



2025-2026

**Doctor of Physical Therapy Program
Student Handbook/Policy and
Procedure Manual**

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Approved Oregon Tech: DPT Faculty, Dean, Legal Counsel

Approved OHSU: Office of the Provost

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Program Overview

The Program of Physical Therapy Education is organizationally located in the College of Health, Arts, and Sciences at Oregon Institute of Technology (Oregon Tech). Oregon Tech is a public polytechnic university in Oregon with a residential campus in Klamath Falls, OR; an urban campus in Wilsonville, OR; and additional locations in Salem and Seattle. Oregon Tech is Oregon's only polytechnic university, emphasizing technical subjects and applied sciences. The university offers a rigorous, experiential education that allows students to pursue their passions and professional opportunities in internships, externships, and field experiences.

The Doctor of Physical Therapy (DPT) program is a joint Oregon Tech and Oregon Health and Science University (OHSU) program that provides a comprehensive entry-level and post-baccalaureate DPT education, with the unique focus of preparing high quality graduates with the skills to become practitioners of choice and leaders in rural physical therapy practice. The Oregon Tech and OHSU DPT program will ensure graduates develop competence in the diagnosis and treatment of patients with health or medical conditions that may affect movement and mobility. Graduates of the program will complete all eligibility requirements to sit for the state licensure exam and should be prepared for employment as autonomous practitioners in a variety of clinical settings. As led by the American Physical Therapy Association, graduates will be encouraged to pursue advanced learning and mentorship opportunities, including but not limited to: Residency and Fellowship, ABPTS Specialist Certification, Credentialed Clinical Instructor Program, Post-Professional Degree, Leadership Development, and Advanced Proficiency Pathways.

Foundational Concepts of Physical Therapy

Physical therapy is a dynamic profession with an established theoretical and scientific base and widespread clinical applications in the restoration, maintenance, and promotion of optimal physical function. Physical therapists are health care professionals who help individuals maintain, restore, and improve movement, activity, and functioning, thereby enabling optimal performance and enhancing health, well-being, and quality of life. Their services prevent, minimize, or eliminate impairments of body functions and structures, activity limitations, and participation restrictions. Consistent with the Commission on Accreditation in Physical Therapy Education, the DPT program curriculum includes content, learning experiences and student testing and evaluation processes designed to prepare students to achieve educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing health care environment.

Oregon Institute of Technology Mission Statement

Oregon Tech, Oregon's public polytechnic university, offers innovative, professionally focused undergraduate and graduate degree programs in the areas of engineering, health, business, technology, and applied arts and sciences. To foster student and graduate success, the university provides a hands-on, project-based learning environment and emphasizes innovation, scholarship, and applied research. With a commitment to diversity and leadership development,

Oregon Tech offers statewide educational opportunities and technical expertise to meet current and emerging needs to Oregonians as well as other national and international constituents.

Oregon Health and Science University Mission Statement

As part of its multifaceted public mission, OHSU strives for excellence in education, research and scholarship, clinical practice and community service. Through its dynamic interdisciplinary environment, OHSU stimulates the spirit of inquiry, initiative, and cooperation among students, faculty, and staff.

Setting the example for integrity, compassion and leadership, OHSU strives to:

- Educate tomorrow's health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution.
- Explore new basic, clinical and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences, and translate these discoveries, wherever possible, into applications in the health and commercial sectors.
- Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies.
- Lead and advocate for programs that improve health for all Oregonians, and extend OHSU's education, research and health care missions through community service, partnerships and outreach.

Doctor of Physical Therapy Mission Statement

Through the program themes, rural health care, emotional intelligence, and evidence-informed practice; the mission of the Oregon Institute of Technology (OIT)/Oregon Health & Science University (OHSU) DPT program is to develop skilled practitioners who are specialists in prevention, diagnosis, and management of individuals with movement limitations that affect an individual's participation abilities across the lifespan. Graduates will be leaders prepared for autonomous practice, compassionately delivered to promote healthy lifestyles through health management, disease prevention, and attention to health care disparities.

The DPT mission aligns with both the Oregon Institute of Technology and the Oregon Health & Science University mission statements.

DPT Program Vision

To advance the field of physical therapy through the education and development of entry-level professionals who are leaders in the field prepared for autonomous practice and faculty who are educational leaders and scholars while emphasizing Rural Health, Evidence-Informed Practice, and Emotional Intelligence.

Program Values

The Doctor of Physical Therapy values justice, equity, inclusivity, belonging, and anti-racism throughout the educational process including admission of our diverse student body, in teaching all didactic and clinical courses, and in the communication and actions of our students, faculty, and staff.

Program Summary

The Doctor of Physical Therapy will produce knowledgeable, ethical, and professional practitioners of physical therapy capable of applying a highly rigorous scientific background in clinical decision making. Graduates are entry-level generalist practitioners who receive the necessary instruction to assume supervisory, educational, administrative, and research roles, thus ensuring their ability to practice physical therapy in accordance with the American Physical Therapy Association *Standards of Practice for Physical Therapy*. The program emphasizes applied research, innovation, and the continued pursuit of learning as the keys to maintaining the integrity, growth, and development of physical therapy practice in a changing society and health care delivery system.

Program Goals

1. The program will support the mission of rural health care through the development and implementation of community programs/clinical opportunities which meet the needs of underserved populations and promote healthy lifestyles in the community.
Outcome: The program (faculty and students) will contribute to and support (through student involvement) 3 or more community programs/clinics with all 1st/2nd year students involved each year.
2. The program will emphasize concepts of emotional intelligence to promote professional behavior, leadership, compassionate communication, and healthy lifestyle activities for DPT faculty, students, staff, and the community.
Outcome: DPT faculty, students, staff will cumulatively report a total of 3 or more examples of leadership activities, community work, and healthy lifestyle activities during each academic year.
3. The program will emphasize evidence-informed practice through an appreciation of current research and evidence, emphasis on clinical reasoning, and integration of social determinants of health.
Outcome: Three examples of integration of current research/evidence, clinical reasoning, and integration of social determinants of health will be demonstrated in didactic courses or community programs.

Student Goals and Outcomes

1. The students will advance their application of physical therapy knowledge and skills learned in the classroom during community programs/clinical opportunities.
Outcome: Students will demonstrate a progression on CI ICE survey scores over PT691, PT692, and PT693 with 50% or higher on examination, evaluation, diagnosis, and intervention on the final survey in PT693 and a final score of “at the level of familiar for most patients” or “for all patients” on all patient management categories in PT723 and PT724.
2. Emotional Intelligence concepts will be highlighted throughout the curriculum to promote leadership and professional behavior through effective and compassionate interactions
Outcome: Students will demonstrate a progression on initiative, professional ethics, and communication measured on the ICE survey complete by the CI with PT693 final minimal score of 50% or higher on professional behavior, communication, and safety and an “Always” on all Professional Behavior categories on the CIET during terminal experiences PT723/724.
3. The program will emphasize evidence-informed practice through an appreciation of current research and evidence, emphasis on clinical reasoning, and integration of social determinants of health.
Outcome: As part of the Capstone courses (PT751, 752, 753), students will complete a presentation on their progress at the end of each term. Using a rubric, faculty research mentors for each group will rate students as passing (80% or higher) on a rubric for “current evidence used to develop their project” and “the project outcomes promote evidence in health care or physical therapy”. Each group will meet or exceed this score by the end of PT753 to pass the Capstone series.

Graduate Goals and Outcomes

1. Through the DPT program’s community programs/clinical opportunities, graduates will appreciate and report educational value in participating in these programs.
Outcome: 70% or more alumni surveys will report positive perception and educational value of involvement with community programs/clinical opportunities during PT691, 692, 693 Integrated Clinical Experiences.
2. Graduates will model emotional intelligence through successful employment and strong, effective relationships with clients, colleagues, and others.
Outcome: 90% of alumni will be successfully employed, and 75% or higher will report positive and effective relationships with clients, colleagues, and others.
3. Graduates will demonstrate lifelong learning strategies and application of evidence-informed practice through clinical advancement, attending and presenting at conferences, and advanced training.

Outcome: 30% or more alumni over multiple cohorts (2-3) of the program will report clinical advancement (clinical specialty, advanced training, promotion, etc.), conference attendance or presentation, or advanced training (clinical specialty, advanced degrees, etc.) on Alumni surveys or through documented communication with faculty each year.

Essential Functions for Physical Therapy

The holder of a physical therapy degree must have the knowledge and skills to safely and independently function in a variety of clinical situations and to provide a broad spectrum of patient care. Students of physical therapy must be able to accurately and quickly integrate and synthesize all information received, and they must have the ability to learn, integrate, and analyze data in a timely manner and while under stress. Candidates for degrees offered by the Program of Physical Therapy must have, with or without reasonable accommodation, multiple abilities and skills including:

1. Communication skills including verbal (oral and written) and non-verbal abilities.
2. Cognitive skills that include sufficient intellectual, conceptual, integrative, problem solving, and quantitative abilities to make effective judgments about patient management.
3. Affective skills that include emotional, behavioral, social, professional, and cultural competence.
4. Psychomotor skills that include all necessary gross and fine motor skills for completing examinations and patient care.
5. Sensory skills including perceptual and observation skills necessary for patient care.

See detailed descriptions of all essential functions in Appendix A: Essential Functions. For admission and progression, candidates and students should be able to perform these abilities and skills in a reasonably independent manner.

Professional Conduct

DPT students and graduates are expected to demonstrate high levels of ethical and moral behavior in both their personal and professional lives. Students are expected to conduct themselves in a professional and ethical manner consistent with the [*APTA's Code of Ethics and Guidelines for Professional Conduct*](#), as well as the [*Oregon Tech Code of Conduct*](#). Conduct (language, demeanor, attitude, dress, etc.) unbecoming a health professional and/or a student at Oregon Tech will not be tolerated. **Incidents of unprofessional behavior are grounds for grade reduction, academic probation, or dismissal from the program.**

Students will utilize the Professional Behaviors Evaluation tool (Appendix B) to track professional behavior throughout the program, learning and study strategies, and Emotional Intelligence. This tool will be used by students during Orientation to review their own professional behavior, learning and study strategy skills, and level of Emotional Intelligence. Students will review their progress with their advisor each year to track progress. All core and adjunct faculty will submit reports of outstanding professional behavior and incidence where remediation is required via

the Faculty Feedback on DPT Student survey. Faculty and staff can submit examples of outstanding student professional behavior or incidents/occurrences that highlight the need for professional behavior growth in specific students. The survey is tracked by the program director and then shared with the student's advisor. The student advisor will then communicate either a congratulations or remediation for the student.

Students will have access to human specimens and teaching materials. All students are required to treat human specimens or representations with respect.

Diversity, Affirmative Action and Equal Opportunity

The Doctor of Physical Therapy program faculty and staff embrace OIT's Statement on Diversity, Affirmative Action, and Equal Opportunities. The [Office of Diversity, Inclusion, & Cultural Engagement \(DICE\) webpage](#) contains the statement on Diversity, Affirmative Action, and Equal Opportunity and additional policies regarding Prohibited Discrimination and Discriminatory Harassment, Prohibited Sexual Misconduct, Sexual Harassment, Ethics, and Title IX information.

Confidentiality

HIPAA Privacy Rules establish national standards to protect individuals' medical records and other personal health information and the DPT program and University strictly adhere to these standards. Patient information may not be copied or shared with others except in professional exchanges authorized by a supervising therapist. The disclosure of patient information without authorization will result in disciplinary action. Student records are confidential and not shared without the consent of the student.

Professional Attire

All students are expected to dress appropriately for class and lab sessions. Students who are not properly dressed may be denied admittance to instruction that day. Appropriate lab attire includes athletic or loose-fitting clothing that allows for easy access to body parts to be examined or treated. When patients or visitors (including guest lecturers) are present or when visiting outside facilities, students are expected to wear casual professional attire, including Oregon Tech name tags. Personal appearance should be neat and professional with attention to personal hygiene.

Personal Electronic Device Use

All cell phones should be turned off or placed on vibrate mode with ringers silenced during class and lab. Students are not permitted to leave class or lab for phone calls unless an emergency is suspected. Use of electronic devices for personal communication during class is not allowed. This includes using social networking, texting, email, instant messaging, web browsing, etc. During examinations, personal electronic devices should be placed in backpacks or outside the

classroom as directed by faculty. Students should not engage in personal social networking with academic or clinical faculty while an active student at Oregon Tech, nor should they use social networking to contact patients or clients from clinical education experiences. Faculty who observes students using electronic devices inappropriately will document the incident using the Faculty Feedback on DPT Students Survey with consequences determined on a case-by-case basis.

Safety Standards

The safe practice of physical therapy is required in all educational and professional settings in order to minimize risk to patients, self, and others. Students are expected to behave responsibly when using the equipment, following all faculty instructions, manufacturers' guidelines for intended use as well as lab manual guidelines. Please notify the course instructor immediately of any injury or damage.

Class Representative

Each summer term, each class shall elect one person to serve as class representative. Students will be provided with a description of the class representative responsibilities. A faculty representative meeting with the class will ask for nominations, with self-nominations allowed. The election will be determined by the majority vote of the class members. Elections will be held each summer term, but there is no term limit for a class representative.

Objectives of the Class Representative Program

The class representative program serves to:

1. Enhance the teaching and learning environment of the program
2. Provide students with a mechanism for communicating their opinions on matters associated with the program, including teaching, curriculum, policies, and support services.
3. Provide the program with a mechanism by which there can be formal consultation with students over proposed programmatic changes or accreditation issues.
4. Contribute to the sense of community among the faculty, program staff, and students.

Responsibilities of the Class Representative

The class representative shall:

1. Act as liaison between the students in each respective class and the program faculty.
2. Solicit student feedback on ways to facilitate communication between students and faculty.
3. Solicit student feedback on the curriculum, policies, and support services.
4. Assist class members, when necessary, in bringing issues to the faculty related to the DPT program.

5. Meet with the DPT Program Director at least once per term to report findings.

Failure to meet all the responsibilities of the class representative position will result in ineligibility to serve the following year.

Academic Policies and Procedures

Students are expected to attend all classes and labs and actively participate for the entire duration of the class or lab. When an absence is unavoidable, students are required to inform faculty in a timely manner. Students are responsible for all material missed. Students are expected to arrive to class or lab on time as tardiness is disruptive. Courses in the curriculum (please see Appendix C) provide the knowledge and skills required to be a safe, competent, and ethical physical therapist. Students are responsible for learning the material fully, which necessitates going beyond what is presented in class or lab. Students in the DPT program are expected to make satisfactory academic progress toward completion of the degree requirements. Satisfactory academic progress includes meeting minimum grade requirements, demonstrating academic integrity, exhibiting appropriate professional behaviors, and maintaining safety standards.

All DPT degree requirements must be completed within 5 years of matriculation unless an extension is granted.

Minimum Grade Requirements

To make satisfactory academic progress within the Program of Physical Therapy Education, students must:

1. Receive a passing grade of "C" or better in graded courses or "pass" in pass/fail courses in each course required in the physical therapy curriculum.
2. Maintain an overall grade point average of 3.0 or better in each term of the program and cumulatively throughout the curriculum. ** Please note that a student's cumulative GPA can fall below 3.0 with grades C+ or above. It is the student's responsibility to track their own GPA. If a student's GPA falls below a 3.0, they will be sent a notification by the Program Director. The student will be required to produce a plan to raise their GPA with a timeline of when their GPA will be 3.0 or above. If a student fails to raise their GPA above a 3.0 within the agreed upon timeframe, the student may be placed on suspension.

Academic Integrity

Oregon Tech requires all students to uphold the highest standards of academic integrity for themselves and their classmates. Activities such as plagiarism, cheating, fabrication, academic misconduct, or sharing of old examinations are not acceptable, should not be condoned by any student, and will not be condoned by the University. Students involved in such activities are subject to serious disciplinary action, including academic probation, academic suspension, or dismissal from the program. Students are responsible for reporting all known or suspected

instances of academic dishonesty to the course instructor. All academic dishonesty cases should be reported to the Student Affairs office.

Student Expectations and Requirements of the DPT Program

Students are expected to:

1. Attend all scheduled lectures and labs. If the student has an emergency (illness/accident, family issue, or other scheduled family activity (wedding, funeral, baptism, religious accommodation). The student is expected to contact the faculty teaching the class prior to or as quickly as possible for an unexpected occurrence via e-mail. Scheduled activities should be prearranged with the faculty.
2. Actively participate in all classes, labs, and clinical education. Student should expect to answer questions and provide input during every class session.
3. Accept all constructive feedback from faculty and staff with an open mind and desire to improve.
4. Arrive promptly to all lectures and labs ready to start at the assigned time. ("On time" is defined as 5-10 minutes prior to class with materials ready at the start of the class).
5. Cell phones and other communication devices should be silenced with the expectation that the DPT student is attending lectures and labs without outside distractions. This includes viewing sports, "shopping" online, or any other activity that is not directed to activities in the current course
6. Use professional communication, verbal language, and body language at all times.
7. Dress appropriately for all lecture and lab courses to ensure maximum participation.
8. Complete all assignments on time.
9. Demonstrate consistent professional and ethical conduct consistent with American Physical Therapy Association *Code of Ethics and Standards of Practice* inside and outside of the classroom.
10. Embody professionalism and adhere to the policies of Oregon Tech Division of Physical Therapy Education and clinical site policies and procedures.

Evaluation Policies and Procedures

Evaluation Methods

Course Grading Scale

To be eligible for graduation and satisfactory academic progress within the Program of Physical Therapy Education, **students must maintain a cumulative grade point average of 3.0 or higher.**

Grade	Definition	Quality Points	Score	Action
A	Excellent	4.00	93.00-100	Progress
A-	Very Good	3.67	90.00-92.99	Progress
B+	Very Good	3.33	87.00-89.99	Progress
B	Good	3.00	83.00-86.99	Progress

B-	Good	2.67	80.00-82.99	Progress
C+	Satisfactory	2.33	77.00-79.99	Progress
C	Satisfactory	2.00	73.00-76.99	Progress
C-	Unsatisfactory	1.67	70.00-72.99	Remediation*
F	Unsatisfactory	0.00	0.00-69.99	Remediation*

*Each course determines the remediation process for grades less than 73% scores

The grade earned in each course is determined by the course instructor. Methods of evaluation may include written, oral, and/or lab assessments, observation of performance and professional conduct, and evaluation of the quality of all required assignments. Specific course requirements should be included in each course syllabus.

Rounding of grades occurs one time, at the end of the term, to two decimal points. [i.e. a final grade of 79.994 should be reported as a 79.99 (C+); a final grade of 79.995 should be reported as an 80.00 (B-).]

Examinations

The course instructor has the autonomy to establish examination and exam review procedures. The course instructor has the responsibility for clarifying exam procedures prior to the start of an examination.

Laboratory Assessments

All classes in the DPT program that have a lab component have practical exams, during which students must demonstrate appropriate mastery of the clinical skills to be deemed safe for practice in the clinical setting. To uphold the quality of skills that students should master; students must earn 80.00% or higher on all practical exams. If a student scores below 80.00%, they will be allowed a single repeat of a practical exam for each course. If the student requires time to remediate that extends beyond the term, a grade of "IP", in progress, will be assigned to any course grade requiring remediation until remediation is complete. The IP grade will be changed to the course grade as outlined in the student's remediation. Failure of the repeat practical constitutes automatic failure of the course, with a grade of F being issued for the course.

Grade of Incomplete

The course instructor may assign a grade of Incomplete in cases of extenuating circumstances, in which the student is unable to complete and submit required course assignments or obligations by the end of the term, but in which progress has been satisfactory. A student who requests a grade of Incomplete must receive approval from the course instructor prior to the end of the term. The course work must be completed by the end of the following term, at which time the course instructor should submit a change of the grade. Failure to complete course work by the end of the following term will result in the Incomplete grade being changed to an "F," except under continued extenuating circumstances, which may allow an extension of the Incomplete.

Grade of In Progress

The course instructor may assign a grade of In Progress in cases where the student is working on completing a remediation as spelled out in their remediation contract. Remediations will be completed, and grades changed by the end of the next term.

Failing Grades

Any grade less than a "C" or "pass" is considered a failing grade. Students receiving a failing grade in any course within the DPT curriculum will be required to remediate the course material. If remediation requires an extended period or is not successful, students may not be able to progress to the succeeding term of the program. If remediation is extensive, students may be required to retake a course and/or take a remediation course in order to continue. Students will only be allowed to retake a course once. Since courses are arranged in a specific sequence, if the student is required to retake a course and/or take a remediation course they may be required to rejoin the program with the cohort the following year. This will result in a longer period of time to successfully complete the entire curriculum and additional fees.

What is Academic Remediation?

Remediation is a process for students to demonstrate or ensure competency in course material. Remediation can include a variety of learning processes including taking exam/quiz, written project/paper, presentation of material, repeating courses, etc. as outlined in a written agreement with the student, advisor, student success committee, and program director. Under most circumstances, remediations require 1-4 terms to complete depending on the specific remediation needed by a student. Remediation for clinical internships will be addressed in the Clinical Education manual. Students are responsible for any costs associated with remediation including tuition and fees to repeat courses.

Remediation Process

Goal: The goal of remediation is for the student to successfully demonstrate comprehension of material from any course deemed in need of remediation.

When is Remediation initiated?

Remediation is **optional** when:

1. the student receives a midterm grade of C and/or,
2. the student receives a final course grade of C.

Remediation is **mandatory** when:

1. the student receives a C- or lower final course grade and/or,
2. the student fails a comprehensive practical on the second attempt and/or,

3. the student demonstrates a breach of academic integrity, inappropriate professional conduct, or non-adherence to safety standards.

Please see Appendix D for the Learning Contract template used for the Remediation Process.

Probation

Students may be placed on probation for a variety of reasons, including, but not limited to:

1. whose cumulative grade point average is below 3.00 and/or,
2. who has a final course grade of "C- or F" or "Fail" and/or, "C- "
3. who demonstrates inappropriate professional conduct and/or,
4. who demonstrates non-adherence to safety standards

A student on probation should be required to complete a Learning Contract agreed upon and signed by the student, student's faculty advisor, and the Program Director. If the Learning Contract is not successfully completed in the time specified in the Learning Contract, the student may be subject to further disciplinary actions.

Suspension

When a student's performance, either academic or professional, does not provide evidence of satisfactory progress toward meeting degree requirements, a temporary separation from the University may be required. A suspension hearing will be held to review each student's case and suspension will be determined with support of the Program Director, Chair, Dean, and representatives from OIT and OHSU Legal Departments. During this suspension, the student is expected to demonstrate progress on a corrective action plan. After a suspension is completed, students may apply for readmission by complying with reinstatement criteria.

Students may be suspended for a variety of reasons, including, but not limited to:

1. their cumulative GPA is below 2.00 and/or,
2. their cumulative GPA is below 3.00, but above a 2.00, for more than 3 terms and/or,
3. they have previously been placed on academic probation without demonstrating satisfactory academic progress on their corrective action plan and/or,
4. the student is on Probation for more than 3 terms without satisfactory progress.

Reinstatement Policy

Students on suspension will make a formal written request for reinstatement to the DPT Core Faculty. The student must receive the approval of a majority of the Core Faculty and the Program Director to return to the program. Students who are suspended will return to the program on a probationary status and must develop a satisfactory Learning Contract. Reinstated students must resume enrollment in the curriculum at the start of the term following the last term successfully completed. There is no guarantee of reinstatement. A student who

does not successfully meet academic and professional standards may be subject to permanent dismissal.

It is the policy of Oregon Tech to provide students with a means for resolving academic grievances. Please refer to the Grievances section for details.

Course Evaluations

At the end of each course, students are expected to complete a course evaluation. It is an accreditation requirement for the University and for the DPT program that student evaluations be utilized for faculty evaluation as well as curricular evaluation. Students may also be requested to provide input regarding specific courses within the curriculum or modules within a course.

Clinical Education

See the Oregon Tech and OHSU Program of Physical Therapy Education Clinical Education Handbook.

Administrative Policies and Procedures

Student Affairs

Accommodations for Students with Disabilities

Students enrolled in the DPT program are expected to meet the Essential Functions set forth by the Oregon Tech and OHSU Program of Physical Therapy in order to be eligible for graduation. In accordance with the Americans with Disabilities Act (ADA), any student who presents appropriate documentation of a physical, learning, or emotional disability in accordance with university policy should be provided with reasonable accommodations designed to meet their needs. It is the responsibility of the student to submit the necessary documentation before any such assistance can occur. Accommodation, which allows students to successfully function in a clinical setting, will be allowed. However, any accommodation, such as time which may limit clinical function, may prevent progress through the program. Generally, additional time for practical exams is not accommodated. See Clinical Education Handbook for additional information regarding clinical placement and success.

Faculty Advisors

Each student is assigned a faculty advisor to serve as contacts for student questions or concerns. Advisors may initiate meetings with individuals or groups of advisees. In addition, students are encouraged to speak with faculty advisors to address professional and academic

issues. Students are urged to meet with their faculty advisor or the Program Director when they are experiencing extenuating and/or exceptional circumstances that may impact their success and/or continuance in the DPT program.

Infection Control Policy

Contemporary universal precautions should always be used when contact with bodily fluids is anticipated. Faculty should make available gloves, gowns, masks, and goggles as appropriate for potential contact.

Requested Leave of Absence

For extenuating circumstances, students enrolled in the DPT program may request a leave of absence from the Program Director. A requested leave of absence by the student that is approved by the Program of Physical Therapy Education constitutes formal permission to delay progression within the curriculum. Any such leave of absence granted shall be evaluated on a case-by-case basis, solely within the discretion of Oregon Tech. At the time a leave of absence is granted, the Program Director and program faculty may recommend or require that the student meet additional conditions or documentation of student's limitations, if any, prior to resuming enrollment in the program. The student is responsible for initiating determination of the financial consequences of taking a leave of absence. Students who have been granted a leave of absence are responsible for notifying the Program Director in writing their intention to return to classes. The student must resume enrollment in the curriculum at the start of the term following the last term successfully completed by the student.

Student Employment

Enrollment in the DPT program is a full-time responsibility, and employment is not recommended during the academic year. For students who do choose to be employed while enrolled in the program, academic activities and responsibilities must always take precedence over employment activities. Missing classes for employment is not acceptable.

Immunization and Insurance Coverage

Students are responsible for compliance with the immunization policies set forth by the State of Oregon and Oregon Tech. All new students are required to complete a Health History/Tuberculosis Risk Screening Form and provide immunization records. Additionally, students in the DPT program are required to have health insurance coverage and submit proof of coverage per university policy. Additional exams and/or immunizations may be required by clinical rotation sites and are at the student's expense. Standards for administrative requirements for student placement in clinical training settings in Oregon;
<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=309561>

Criminal Background Check

In accordance with Oregon Administrative Rules [409-030](#), students entering the program are required to undergo a state and nationwide background check before the start of their clinical education experiences, but no more than three months before beginning the DPT program. Background checks must be performed by a vendor that meets the criteria set by the state of Oregon. Background checks may be reassessed at any time there is a question of drug use, sobriety, or criminal action. Students with a questionable history are encouraged to talk to the Program Director to help determine if their history may preclude them from successfully completing the program or not allow them to become licensed after graduation.

Drug Screening

Per Oregon Administrative Rules 409-030, students are required to complete a 10-panel drug test prior to initial clinical placement, but no more than 3 months before starting the DPT program. All drug testing must be conducted by a laboratory licensed and operated in accordance with Oregon Administrative Rules. The following substances must be included in this screen: amphetamines (including methamphetamines), cocaine, barbiturates, benzodiazepines, marijuana, methadone, opiates, and phencyclidine. Individual clinical sites may have additional requirements for drug screening with which students will need to comply. Students assume full financial responsibility for all drug testing.

Operational Policies

Email Communication

Email communication between the program and students shall occur using Oregon Tech email addresses. Students are responsible for checking their Oregon Tech email and Canvas on a regular basis.

Class Cancellation Policy

In the event of a class cancellation, students should be notified via email by the course instructor. Make-up of the class time is at the prerogative of the course instructor. Students should refer to the University guidelines on school closings due to emergency or inclement weather.

Student Files

Each student in the DPT program should have a secure, confidential file that includes documentation of completion of program and graduation requirements, as well as other relevant information. All student files are archived in accordance with university policy.

Faculty Treating Students for Physical Therapy Services

Core and adjunct faculty and laboratory assistants within the Program of Physical Therapy Education are not permitted to provide physical therapy services to students during class time or outside of a formal clinical environment. If physical therapy services are desired, a student should schedule a formal physical therapy appointment at a clinic of their choice.

Use of Laboratory Space and Equipment

The Program of Physical Therapy Education provides classrooms, laboratory space, and equipment necessary for students to learn the skills required for physical therapists. Students are permitted to access these spaces during non-class times in order to practice in preparation for lab assessments where competency will be determined. Students are not allowed to use any equipment in which they have not received instruction during their studies in the DPT program. Students are responsible for returning equipment to designated storage areas and leaving spaces clean after studying is completed. Students are not permitted to bring guests into classrooms or laboratory space during non-class times or to use equipment with/on guests.

Grievance Policy

Nothing in this handbook is intended to limit legal rights to make complaints to other appropriate internal or external bodies, i.e. Title IX, DOE, BOLI, etc.

Student Grievances

It is the policy of Oregon Tech to provide students with a means for resolving academic grievances. This policy is written and implemented in accordance with Oregon Tech's policies governing student conduct and academic grievances. These policies are described in the Oregon Tech Student Handbook available through Oregon Tech Student Affairs main webpage. For course-related complaints, students must first meet with the course instructor and attempt to resolve the issue. If resolution of the complaint is not achieved, the student should then discuss the issue with their faculty advisor. If the issue remains unresolved, the student must then meet with the Program Director. If the complaint is not resolved after meeting with the Program Director, the student should meet with the Dean of the College of Health, Arts, and Sciences. If no resolution is reached at the program level, the student may seek a hearing by the Student Hearing Commission.

Registering a Formal Complaint About the Program

The Oregon Tech and OHSU DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), a nationally recognized accrediting agency. As part of the accreditation process, individuals wishing to voice a complaint or concern regarding the Program of Physical Therapy Education or its faculty and staff may do so by contacting the Program Director at 541-885-0188 or the Director of Clinical Education at 541-885-0188.

Individuals wishing to file a formal complaint may submit it to CAPTE at their [website](#) or by directly contacting Program of Accreditation, APTA; 3030 Potomac Ave. Suite 100; Alexandria, VA 22305-3085; or emailed to accreditation@apta.org.

Appendix A: Essential Functions

Essential functions are the aptitudes and abilities that allow physical therapy students to complete the professional curriculum and to perform the clinical skills consistent with patient management as detailed in the *Guide to Physical Therapist Practice*. These essential functions are described in detail below.

Communication

Use appropriate verbal, nonverbal, and written communication with all individuals when engaged in physical therapy practice, research, and education, including patients, clients, families, caregivers, practitioners, consumers, payers, and policy makers.

Students must:

- express their own ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.
- receive and send verbal communication in emergency situations in a timely manner within the acceptable norms of clinical settings.
- be able to speak, hear, and observe patients in order to elicit information; describe changes in mood, activity, and posture; and perceive nonverbal communications.
- legibly complete written assignments, maintain written records, complete reading assignments, and search and evaluate the literature.
- demonstrate interpersonal skills as needed for productive classroom discussion; respectful interaction with classmates, faculty, and clinical instructors; and development of appropriate therapist-patient relationships.
- communicate effectively and respectfully in both oral and written formats.

Cognitive Skills

These abilities include measurement, calculation, reasoning, analysis, judgment, numerical recognition, and synthesis. Problem-solving, a critical skill demanded of physical therapists, requires all these intellectual abilities and must be performed quickly, especially in emergencies.

Students must:

- comprehend, analyze, and synthesize complex science and clinical findings from history, physical examination, and laboratory data; provide a reasoned explanation for likely therapy, recalling and retaining information in an efficient and safe manner.
- demonstrate good judgment in patient examination, evaluation, screening, and therapeutic planning.
- be able to identify and communicate the limits of their knowledge to others when appropriate.
- concentrate on task at hand amidst a variety of environmental distractions.

Behavioral/Affective Skills

Students must possess the emotional capacity required for full use of their intellectual abilities in order to exercise sound judgment based on ethical standards of the American Physical Therapy Association as well as the timely completion of all responsibilities related to evaluation, diagnosis, and care of patients. These are essential for the development of mature, compassionate, and effective relationships with patients, faculty, and clinical instructors.

Students must:

- be able to develop professional relationships with patients, providing reassurance and education, while maintaining patient confidentiality.
- possess the ability to practice physical therapy in a moral and ethical manner.
- possess adequate endurance to tolerate physical, emotionally, and cognitively demanding workloads and function effectively under time constraints and stress.
- understand that their values, attitudes, beliefs, emotions, and experiences affect their relationships with others.
- adapt to changing environments, display flexibility, and function effectively in the face of uncertainties in the clinical problems of many patients.
- display compassion, integrity, empathy, altruism, honesty, respect, accountability, and tolerance for a diverse variety of patients.
- demonstrate the ability to be self-reflective, organize tasks, set priorities, and manage projects.

Psychomotor Skills

Students must possess a variety of gross and fine motor skills. Students must have sufficient motor function in order to perform palpation and other diagnostic maneuvers. Reasonable accommodations may be considered and will be assessed on a case-by-case basis by faculty or clinical partners as necessary.

Students must:

- assume and maintain a variety of positions including prolonged sitting, frequent standing, walking, bending, stooping, squatting, kneeling, stair climbing, reaching, and movement the trunk and neck in all directions.
- perform handling and manipulation of various sizes and weights necessary to lift and transfer patients, push, and pull to provide resistance and assist in maneuvering patients, balance self and patients during gait or balance training on level ground, uneven surfaces, ramps, and stairs.
- demonstrate strong bilateral strength, coordination of both gross and fine motor control in order to complete manual therapy techniques and manipulate testing instruments, writing instruments, and computers.
- perform cardiopulmonary resuscitation and assist in emergency situations.
- have sufficient endurance to complete a variety of physical tasks for up to 8-12 hours with occasional rest breaks.

Sensory Abilities

Students must be able to perceive all necessary information for effective patient management including vision, hearing, and tactile sensations. During classroom, laboratory, and clinical learning activities, students must be able to participate in one-on-one interactions, small group discussions and presentations, large group lectures, and patient encounters. Reasonable accommodations may be considered and will be assessed on a case-by-case basis by faculty or clinical partners as necessary.

Students must:

- visually observe presentations, demonstrations, experiments, and written materials at a distance and close at hand.
- see with measurable depth perception and in low light conditions, distinguish color variations and discern shades of black and white.
- demonstrate auditory ability for evaluation of clinical testing as well as environmental cues or verbal communication in a setting with competing ambient noise.
- possess tactile ability related to safe application of gradient pressures during examination, intervention, and use of therapeutic equipment.
- recognize changes in patient status.

Appendix B: Individual Learning Plan

Oregon Tech/OHSU DPT Program Individual Learning Plan

Student:

Advisor:

Date:

Professional Behaviors Evaluation

NE: Not Exposed

N: Novice- understands concept, can apply the rule outside of context

AB: Advanced Beginner- can apply concept; starts to see patterns in the context

C: Competent- Understands concept in the moment (without reflection) and can start to adjust

P: Proficient- Specific situations recognized as they develop and adjusts immediately to situation

Rate the student's progress of the following:	NE	N	AB	C	P
Performance Under Pressure					
<ul style="list-style-type: none"> • Maintains composure in stressful environment • Manages accurate performance with increased stress • Performs well in a continuously changing environment 	Comments:				
Judgment and Critical Thinking					
<ul style="list-style-type: none"> • Assesses situation before taking action • Anticipates potential problems • Applies knowledge and uses judgment when problem solving 	Comments:				
Perseverance					
<ul style="list-style-type: none"> • Shows an interest in learning despite setbacks • Continuous effort to complete all tasks • Demonstrates a commitment to improve work 	Comments:				
Self Confidence					
<ul style="list-style-type: none"> • Develops confidence in abilities • Performs collaboratively and independently • Demonstrates self-reliance 	Comments:				
Ethical Practice					
<ul style="list-style-type: none"> • Demonstrates understanding of ethical responsibilities consistent with APTA Code of Ethics • Demonstrates respect for the self, patient/client, and colleagues in all situations 	Comments:				
Professional Growth					

<ul style="list-style-type: none"> Shows interest in participating without being told Actively seeks learning opportunities Asks for help when needed Self-assesses their performance and identifies areas and strategies for improvement Seeks out additional opportunities to improve knowledge and skills Accepts and is receptive to feedback without negative comments or behaviors Embraces criticism positively with a desire to improve 	Comments:				
Communication					
<ul style="list-style-type: none"> Interaction with peers is respectful, supportive, and kind Interacts appropriately and respectfully with faculty Demonstrates effective verbal and non-verbal communication in difficult situations with respect and empathy Diffuses or redirects situations of potential conflict 	Comments:				
Inclusivity					
<ul style="list-style-type: none"> Considers diversity and inclusivity for all regardless of age, disability, ethnicity, gender identity, race, sexual orientation, or other characteristics of identity Assesses, reflects, and manages own biases on an ongoing basis Advocates for self and others Demonstrates compassion and caring 	Comments:				
Teamwork					
<ul style="list-style-type: none"> Works well in group situation and contributes equally Resolves conflict Works collaboratively to accomplish objectives 	Comments:				
Punctuality and Attendance					
<ul style="list-style-type: none"> Always in attendance Arrives on time Arrives ready to begin work 	Comments:				
Appearance					
<ul style="list-style-type: none"> Follows dress code policy Hygienic and neat in appearance Appearance is appropriate for setting 	Comments:				
Accountability					
<ul style="list-style-type: none"> Seeks and responds to feedback from multiple sources Acknowledging and accepting consequences of actions Assumes responsibility for learning and change In compliance with all program policies 	Comments:				
Altruism/Social Responsibility					
<ul style="list-style-type: none"> Completes all community services requirements Represents self, program, and physical therapy profession well in the community 	Comments:				
Excellence					

<ul style="list-style-type: none"> • Demonstrates investment in self and the profession of physical therapy • Consistently uses current knowledge and theory while understanding personal limits • Challenges mediocrity and works toward development of new knowledge • Conveys intellectual humility in professional and personal situations • Demonstrates a tolerance for ambiguity • Continuously shows improvement of work 	Comments:				
Integrity					
<ul style="list-style-type: none"> • Adheres to the highest standards of the university and profession (practice, ethics, honor code, etc.) • Resolves dilemmas with respect to a consistent set of core values • Using power (including avoidance of use of unearned privilege) judiciously • Demonstrates trustworthiness • Knows own limits and acts accordingly • Confronts harassment and bias among self and others 	Comments:				

Learning and Study Strategies Inventory (LASSI) Scores

Component	Subscale	Score	Comments
Skill	Information Processing: how well students can use imagery, verbal elaboration, organization strategies, and reasoning skills as learning strategies		
	Selecting Main Ideas: assesses students' thinking skills for identifying important information for further study from less important information and supporting details		
	Test Strategies: assesses students' use of both test preparation and test taking strategies		
Will	Anxiety: assesses the degree to which students worry about school and their academic performance		
	Attitude: assesses students' attitudes and interests in college and achieving academic success		
	Motivation: assesses students' diligence, self-discipline, and willingness to exert the effort necessary to successfully complete academic requirements		
Self Regulation	Concentration: assesses students' ability to direct and maintain their attention on academic tasks		
	Self Testing: assesses students' use of comprehension monitoring techniques, such as reviewing or paraphrasing, to determine their level of understanding of the information or skill to be learned		
	Time Management: assesses students' use of time management principles and practices for academic tasks		
	Using Academic Resources: assesses students' willingness to use different academic resources when they encounter problems with their coursework or performance		

Emotional Intelligence Survey Scores

Skill	Score	Strategy
Self-awareness: ability to accurately perceive one's own emotions in the moment and understand tendencies across situations		
Self-management: ability to use awareness of one's own emotions to stay flexible and direct behavior positively		
Social awareness: ability to accurately pick up on emotions in other people and understand what is really going on with them; perceiving what other people are thinking and feeling even if you do not feel the same way		
Relationship management: ability to use one's own awareness of emotions of self and others to manage interactions successfully		

Appendix C: Curriculum*

2026 COHORT

Year	Summer	Fall	Winter	Spring
1	PT 605 Clinical Human Anatomy (9) PT 600 Introduction to the Physical Therapy Profession (1) PT 610 Nutrition and Wellness (2) 12 Total	PT 615 Foundations of Physical Therapy Practice (2) PT 620 Physical Therapy Examination Skills (3) PT 625 Assistive Device Training (2) PT 630 Social Determinants of Health (2) PT 635 Human Physiology (3) PT 665 Clinical Neuroscience (3) PT 670 Exercise Physiology (3) 18 Total	PT 645 Principles of Evidence-based Practice (3) PT 631 Therapeutic Exercise I (3) PT 650 Therapeutic Modalities (2) PT 660 Motor Development & Control Across the Lifespan (3) PT 680 Ethics in the Health Professions (2) PT 640 Biomechanics & Kinematics of Human Motion (3) 16 Total	PT 731 Management of Neurological Dysfunction I (4) PT 641 Management of Musculoskeletal Dysfunction I (4) PT 632 Therapeutic Exercise II (3) PT 655 Pathophysiology (3) PT 720 Clinical Research Methods and Biostatistics (3) 17 Total
2	PT 721 Clinical Experience I (9) 9 Total	PT 700 Management of Cardiovascular & Pulmonary Dysfunction (3) PT 710 Medical Imaging for Physical Therapist (3) PT 730 Integrated Clinical Experience (1) PT 732 Management of Neurological Dysfunction II (4) PT 741 Management of Musculoskeletal Dysfunction II (4) PT 775 Physical Therapy in Rural Communities (2) 17 Total	PT 675 Clinical Reasoning and Decision Making in Physical Therapy (2) PT 705 Management of Integumentary Dysfunction (2) PT 725 Physical Therapy Pharmacology (3) PT 730 Integrated Clinical Experience (1) PT 735 Business, Legal and Regulatory Issues (3) PT 740 Acute Care in Physical Therapy (3) PT 751 Capstone Project I (2) 16 Total	PT 715 Teaching and Learning (2) PT 730 Integrated Clinical Experience (1) PT 745 Differential Diagnosis (3) PT 750 Pediatric Physical Therapy (3) PT 752 Capstone Project II (2) PT 755 Geriatric Physical Therapy (3) PT 760 Orthotics and Prosthetics (3) 17 Total
3	PT 722 Clinical Experience II (10) 10 Total	PT 753 Capstone Project III (2) PT 765 Clinical Administration & Marketing (3) PT 770 Leadership and Professional Development (2) PT 779 Special Topics (2) PT 780 Management of Complex Patients (2) 11 Total	PT 723 Clinical Experience III (10) 10 Total	PT 724 Clinical Experience IV (10) 10 Total

163 Total Credits

2027 & 2028 COHORTS

Year	Summer	Fall	Winter	Spring
1	PT 605 Clinical Human Anatomy (9:6/3) PT 600 Introduction to the Physical Therapy Profession (1) PT 610 Nutrition and Wellness (2) PT 640 Biomechanics & Kinematics of Human Motion (3) 15 Total	PT 615 Foundations of Physical Therapy Practice (2) PT 620 Physical Therapy Examination Skills (4:2/2) PT 630 Social Determinants of Health (2) PT 635 Human Physiology (4) PT 665 Clinical Neuroscience (3:2/1) PT 670 Exercise Physiology (3:2/1) 18 Total	PT 625 Assistive Device Training (2:1/1) PT 631 Therapeutic Exercise I (3:2/1) PT 645 Principles of Evidence-based Practice (3:2/1) PT 650 Therapeutic Modalities (2:1/1) PT 660 Motor Development & Control Across the Lifespan (3:2/1) PT 680 Ethics in the Health Professions (2) PT 691 Integrated Clinical Experience (1) 16 Total	PT 632 Therapeutic Exercise II (3:2/1) PT 641 Management of Musculoskeletal Dysfunction I (4:3/1) PT 655 Pathophysiology (3) PT 692 Integrated Clinical Experience (1) PT 720 Clinical Research Methods and Biostatistics (3:2/1) PT 731 Management of Neurological Dysfunction I (4:3/1) 18 Total
2	PT 693 Integrated Clinical Experience (1) PT 700 Management of Cardiovascular & Pulmonary Dysfunction (3:2/1) PT 710 Medical Imaging for Physical Therapist (3) PT 741 Management of Musculoskeletal Dysfunction II (4:3/1) PT 732 Management of Neurological Dysfunction II (4:3/1) PT 775 Physical Therapy in Rural Communities (2:1/1) 17 Total	PT 721 Clinical Experience I (9) -Includes 1 credit of preparation for the experience. 9 Total	PT 675 Clinical Reasoning and Decision Making in Physical Therapy (2) PT 707 Pediatric Development (1:5/.5) PT 725 Physical Therapy Pharmacology (3) PT 735 Business, Legal and Regulatory Issues (3) PT 740 Acute Care in Physical Therapy (3:2/1) PT 705 Management of Integumentary Dysfunction (2:1.5/.5) PT 751 Capstone Project I (2) 16 Total	PT 745 Differential Diagnosis (3) PT 750 Pediatric Physical Therapy (3:2/1) PT 755 Geriatric Physical Therapy (3) PT 760 Orthotics and Prosthetics (3:2.5/.5) PT 715 Teaching and Learning (2) PT 752 Capstone Project II (2) 16 Total
3	PT 722 Clinical Experience II (10) 10 Total	PT 770 Leadership and Professional Development (2) PT 779 Special Topics (2) PT 780 Management of Complex Patients (2:1/1) PT 765 Clinical Administration & Marketing (3) PT 753 Capstone Project III (2) 11 Total	PT 723 Clinical Experience III (10) 10 Total	PT 724 Clinical Experience IV (10) 10 Total

166 Total Credits

*The didactic and clinical curriculum is evaluated yearly using a curriculum assessment plan. The dynamic nature of the profession and health care delivery system dictates that the curriculum adapts to important changes in these systems. Through careful analysis of yearly assessment curriculum changes may occur as a result of careful analysis of data from faculty, students, clinical instructors, graduates of the program, employers, and our Advisory Board.

Appendix D: Learning Contract Template for Remediation

Oregon Institute of Technology/Oregon Health Sciences University

Doctor of Physical Therapy Program

Learning Contract

Term – XXXX

The following represents the goals, objectives, and specific educational activities in which I will participate.

- *Please list specific dates and times under each category.*

Student:	Date:
<u>Specific Problems Identified from Review of CIET and Course Performance:</u>	
CIET: 1. ... 2. ... 3. ... 4. ... Faculty: 1. ... 2. ... 3. ... 4.	
<u>Specific Learning Goals/Objectives:</u> <i>Describe what you will accomplish and the outcomes you hope to achieve. Please relate these to the self-identified areas for improvement that you became aware of through Clinical Education, classes, or reflection.</i>	
1. 2. 3. 4.	
<u>Major Areas of Improvement</u>	Proposed Hours and Activities Indicate how your knowledge and skills will be evaluated in each area.
Area 1 – Foundational Knowledge	Proposed Hours for each activity:
Area 2 – Communication	Proposed Hours for each activity:

Area 3 – Clinical Reasoning	Proposed Hours for each activity:	
Area 4 - Safety	Proposed Hours for each activity:	
Area 5 –		
<u>Evaluation of Outcomes and Readiness for Clinical Education (to be developed by faculty learning team in collaboration with the student:</u> <i>Describe how outcomes and readiness will be evaluated. Plan to specify evaluation instruments, required performance, evaluation process, and faculty or other personnel involved.</i>		
1. ... 2. ... 3. ... 4. ...		
<u>Milestones and Checkpoints:</u> <i>Indicate what faculty members and/or other personnel will be consulted, what information will be sought, and who will solicit the information. (Examples: Course Director will meet with course faculty and summarize at midterm and near end of semester, or will conduct meeting of faculty involved.</i>		
<u>Communication and Scheduled Meetings:</u> <i>Develop a schedule of meeting times for the learning team, specify who will meet and when meetings of the entire team (if applicable). Delineate expectations for timing and method on-going communication by the student and faculty members.</i>		
1. 2. ... 3. ... 4. ...		
		Date
_____ Signature of Student		
		Date

_____ Signature of DCE		
_____ Signature of Program Director		Date

Additional Comments:

Appendix E: Lab Participation Form



In order to acquire the necessary skills for physical therapy practice, students must demonstrate their skills on others, acting as a student practitioner. Students are also required to act as mock patients for their classmates and/or instructors. During all encounters with mock or real patients, you have a responsibility to act safely. This includes utilizing universal precautions, employing proper body mechanics, only practicing techniques that have been taught to you in the OIT DPT program, asking for assistance when needed, immediately notifying faculty if there an injury occurs, notifying faculty and immediately discontinuing the use of any broken equipment, notifying faculty if you experience any changes to your health that require accommodation. If students require accommodations for a laboratory experience, they must follow the policies to request ADA accommodation.

By completing this form, you certify that you have no medical or physical issues that will prevent you from fully participating in physical therapy labs as a student practitioner or a mock patient and that you agree to abide by this policy.

- ☐ I have no medical or physical issues that will prevent me from fully participating in physical therapy labs and I agree to abide by these policies.
- ☐ I have medical or physical issues that may prevent me from fully participating in physical therapy labs. This is either a condition which limits my personal performance or a condition which may put my peers and instructors at risk. (Please schedule a meeting with your advisor to discuss this further.)
- ☐ I do not agree to abide by this policy. (If this box is checked, you are required to meet with the Program Director).

Printed Name

Date

Signature

Appendix F: DPT Student Handbook and Clinical Education Handbook Acknowledgement Form



I acknowledge that I have received, read, and will adhere to the Oregon Institute of Technology Program of Physical Therapy Student Handbook/Policies and Procedures Manual.

Additionally, I acknowledge that I have received, read, and will adhere to the Oregon Institute of Technology Program of Physical Therapy Clinical Education Handbook.

Printed Name

Date

Signature