basic skills in all applicable domains of medicine. The education of the physical therapist requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experience in preparation for independent and appropriated decisions required in practice. The current practice of physical therapy emphasizes collaboration among physical therapists, other health care professionals, the patient, and the patient's family.

POLICY

The University of Alabama at Birmingham Department of Physical Therapy endeavors to select applicants who can become highly competent physical therapists. As an accredited physical therapy program, the University of Alabama at Birmingham curriculum adheres to the standards and guidelines of the Commission on Accreditation for Physical Therapy Education of the American Physical Therapy Association. Within these guidelines, the University of Alabama at Birmingham Department of Physical Therapy has the freedom and ultimate responsibility for the selection and evaluation of its students, the design, implementation, and evaluation of its curriculum, and the determination of who should be awarded a degree. Admission and retention decisions are based not only on prior satisfactory academic achievement, but also on non-academic factors, which serve to ensure that the candidate can complete the essential functions of the academic program required for graduation.

The Department of Physical Therapy is responsible to the public to assure that its graduates are fully competent and caring physical therapists, capable of doing benefit and not harm. Thus, it is important that persons admitted possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice physical therapy. The Department of Physical Therapy, as part of the University of Alabama at Birmingham is committed to the principle of equal opportunity. The Department does not discriminate based on race, religion, national origin, sex, disability, and disabled veteran or Vietnam era veteran status. When requested, the University will provide reasonable accommodation to otherwise qualified students with disabilities.

PROGRAM

Technical standards, as distinguished from academic standards refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation. The essential abilities required by the curriculum are in the following areas: motor, sensory, communication, intellectual (conceptual, integrative, and quantitative abilities for problem solving and patient assessment), and the behavioral and social aspects of the performance of a physical therapist.

The University of Alabama at Birmingham Department of Physical Therapy curriculum requires that students possess the ability to master information presented in course work in the form of lectures, written material, projected images, and laboratory demonstration.

The student must have the cognitive abilities necessary to master relevant content in basic science and clinical science courses at the level deemed appropriate by the faculty. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material. The student must be able to discern and comprehend dimensional and spatial relationships of structures and be able to develop reasoning and decision-making skills appropriate to the practice of physical therapy. The student must have the ability to take, and document in a patient's record, an appropriate history, and perform a physical examination. Such tasks require the ability to communicate with the patient and family. The student must also be capable of perceiving signs of disease, especially neuro-musculoskeletal dysfunction, as manifested through physical examination. Such information is derived from observation and palpation of the body surfaces, palpable changes in various organs and tissues, and auditory information (such as patient voice and heart tones).

The student must have the ability to discern the integrity of skin, subcutaneous masses, muscles, bones, joints, lymph nodes and intra-abdominal organs (for example, liver and spleen). The student must be able to perceive the presence of abnormalities that are not within the musculoskeletal system, such as masses in the abdomen.

A major component of the practice of physical therapy is the assessment and management of movement disorders. Therefore, the student must have the ability, within reasonable limits of safety, to assist a patient in moving, for example from a chair to a bed, or from a wheelchair to a commode. The student must also have the ability to move him or herself and the patient in a three-dimensional space in order to perform motor function tests and treatments. Additionally, the student must be able to ensure the physical safety of a patient at all times.

The student must be able to communicate effectively with patients and families, physicians and other members of the health care team. The communication skills require the ability to assess all information, including the recognition of significant non-verbal communication and immediate assessment of information for appropriate and focused follow-up inquiry. The student must be capable of responsive, empathetic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences.

The student must be able to process and communicate information on the patient's status with accuracy, in a timely manner to physical therapist colleagues and other members of the health care team. This information then needs to be communicated in a succinct, yet comprehensive manner and in settings in which time available is limited. Written or dictated patient assessments must be complete and accurate. The appropriate communication may also rely on the student's ability to make a correct judgment in seeking supervision and consultation in a timely manner.

The student must be able to understand the basis and content of ethical physical therapy practice. The student must possess attributes to include compassion, empathy, altruism, integrity, responsibility, and tolerance. The student must have the ability to function effectively under stress and to adapt to an environment, which may change rapidly without warning, and/or in unpredictable ways.

It is the responsibility of the student seeking accommodations of a disability to make his/her requests known and to present supporting documentation from his/her health care provider to Disability Support Services.

Based on the Essential Requirements of Physical Therapy Education at the University of Washington School of Medicine/Department of Physical Therapy. Modified and used with permission. Approved: Dept.PT Faculty. 7/9/99 Revised 01/2002; 12/2018; 06/2019.

CLINICAL EDUCATION

Introduction: As part of the Doctor of Physical Therapy (DPT) program, students will complete integrated clinical education (ICE) and full-time clinical education experiences (PT 770 course series). During the first four (4) semesters of the DPT program, students will be assigned to attend clinicals or community sites each semester by the Associate Director of Clinical Education (ADCE). During these ICE experiences, students will gain exposure and experience working with individuals with various health needs. Students will observe and learn under the supervision of licensed healthcare providers, often in an interprofessional environment and/or pro bono settings.

During semesters five (5) and six (6) of the DPT program, students will continue with ICE experiences embedded within courses and with an integrated, full-time clinical education experience. These will be arranged by the Director of Clinical Education (DCE) and Associate Director of Clinical Education (ADCE).

Finally, students will complete three (3), terminal, full-time clinical education experiences after successful completion of all academic coursework during semester 7 (spring, year 3), 8 (summer, year 3), and 9 (fall, year 3). These will be arranged by the

Director of Clinical Education (DCE) and Associate Director of Clinical Education (ADCE).

CLINICAL EDUCATION POLICIES AND PROCEDURES

Students shall comply with all policies and procedures related to clinical education experiences as outlined in this section. Accountability, communication, and duty are essential values of professional behavior ([APTA Core Values for the Physical Therapist and Physical Therapist Assistant](#)) and are cornerstones of self-leadership (see personal leadership curricular thread). These skills are critical for success in the clinical education aspects of the DPT degree. Failure to comply with clinical education policies and procedures will result in the following infractions:

- First infraction: Written warning from the Director of Clinical Education (DCE)
- Second infraction: Loss of ½ personal day
- Third infraction: Loss of one personal day
- Fourth infraction: Assigned community services hours within the Department of Physical Therapy to be completed at the end of the semester that the fourth infraction occurs
- Fifth infraction: Cancellation of the clinical education experience

***NOTE: During the first two years in the program, any personal days lost will be deducted from the personal days offered during the didactic portion of the degree. During the final year in the program, any personal days lost will be deducted from the 3 (three) personal days offered during terminal, full-time clinical education experiences. ***

Key Abbreviations:

- Director of Clinical Education = DCE
- Associate Director of Clinical Education = ADCE
- Site Coordinator of Clinical Education = SCCE
- Clinical Instructor = CI
- Clinical Education Learning Management System = Exxat

Further information regarding these roles and responsibility associated with clinical education can be found in the Clinical Education Learning Management System, Exxat.

A. Dress Code

1. All information regarding dress code during clinical education experiences is available for review in the clinical education dress code section of the *Doctor of Physical Therapy: Student Handbook*.

B. Name Tags and Name Changes

1. When in the clinic, students are required to always wear a UAB photo ID card, known as the clinical ID card, to identify themselves as a “Student Physical Therapist”. This clinical ID card differs from the UAB OneCard. This card must state the student’s legal name.
2. Students who misplace their clinical ID card need to contact the DCE to request a new clinical ID card.
3. Students may also be required to wear an additional photo ID badge from the clinical site. At times, there may be an additional fee, payable to the clinical site, for issuing an ID badge.

4. During clinical education experiences, students must use the same name in clinic as they used to register for the clinical education course as this name is linked to the professional liability coverage.
5. Based on requests from our clinical partners, students are discouraged from changing their name during a clinical education experience. Students who wish to change their name during a clinical education course must complete an official request for a name change through UAB OneStop. Once the University has officially approved the name change, the student should notify the DCE via email. The DCE/ADCE will communicate with any impacted clinical education sites and initiate obtaining an updated "Student Physical Therapist" ID badge on behalf of the DPT student. Questions on this process should be directed to the DCE. Information on the process of changing your name at the University level is available: [https://www.uab.edu/one-stop/personal-information/change-of-name#:~:text=Contact%20us%20at%20onestop%40uab,\(205\)%20934%2D4300](https://www.uab.edu/one-stop/personal-information/change-of-name#:~:text=Contact%20us%20at%20onestop%40uab,(205)%20934%2D4300)

C. Electronic Devices

1. Students are expected to contribute to the development of an optimal learning environment. Cell phones, smart watches, and/or electronic devices should be set to vibrate or shut off during normal clinic hours to prevent a distraction to you, patients/clients, staff members, and/or clinical instructors. Electronic devices (cell phones, tablets, smart watches) may not be used during patient care hours for personal reasons. Electronic devices, with permission of the preceptor/clinical instructor (CI), can be used for communication with clinic staff following clinic policies.

D. Attendance

Punctuality and reliability are essential elements of professional behavior. To optimize student learning and avoid disruptions to clinical site operations, students are expected to be present and actively engaged in all activities at their clinical education site during the expected hours of operation. Behaviors that are inconsistent with this expectation are serious and may result in dismissal for the clinical education experience.

1. Students are to report to the assigned preceptor or clinical instructor (CI), ready to actively engage, no later than the appointed time at the appropriate location.
2. Students should not attend clinic when feeling ill. If illness develops during the day, the student should communicate with the Preceptor/CI and DCE/ADCE to notify of the need to leave clinic. Repeated days off due to illness may require a medical release to return to clinic.
3. Students who require greater than five (5) consecutive days off during clinical education courses must first gain the approval of the DCE. The DCE will communicate with the SCCE/CI at the clinic regarding the attendance issue. Participation in scheduled clinical education experiences is a critical component of the clinical education aspect of the Doctor of Physical Therapy degree. Prolonged absences may result in a grade of "Incomplete (I)" in the clinical education course. If a student misses an ICE experience due to illness, the ADCE will reschedule the ICE experience, as scheduling allows.

4. Students should communicate with the Preceptor/CI and DCE/ADCE prior to the scheduled arrival time if the student will be unable to attend clinic.
5. Each student shall attend clinic meetings, patient care, and in-services at the clinical site as designated by the Preceptor/CI responsible for the student's clinical education.
6. Students shall not plan personal activities/events during clinical education experiences (i.e. vacations, weddings, or other events/functions, etc.) It would be helpful to discuss this with family and friends prior to a clinical education experience, so they will avoid these dates as well.
7. Students have a total of three personal days throughout all four, full-time clinical education courses (PT 770 series). Personal days do not need to be made up; however, students must achieve the expectations of the clinical education experience. Personal days must be approved by the student's CI(s) **and** the DCE prior to taking time off, preferably two weeks before the scheduled time off.
 - a. **Students shall not take personal days off during the final week of a clinical education experience.**
 - b. Personal days are meant to be used to attend weddings, family emergencies, residency interviews, job interviews, NPTE (PT boards). They are not to be considered "vacation" days.
 - c. Personal days can only be taken in four- or eight-hour increments.
8. Attendance at national or state APTA events are considered excused absences but require the approval of the SCCE/CI and the DCE. Students must notify the DCE in writing prior to starting the full-time clinical education course if their attendance in the clinic will be affected by attending a professional conference. The DCE will discuss the requested absence with the SCCE/CI and will notify students if/when the absence has been approved. The clinical site can reject the requested absence if it potentially disrupts clinical operations or student learning.
9. Students may request up to two (2) days off from clinic without making up the time due to bereavement of their immediate families (husband, wife, parents (including stepparents), father-in-law, mother-in-law, grandparents, brothers, sisters (including stepbrother or stepsister), brothers-in-law, sisters-in-law, children (including stepchildren). Students must communicate this request with the DCE and SCCE/CI. Requests for additional bereavement time will be handled on an individual basis by the DCE in collaboration with the SCCE/CI.
10. If a clinic closes due to inclement weather, students need to communicate this information with the DCE. The DCE, in collaboration with the Preceptor/CI/SCCE, will determine if the student needs to make-up any missed time.
11. If UAB closes due to inclement weather, students will be excused from their ICE experience. Closure of the UAB Campus due to inclement weather does not pertain to students during their full-time clinical education experiences, PT 770 course series.
12. Plans for making up missed time during clinical education courses are handled on an individual basis at the discretion of the respective Preceptor/CI, SCCE, and DCE. There are **no** built in "off" days for clinic. If required, students must make-up missed days during the same clinical education course in which the day(s) were missed. This cannot be completed by adding additional hours onto the previously scheduled workday. Therefore, it behooves students to not schedule personal events the week immediately following the end of a full-time clinical education experience.
13. Students are expected to work on holidays if the clinic is open.

14. Students may be required to work on the weekend while in clinic.
15. During full-time clinical education experience (PT 770 series), student attendance reported by the CI and student on the Clinical Performance Instrument (CPI) should be consistent with attendance information entered into Exxat. Failure to communicate with the DCE regarding attendance will result in an infraction.
16. Absences from full-time clinical education experiences must be documented in Exxat no later than the day of the absence.

E. Liability Insurance

1. Each student is required to carry liability insurance each semester while enrolled in the Doctor of Physical Therapy program. The insurance is made available through UAB at a minimal cost and is included in the student's tuition bill.
2. It is the responsibility of UAB to send a certificate of liability coverage to the clinical sites verifying the policy with applicable dates. Therefore, if a student is asked to provide this information, the student should forward this request via email to the DCE for fulfillment.
3. To participate in clinical education, students must be able to perform the technical standards of the UAB DPT program. Students must not have temporary medical/surgical restrictions.

F. Health Insurance

1. All students are required to have personal health insurance each semester enrolled in the Doctor of Physical Therapy program. It is the student's responsibility to know their policy coverage when out-of-state or out-of-network for a clinical education experience.
2. All students must maintain a copy of their current health insurance card in Exxat throughout the duration of time in the program. If a student's insurance changes, he/she/they must update their health insurance information in Exxat with a copy of the new insurance card.

G. Confidentiality

1. Students will comply with Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) regulations including protecting health information in any format during all clinical education experiences.
2. Students complete training on HIPAA and FERPA during their first semester in the academic program and submit certificates of completion in e*Value and Exxat.
3. A student's academic standing cannot be shared with individuals outside of the academic program without the written consent from the student.
4. Students may not use proprietary information from their clinical sites without permission from the clinical site.
5. Clinical education sites may require students to complete additional HIPAA and/or FERPA training specific to their facility during a clinical education experience.

H. Compliance and Onboarding Requirements for Clinical Education Experiences

Students are expected to complete **ALL** compliance and onboarding requirements associated with clinical education by the stated deadline. **Communication is critical for success.** The release of any specific compliance or onboarding documentation regarding the student will require the student to complete a FERPA release for the specific clinical education site.

1. Drug Screen:
 - i. By SHP Policy, students are required to complete a drug screen prior to placement in a clinical education experience. Students are responsible for any associated expense.
 - ii. The DCE will provide students with information on the provider vendor to complete this requirement.
 - iii. Students may be required by a clinical education site to complete a drug screen specific to the clinical facility. It is the student's responsibility to make these arrangements when required and pay associated expenses.
2. Criminal Background Check:
 - i. By SHP Policy, students are required to complete a criminal background check prior to placement in a clinical education experience. Students are responsible for any associated expense.
 - ii. The DCE will provide students with information on the provider vendor to complete this requirement.
 - iii. Students may be required by a clinical education site to complete a criminal background check specific to the clinical faculty. It is the student's responsibility to make these arrangements when required and pay associated expenses.
3. Immunizations:
 - i. Students are engaged in clinical education each semester of the program; therefore, immunizations should always be up to date. UAB Student Health will send reminders directly to students regarding their immunizations. Please refer to the UAB Student Health for specific requirements for clinical students.
 - ii. Students may be required to show proof of these items in the clinical education site prior to their start date.
 - iii. Currently, clinical education sites require annual TB testing to confirm that students/volunteers are negative for TB. Therefore, the Department of Physical Therapy will continue to require annual TB testing to comply with these clinic requirements.
 - iv. Clinical education sites will communicate requirements related to the COVID vaccine with the DCE. These requirements may change based on the status of public health policies. UAB supports the decisions of our clinical education sites/partners. The DCE will communicate these requirements with students as needed.
 1. Students with an approved COVID vaccine exemption may be required to follow different policies from the clinical education site regarding personal protective equipment, COVID testing, and social distancing. Students are required to following the clinical education site policies regarding these requirements. Failure to comply with these requirements will result in removal from the clinic.
 2. Clinical education sites are not required to accept students with COVID vaccine exemptions.
 3. All students, regardless of their COVID vaccination status, must meet all clinical education requirements for graduation.
4. CPR Training:
 - i. Students are required to successfully complete CPR training in their first and sixth semesters. This training is arranged by the School of Health

- Professions (SHP) and consists of two components: 1) online, asynchronous learning modules and 2) skill-based competency training. Information regarding this training will be provided by the DCE.
- ii. Students must have current CPR certification throughout all clinical education experiences.
5. Clinical education site training/orientation:
 - i. Many clinical education sites have their own requirements that students must complete prior to the start of a clinical education experience.
 - ii. The DCE will facilitate the completion of these clinic requirements, when known, directly with the student for each clinical education course.
 6. Personal Protective Equipment (PPE)
 - i. Students will complete education and training on appropriate donning/doffing of PPE and hand hygiene during the first semester in the program.
 - ii. Students are required to comply with clinic rules and regulations regarding PPE. Failure to follow clinics guidelines may result in removal from a clinical education experience and/or referral to the Student Performance Review Committee.
 - iii. Students may be required to complete an N95 Fit Test prior to the start of their clinical education experience. The cost of the N95 Fit Testing will be the responsibility of the student. The DCE will communicate this requirement directly to the student.
 - iv. Students are responsible for obtaining their own PPE for clinic if the clinic does not provide PPE. Students who cannot obtain PPE should communicate a request for assistance to the DCE and Program Director via email.

I. Establishment of a New Clinical Site by Students

1. Students may not initiate direct contact with clinics of interest by any means at any time.
2. Students may send emails with information requesting a potential new clinical site to the DCE.
3. If a potential clinical education site initiates contact with a student, the student should redirect the clinic to communicate with the DCE.
4. The DCE will follow the specific standard outlined in the UAB Department of Physical Therapy's procedures for selection of a new site for clinical education. Students should be aware the process can take greater than one year, and not all clinics are interested in partnering for clinical education purposes.

J. Procedures to Assign Part-Time Integrated Clinical Education (ICE) Experiences:

During semesters 1-4 of the program, the Associate Director of Clinical Education (ADCE) makes all assignments of the integrated clinical education experiences. During semesters 5-6 of the program, the Director of Clinical Education (DCE) makes all assignments of the integrated clinical education experiences.

K. Graduation Requirements for Full-Time Clinical Education Experiences

The UAB Department of Physical Therapy strives to assign students to clinical education sites that provide structured and varied learning experiences. In aggregate, these clinical

education experiences should address comprehensive patient/client management across the human lifespan and the spectrum of patient/client care. Students can travel throughout all 50 states for their clinical education experiences assuming an established relationship exists with the clinic for the purpose of clinical education.

The following requirements must be met during full-time clinical education experiences:

- Students must complete one acute care experience, one musculoskeletal, and one neurological setting (either adult or pediatric population).
- At least one of the four clinical education experiences needs to be in a *fully* bedded environment (e.g. acute care, long-term acute care, skilled nursing facility, inpatient rehab)
- At least one of the four clinical education experiences needs to be in a *fully* outpatient environment (e.g. school system, private practice, hospital-owned outpatient, early intervention, home health care)

L. Procedures to Select Clinics for Full-Time Clinical Education Experiences

Students are provided an opportunity to communicate their personal interests and needs for their learning experiences during full-time clinical education. The following outlines the global process for selection:

1. **Students may only choose from clinical education sites that offered placements.**
2. Students may not return to a clinical education site where the student was previously employed or volunteered for at least 20 hours. Students will submit a list of locations to the DCE where they cannot be placed for clinical education experiences.
3. After reviewing information in Exxat, discussions with the DCE/ADCE/DCE-assigned core faculty, and careful self-reflection, students submit their requests via the Student Preference Form to provide input on their clinical education site(s) for the upcoming calendar year.
4. A computerized program randomly assigns students to clinic(s) with consideration towards student's requests via the Student Preference Form. The DCE/ADCE review placements to ensure graduation requirements are met and alignment exists between clinical education sites and student learners.
5. Students review clinical assignment(s) and will be provided a brief opportunity to trade for open clinical placements.
6. Students review their final clinic assignments and may appeal placements, as needed. Students will sign receipt of their assignments.

If a clinical education site is unable to confirm a student or needs to cancel a placement, the DCE or ADCE will communicate with the student to determine a suitable replacement clinical education site.

Once a student is confirmed at the clinical education site, the student cannot request a change. Students cannot contact the clinical education site until notified by the DCE or ADCE to initiate contact.

M. Incident Reports

In the event of any accident or injury at the clinical education site involving the student or patient/client who is receiving care from a student, the student should follow the clinical education site's policies and procedures for reporting the incident. ***In addition, the***

student should complete the UAB Incident Report Form posted on Exxat and fax/scan/email to the DCE/ADCE. Department of Physical Therapy fax number is 205-975-7787. Students should maintain HIPAA compliance when completing an incident report on a patient/client. They should list the name of the clinical education site in lieu of the patient's information. **Students must phone the DCE/ADCE the day of the accident/injury to describe the incident and notify the DCE/ADCE of what, if any, consequences occurred due to the incidence.**

N. Evaluation of Student Performance During Integrated Clinical Education (ICE Experiences)

During semesters 1-4, at the end of each ICE experience, students will complete self-assessments on their performance and receive written feedback from their preceptor after each ICE experience. In addition, students will complete reflection assignments. **The ADCE is responsible for assigning the grades for all ICE experiences during semester 1-4.**

During semesters 5-6, assignments related to ICE experiences will be found on the academic syllabus and the Canvas course shell.

O. Evaluation of Student Performance in Full-Time Clinical Education (PT 770 Series)

All clinical education courses (PT 770 series) are pass (P), non-pass (NP), or incomplete (I). **The DCE is responsible for assigning the final course grade for all clinical education courses (PT 770 series).** The DCE will determine the grade based on feedback from the CI(s) and student on student's performance using a standardized tool, discussions with the CI/SCCE, as needed, and review of assignments associated with each clinical education course as outlined in the specific course syllabus.

1. Student performance problems:

- a. If a CI reports significant concerns about a student's knowledge, skills, or professional behaviors, the student may be subject to remediation, removal from the clinic, and/or dismissal from the program as evaluated on an individualized basis. The CI, in consultations with the DCE, may recommend specific objectives for remediation and the student may be placed on clinical probation.
- b. In some cases, students may be removed from the clinic for academic and/or non-academic remediation. In these situations, after successful remediation, students will be required to demonstrate competency of knowledge, skills, and behaviors either in the same clinic facility or a different facility of the same type of assignment. Students will need to demonstrate definite improvement in stated objectives to successfully complete the clinical education course. The length of the assignment may be extended for remediation; thus, this may result in a delay in the graduation date. Such decisions are based on the objectives and student performance determined by the DCE in consultation with the clinical faculty involved.
- c. If the student fails to successfully complete the course objectives, they will fail the clinical education course receiving an "F" (Fail) with no opportunity for remediation and are subject to dismissal from the program.
- d. If a student's performance has compromised ethics or the safety of themselves, colleagues, and/or the patient/client, the clinical faculty and DCE

may determine that such a flagrant violation prohibits remediation. In this case, the student will receive a “F” (fail) with no opportunity for remediation and are subject to dismissal from the program.

- e. Clinical education sites have a right to dismiss a student from a clinical education experience prior to the completion of the clinical education experience for academic or non-academic reasons by communicating with the DCE.
- f. Failure of any clinical education course may be appealed in the same manner as any other academic course.

P. Professional Behaviors and Self Leadership

Students are expected to demonstrate interest, ability, and aptitude for responsibilities in physical therapy regardless of practice setting. Unsatisfactory conduct may be considered grounds for probation or dismissal. Disregard for patients/client’s welfare, disinterest in clinical education as shown by tardiness or unexcused absences, failure to cooperate in clinic assignments and discussions, and dishonesty are examples of behaviors that can be interpreted as lack of interest and are considered unprofessional.

This is an especially important issue during all clinical education coursework.

Q. Sexual Harassment

The University of Alabama at Birmingham is firmly committed to providing an environment that is free of discrimination, including sexual harassment. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment or academic evaluation, (2) submission to, or rejection of, such conduct by an individual is used as the basis for employment or academic decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or of creating an intimidating or hostile working or education environment. Such behavior may violate federal law and/or give rise to personal liability for the results of such behavior. Consequently, UAB prohibits all forms of sexual harassment and will investigate complaints thoroughly and with the utmost seriousness.

A student who believes that he/she/they have been sexually harassed should report the incident promptly to the DCE and/or DPT Program Director.

Sexual harassment by a student is considered nonacademic misconduct, and the alleged student offender will be subject to the disciplinary process contained in the *Doctor of Physical Therapy: Student Handbook*.

R. Technical Standards for Physical Therapists

Fundamental tasks, behaviors, and abilities that are necessary to successfully complete the academic and clinical requirements of the program and to satisfy licensure/certification requirements have been outlined in the *Doctor of Physical Therapy: Student Handbook*. Students requesting disability accommodations must do so in advance by using the policy outlined in the *Doctor of Physical Therapy: Student Handbook*. Requests for accommodations of known disabilities should be completed prior to placement when the Student Preference Request Form is submitted.

S. Conflict Resolution

1. If feasible, students should attempt to resolve issues with the preceptor, CI, and/or SCCE utilizing the DCE/ADCE as a resource as needed.
2. The student has the right to appeal decisions made by either the clinical faculty (preceptor/CI or SCCE) or DCE/ADCE using the following procedure:
 - a. The student will submit a dated, written statement outlining the concern(s) to the DCE/ADCE.
 - b. The DCE/ADCE will investigate, as deemed appropriate, and respond to the student within seven (7) working days.
 - c. If the student is dissatisfied with the decision of the DCE/ADCE, they must notify the DCE/ADCE of their intent to appeal to the Program Director.
3. Appeals regarding grades should be handled according to the SHP Academic Appeals process. Additional information on this process is available in the *Doctor of Physical Therapy: Student Handbook*.

T. Technology

1. **It is the student's responsibility to check and respond to their UAB email account daily.** This is the primary mode of communication while students are away from campus. There may be times when communication is very time sensitive.
2. Students are responsible for accessing Canvas, the online learning platform to access resources and assignments associated with clinical education courses.
3. Students are responsible for accessing Exxat, the learning management system for clinical education for compliance related items, information about clinics, and learning activities associated with clinical education courses.

U. Patient's Rights

Students must legally identify themselves as a student physical therapist and inform the patient/client that the patient/client has the right to decline physical therapy services from a student without risk of negative consequence.

V. Clinical Site Visits

The DCE/ADCE or assigned faculty delegate may conduct a site visit either on-site or via telecommunication. Site visits may be requested by the clinical site and/or the student. The DCE will rotate site visits based on frequency of use or requests with every attempt made to complete a site visit to each clinic within a seven-year rotating cycle.

W. Social Networking Policy

Even with strong privacy settings, it is important that students avoid written or photographic posts about your clinical education experiences. Students are to refrain from asking the preceptor/CI to "friend" or "follow" them on social media. This places the preceptor/CI and student in an awkward situation with personal information about each other. If the student and preceptor/CI mutually decide to "friend" or "follow" each other at the end of a clinical education experience, this is their personal choice. Students should consider what they post on social media sites and recognize the lack of control they have with how their posts are used. Many employers will view these sites which may influence the student's hirability.

X. Other

1. Students shall abide by the professional and ethical guidelines set forth by the American Physical Therapy Association. Ethics violations are serious and may result in failure of the clinical education course and dismissal from the program.
2. Each student should have a copy of the *Doctor of Physical Therapy: Student Handbook* available at all times during clinical education experiences.
3. Students must successfully complete all required academic coursework prior to participating in scheduled clinical assignments.
- 4. Due to the nature of clinical education, related policies are subject to change. The most current policies are available on Canvas within the course shell of the clinical education course in question. It is the responsibility of the student to review the most current policies prior to each clinical education course.**

INTEGRATED CLINICAL EDUCATION (ICE):

ICE OVERVIEW

During the first four semesters of the DPT program, students will be assigned by the Associate Director of Clinical Education to participate at two clinical or community sites per semester to gain exposure and experience working with individuals with various health needs. Students will work with licensed healthcare providers delivering care, often in interprofessional settings. Healthcare at these sites is often provided as pro bono services.

During the 5th and 6th semesters of the DPT program, students will continue to participate in ICE. However, these experiences will be embedded in courses in which the course directors will lead these experiences. The following table summarizes the number of ICE experiences and the courses in which they are housed.

Year	Spring Semester	Summer Semester	Fall Semester
First	OTAGO certification training (PT 760) Online observation of patient encounter with FOX Rehabilitation (PT 710)	Two ICE experiences (PT 712)	Two ICE experiences (PT 714)
Second	Two ICE experiences (PT 716)	No ICE experiences	Bright Ideas (PT 751) Local pediatric clinics (PT 752) We Can Do IT (PT 762)

ICE experiences help prepare students for full-time clinical education experiences and do not take the place of full-time clinical education experiences. The aims of ICE experiences are to facilitate first- and second-year students to:

- Develop interprofessional awareness
- Cultivate interprofessional skills
- Improve reflection skills
- Appreciate the roles of other health care providers
- Advance communication skills
- Appreciate community and pro bono services
- Apply newly learned psychomotor skills
- Interact with a diverse patient/client population

Integrated Clinical Education (ICE) Student Expectations/Evaluations

In the first semester, students will complete two ICE experiences. They will complete an online OTAGO certification program as their first ICE. After completion of this experience, they will upload a pdf file of their Certificate of Completion to the corresponding learning activity in the

Exaat clinical education software program. The evaluation and intervention skills learned in this ICE will be used in subsequent ICE experiences. For their second ICE experience, students will view synchronously online a patient visit performed by a physical therapist at FOX Rehabilitation. The students will then complete a reflection following a rubric that is available in Exaat. Students should upload their completed reflection to the corresponding learning activity in Exaat within a week following this experience.

Starting in the second semester, students will complete an evaluation of their performance with their preceptors after each ICE experience. Students are expected to bring a hard copy of this evaluation form to their ICE experiences. This evaluation is centered around five personal leadership skills. Students will rate their performance on these skills first; then, their preceptors will rate the students' performance on the same form. The students should upload the completed evaluation form to the corresponding learning activity in EXAAT within 36 hours after completion of an ICE experience. The student will then complete a reflection on this evaluation following a rubric located in Exaat for the course that ICE is housed in that semester. The personal leadership skills listed in this evaluation will change as students enter their second year (fourth semester).

Integrated Clinical Education (ICE) Student Objectives

By the end of the fourth semester, students should be able to:

1. Demonstrate **accountability** by being on time for the experience, helping preceptor when asked, avoiding use of smart phone/watch unless asked by preceptor, accepting ownership of responsibility for decisions, roles, obligations and actions
2. Display **self-management by** a) recognizing and relating own emotions and behavior so as not to impact others negatively and b) recognizing others' emotions and behaviors and recognizing the impact that they have on oneself, patients/clients, and others.
3. Show **trustworthiness** by being honest in words and actions.
4. **Seek information**, thereby demonstrating curiosity and desire to know more about things, people, and issues.
5. Demonstrate **initiative** by a) preparing for the experience through review of material provided in the ICE site descriptive, and b) motivating oneself and being proactive to act rather than to wait for something to happen that was wished or expected.
6. Show **good listening skills** by processing spoken and unspoken messages actively to engage others.
7. Demonstrate **collaboration** by working with others to achieve patient/client satisfaction, learn new material, or help complete some other objective.
8. Display **empathy** through understanding, sensitivity, and awareness of another's point of view of circumstances.
9. Practice **cultural humility** by demonstrating a perspective that is other-oriented in relation to personal values, assumptions, and beliefs.

Objectives for the ICE experiences in the 5th and 6th semesters are listed in the course syllabi of the courses in which the ICE experiences are embedded.

INTEGRATED CLINICAL EDUCATION (ICE) POLICIES AND PROCEDURES:

Doctor of Physical Therapy Students are to comply with all policies and procedures concerning Clinical Education (CE) as outlined earlier in this document. Failure to comply with Clinical Education policies and procedures may result in remediation and loss of points in the course that this experience is embedded in during the semester.

DPT CURRICULUM

SEMESTER I:		
COURSE #	COURSE NAME	CREDITS
PT700	Human Gross Anatomy I	3
PT702	Functional Anatomy	4
PT730	Essentials of Human Physiology	3
*PT710	PT Intervention I	3
*PT760	PT Professional Practice I	2
		TOTAL: 15
SEMESTER II:		
COURSE #	COURSE NAME	CREDITS
PT701	Human Gross Anatomy II	2
PT711	PT Examination I	2
*PT712	PT Examination II	3
PT720	Pathology & Pharmacology for Movement Disorders I	3
PT731	Human Performance Physiology	3
PT790	Scientific Inquiry I	2
		TOTAL: 15
SEMESTER III:		
COURSE #	COURSE NAME	CREDITS
PT704	Analysis of Human Movement	3

PT706	Neuroscience I	3
*PT714	PT Intervention II	3
PT715	PT Intervention III	3
PT721	Pathology & Pharmacology for Movement Disorders II	3
		TOTAL 15
SEMESTER IV:		
COURSE #	COURSE NAME	CREDITS
*PT716	Clinical Evaluation in Physical Therapy	3
PT707	Neuroscience II	3
PT740	PT Management of Musculoskeletal Dysfunction I	5
PT761	Professional Practice II	3
PT798	Doctoral Level Non-Thesis Research	1
		TOTAL 15
SEMESTER V:		
COURSE #	COURSE NAME	CREDITS
*PT743	PT Management of Cardiovascular/Pulmonary Dysfunction	4
*PT750	PT Management of Adults with Neuromuscular Dysfunction I	3
PT791	Scientific Inquiry II	2
PT798	Doctoral Level Non-Thesis Research	1
PT770-A	Clinical Education I	4
		TOTAL 14
SEMESTER VI:		
COURSE #	COURSE NAME	CREDITS
PT741	PT Management of Musculoskeletal Dysfunction II	5

*PT751	PT Management of Adults with Neuromuscular Dysfunction II	2
PT752	PT Management of Pediatric Conditions	3
*PT762	PT Professional Practice III	3
PT798	Doctoral Level Non-Thesis Research	1
		TOTAL 14
SEMESTER VII:		
COURSE #	COURSE NAME	CREDITS
PT763	PT Professional Practice IV	2
PT764	PT Professional Practice V: Capstone Experience	2
PT770-B	Clinical Education II	9
		TOTAL 13
SEMESTER VIII:		
COURSE #	COURSE NAME	CREDITS
PT770-C	Clinical Education III	9
		TOTAL 9
SEMESTER IX:		
COURSE #	COURSE NAME	CREDITS
PT770-D	Clinical Education IV	9
		TOTAL 9
TOTAL CREDITS FOR DPT PROGRAM 119		
Courses marked with * will incorporate <i>Integrated Clinical Education (ICE):</i>		

MILESTONES FOR DOCTOR OF PHYSICAL THERAPY DEGREE PROCESS

1. New Student Orientation:

All students are required to attend new student orientation during the first week of the program, which will also include CPR training and onboarding.

2. Academic Advising:

A physical therapy faculty member will be assigned to serve as the student's academic advisor throughout the course of the program. The student and the advisor should meet throughout the program to confer about courses, core abilities, and other issues the student wishes to discuss.

3. 1st Year Pinning Ceremony/ 3rd year White Coat Ceremony:

All students will participate in the UAB DPT Pinning Ceremony/ White Coat Ceremony during the first and seventh semesters of the program. The purpose of the ceremony is to welcome 1st year students to the profession and 3rd year students to the clinic.

4. Marilyn R. Gossman Endowed Lectureship:

During the spring semester of the 1st and 2nd years, students will be required to attend the [Marilyn R. Gossman Endowed Lectureship](#)

5. Program Assessment:

Students are expected to participate in the ongoing program assessment which includes course evaluations for each course, focus groups during the summer semester and the curricular assessment survey completed in the final semester (included in PT 770).

6. Scholarly Activity Project:

Students will complete three semesters of PT 798 during the 2nd year of the program. Students either will be assigned to work with a faculty research mentor or will participate in scheduled journal club meetings. The process for implementation of the Scholarly Activity Project is as follows:

- a) Semester 3: Faculty mentors will discuss specific projects and students will have the opportunity to request to be a part of a project or to participate in journal club. Students who are assigned to a faculty mentor will meet with the mentor to determine duties to begin in the spring (semester 4).
- b) Semester 4: Research students will spend a minimum of 30 hours over the semester working on the assigned project. Research projects will be faculty driven with students having a specific role in the project. Each student will keep a log of hours and specific activities (e.g., data collection; data entry; meetings). The faculty mentor will review the log. Students in journal club will attend scheduled journal club meetings and will prepare for each meeting by reading and analyzing each article.
- c) Semester 5: Activities will continue as in term 4.
- d) Semester 6: Each student group will submit an abstract outlining a case study (journal club) or research activities performed over the year. Students will present their work at the UAB DPT research symposium.

6. Successful Completion of All Coursework

Upon successful completion of all coursework, the candidate will be recommended for the Doctor of Physical Therapy degree by the Department of Physical Therapy.

7. Comprehensive Examinations

Comprehensive examinations will be given to students in the Doctor of Physical Therapy program at the beginning of the 4th and 7th semesters and during the 9th semester.

The purpose of the comprehensive examinations as endorsed by the faculty of the Department of Physical Therapy are as follows:

1. To identify areas of strength / weakness in the professional preparation of individual students.
2. To provide guidance for the continued preparation of each student to enter the practice of physical therapy.

Performance Standards:

- a. **Comprehensive Examination #1** (spring of the 2nd year): This comprehensive examination will be made up of questions from the Dept. of PT course examinations. Second year students who earn a score below 70% will remediate the examination content by the end of the 4th (spring) semester. The remediation plan will be determined by the Program Director.
- b. **Comprehensive Examination #2:** The Final Frontier Practice NPTE Examination Package will be purchased for all third-year students. Students will take the assigned practice test in a standardized setting. Students who score below 500 must meet with the program director to determine a plan of study.
- c. **Comprehensive Examination #3:** The FSBPT PEAT will be purchased for each student. Students will be required to complete the “Retired NPTE” practice test during the final PT 770 course. Students scoring below 625 may not apply to take the FSBPT before graduation. Students scoring 625 or better who wish to take the FSBPT Examination before graduation must present a plan for study to the program director by a date to be determined.

*Students/graduates are responsible for preparation for the [FSBPT National Physical Therapy Examination](#) once classroom and clinical faculty have judged performance in the professional degree program to be acceptable for successful completion of the program.

8. Completion of Application for Degree

Students are responsible for completing the *Application for Degree* during the final year of the program. Students will receive instructions from the graduate school via email.

9. Final Program Review

Faculty and students will meet after the final clinical education experiences (PT 770, fall semester) prior to graduation, for general discussion/feedback regarding

experiences during the program. Students will complete paperwork regarding curriculum review and alumni data.

10. Hooding Ceremony

Students and faculty members are expected to participate in the hooding ceremony in December.

SECTION 4: DIRECTORY**SCHOOL/DEPARTMENT ADMINISTRATORS**

NAME AND OFFICE	TITLE	PHONE
Andrew Butler, PhD, FAPTA SHPB 630D	Dean	205-934-5149
Jennifer Christy, PT, PhD, FAPTA SHPB 660	Interim Associate Dean for Academic and Faculty Affairs	205-934-7528
David Morris, PT, PhD, FAPTA SHPB 383	Chair, Department of Physical Therapy	205-934-0418
Jennifer Christy, PT, PhD, FAPTA SHPB 331	Director, Doctor of Physical Therapy Program	205-934-5903
William Reed, DC, PhD SHPB 379	Director, PhD Program in Rehabilitation Science	205-934-3261
Christopher Hurt, PhD SHPB 334	Director, BS in Disability Studies and Rehabilitation Science	205-934-8517
Don Lein, PT, PhD SHPB 336	Director, Graduate Certificate Degree in Primary Care PT for Underserved Populations	205-934-0241

SHPB=School of Health Professions Building

FACULTY

<u>NAME</u>	<u>SPECIAL INTERESTS</u>	<u>OFFICE</u>
Andrea Bowens, PT, PhD Associate Professor Board-Certified Orthopedic Clinical Specialist 205-934-5901 anbowens@uab.edu	Educational Research Musculoskeletal Disorders	SHPB 370
Cara Bullard, PT, DPT Assistant Professor Chair of Admissions Committee 205-996-1359 cms144@uab.edu	Therapeutic Interventions Health Promotion	SHPB 389
Jennifer Christy, PT, PhD, FAPTA Professor Director, DPT Program SHP Interim Associate Dean for Academic and Faculty Affairs 205-934-5903 jbraswel@uab.edu	Pediatrics Neuroscience Vestibular Rehabilitation	SHPB 331
Alex Evancho, PT, DPT Research Assistant Professor 205-996-8130 amelqin@uab.edu	Neurologic Rehabilitation	SRC R027
Melanie Hart, PhD Professor 205-934-0066 mhart2@uab.edu	Educational Research Kinesiology	SHPB 386
Christopher Hurt, PhD Associate Professor Director of Bachelor of Science in Disability Studies and Rehabilitation Science 205-934-8517 cphurt@uab.edu	Functional Mobility and Balance in Aging or Neurological Populations	SHPB 334
Brian King, PT, MS Assistant Professor Board Certified Neurologic Clinical Specialist bkingpt@uab.edu	Neurologic Physical Therapy Vestibular Rehabilitation Clinical Practice	SHPB 333

<p>Donald Lein, PT, PhD Professor Director of Continuing Education & Community Outreach Director of Graduate Certificate in Primary Care Physical Therapy for Underserved Populations Bergman Pinkston Endowed Professor 205-934-0241 dlein@uab.edu</p>	<p>Therapeutic Interventions Musculoskeletal Disorders Functional Anatomy Health Promotion</p>	<p>SHPB 336</p>
<p>John Lowman, PT, PhD Associate Professor Board Certified Cardiopulmonary Clinical Specialist Director of Residencies Telephone: 205-934-5892 jlowmman@uab.edu</p>	<p>Cardiovascular & Pulmonary PT Exercise Physiology Cystic Fibrosis Critical Care</p>	<p>SHPB 344</p>
<p>David Morris, PT, PhD, FAPTA Professor Chair, Department of Physical Therapy Telephone: 205-934-0418 morrisd@uab.edu</p>	<p>Constraint-Induced Therapy Health Promotion Aquatic Therapy</p>	<p>SHPB 383</p>
<p>Tara Pearce, PT, DHS Associate Professor Director of Clinical Education 205-934-5964 tpearce@uab.edu</p>	<p>Neuromuscular Disorders Clinical Education Professional Practice</p>	<p>SHPB 332</p>
<p>Ashley Parish, PT, DPT, PhD Assistant Professor Board-Certified Cardiopulmonary Clinical Specialist 205-975-1976 ashbrown@uab.edu</p>	<p>Cardiovascular & Pulmonary PT Pediatrics Patient Simulation</p>	<p>SHPB 372</p>
<p>Patty Perez, PT, DScPT Associate Professor Board-Certified Orthopedic Clinical Specialist Director of Student Affairs 205-975-1977 perezp@uab.edu</p>	<p>Musculoskeletal Disorders Clinical Education</p>	<p>SHPB 387</p>
<p>William Reed, DC, PhD Professor Director, PhD in Rehabilitation Science 205-934-3261</p>	<p>Neuroscience Manual Therapy Proprioception</p>	<p>SHPB 379</p>

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Tracee Synco, PhD Assistant Professor 205-996-7191 tsynco@uab.edu	Educational Research	SHPB 374
Laura White, PT, DScPT Associate Professor Board-Certified Geriatric Clinical Specialist 205- lwwhite@uab.edu	Clinical Education Geriatrics	SHPB 335
LaDarius Woods, PT, DPT, PhD Associate Professor 205-934-6264 lwoods3@uab.edu	Educational Research Health, Fitness & Wellness	SHPB 341
Elizabeth Wylie, PT, DPT Assistant Professor Board Certified Neurologic Clinical Specialist 205-934-4940 ewylie@uab.edu	Neurologic Rehabilitation Basic Physical Therapy Examination and Interventions	SHPB 384
Abebaw Yohannes, PhD Professor 205-996-1579 amyohann@uab.edu	Pulmonary Physical Therapy Mental Health	SHPB 372

PROFESSOR EMERITI:

Cara Adams, PT, MS, Associate Professor Emerita

Joan Bergman, PT, PhD, Professor Emerita

Diane Clark, PT, DScPT, MBA, Associate Professor Emerita

Jo Ann Clelland, PT, MS, Professor Emerita

Betty Denton, PT, MA, Associate Professor Emerita

Kennon T. Francis, PhD, Professor Emeritus

Terry R. Hoobler, PT, MA, Associate Professor Emeritus (deceased)

Cheryl Knowles, PT, MS, Associate Professor Emerita

Dorothy Pinkston, PhD, FAPTA, Professor Emerita (deceased)

Robert Harden, Professor Emeritus (deceased)

ADMINISTRATIVE STAFF

NAME	AREA OF RESPONSIBILITY
<p>Connie Bonds Administrative Supervisor Telephone: 205-934-5909 SHPB 382 bondsc@uab.edu</p>	Department Administrator & Staff Supervisor
<p>Katherine Sims Program Coordinator II Telephone: 205-975-1977 SHPB 362 kesims@uab.edu</p>	Office Support
<p>Elisa Lewis Program Coordinator II Telephone: 205-934-4644 SHPB 381 Elewis06@uab.edu</p>	PhD Program
<p>Constance Blakney Program Coordinator II Telephone: 934-4363 SHPB 375 cjbrown@uab.edu</p>	DPT Program Admissions and Students
<p>Haley Elliott, MPH Program Coordinator II Telephone: 205-934-5908 SHPB 335 hdelliot@uab.edu</p>	Clinical Education Graduate Certificate Program in Primary Care PT for Underserved Populations BS in Disability Studies and Rehabilitation Science