THE UNIVERSITY OF TEXAS AT EL PASO

COLLEGE OF HEALTH SCIENCES

DOCTOR of PHYSICAL THERAPY PROGRAM

STUDENT HANDBOOK

"Your Guide to Success"

Applicable to all Students in the DPT Curriculum

Updated April 30, 2026

The information in this handbook is subject to change.

Students will be notified about all substantive handbook changes in a timely manner.

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INTRODUCTION

Dear Students,

Welcome to UTEP's Doctor of Physical Therapy (DPT) Program. Your hard work and perseverance have paid off as you begin your graduate academic career as a Student Physical Therapist (SPT). The faculty understands that the admissions process was highly competitive. It is now time to redirect that competitiveness to cooperation, and to achieving the high standards expected of a physical therapist.

Your primary goal is to become the best physical therapist you can be. You will acquire the knowledge, skills, and characteristics necessary to become excellent physical therapists by learning to work together with your peers, the faculty, and many others. Read the next document entitled *The Doctor of Physical Therapy Characteristics* to understand some of these characteristics.

Your learning and performance are your responsibilities. However, you have many resources available to help you succeed, including the faculty teaching your courses, your faculty advisor, and students from the cohort above you. Use them frequently and wisely. It is very important that you develop appropriate study habits from Day 1. If you get behind, it is too hard to overcome. Seek help as soon as you need it.

You will find policies in this handbook, in documents received during orientation, and on the UTEP DPT Program website. You are responsible for adhering to all of them. In particular, you will be held accountable for adhering to the UTEP policies for student conduct and behavior, and the Program's professional behavior standards. While collaboration is encouraged when appropriate, collusion is a form of academic dishonesty; it is essential that SPTs understand the difference between collaboration and collusion. If you are unsure, discuss it with a faculty member. You are responsible for all your actions and the consequences of those actions.

If you ever feel that you need help, the faculty are available to assist you. You have been assigned a faculty advisor upon entry to the Program. Your advisor may change once you decide upon your Capstone research project. However, you will always have a designated faculty advisor. You will be meeting regularly with your advisor throughout the Program. It is your responsibility to schedule these meetings. If need be, your advisor can assist you or direct you to the appropriate resources at UTEP to address your needs.

The faculty trusts that you will continue to uphold the excellent reputation that the UTEP DPT Program has built. Welcome to our Program, and we wish you the greatest of success.

Sincerely,

UTEP DPT Faculty and Staff

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OUR MISSION

The University of Texas at El Paso (UTEP) Doctor of Physical Therapy Program will graduate highly qualified Doctors of Physical Therapy prepared to provide culturally proficient and linguistically competent care in our border region and beyond. We endeavor to develop leaders who are committed to patient-centered care, evidence-based practice, our community's health, life-long learning, and the advancement of the physical therapy profession.

OUR VISION

The UTEP Doctor of Physical Therapy Program will be recognized nationally as a leader in integrating Spanish language training in health professions education, and preparing culturally proficient and linguistically competent Doctors of Physical Therapy to serve under-served populations.

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Doctor of Physical Therapy Graduate Characteristics

The UTEP Doctor of Physical Therapy graduates will possess the knowledge, skills, and characteristics which represent the American Physical Therapy Association's (APTA) Vision Statement for the Physical Therapy Profession, "*Transforming society by optimizing movement to improve the human experience".* These novice practitioners will enter the workforce as agents of change to actively advance the physical therapy profession and improve health care for individuals and society.

Understanding that core values lay the foundation for professional practice and its advancement, UTEP DPT graduates will demonstrate the APTA core values in daily practice: ***accountability, altruism, collaboration, compassion/caring, duty, excellence, inclusion, integrity, and social responsibility***. The graduates will recognize and articulate that these values differentiate and elevate the profession of physical therapy.

UTEP DPT graduates will routinely access and apply evidence in their clinical decision-making. As a committed professional, they will embrace American Physical Therapy Association (APTA) membership and use the many resources available to its members. They will have a thorough understanding of legal and ethical issues that impact their decision-making in order to protect their patients and profession.

Regardless of setting or referral source, UTEP DPT graduates will function at the level expected of autonomous practitioners. They will understand that with the privileges of autonomous practices come serious responsibilities. They will demonstrate active reflection and accurate self-assessment, commit to life-long learning, and actively strive to earn the respect of the health care team and society.

UTEP DPT graduates will possess a comprehensive understanding of movement disorders and how all body systems affect the physical therapy evaluation and plan of care. The first principle of APTA's vision for the profession regards the "movement system". The DPT graduate will have become a movement specialist through the foundation received in the curriculum. They will recognize when to make appropriate referrals when patients present with problems outside their scope of practice. They will integrate and apply advanced knowledge related to differential diagnosis, imaging, pharmacology, and other complexities present in their patients. Further they will have a strong foundation in the management and administration of the patient's healthcare dollars in order to provide the most efficacious, effective, and efficient plan of care.

UTEP DPT graduates will elevate the existing and perceived level of physical therapy practice. They will be influential in establishing physical therapists as practitioners of choice for movement disorders. Through advocating first and foremost for excellent care for their patients, they will advance the profession of physical therapy. The DPT Program graduate will be prepared with basic skills in clinical outcomes evaluation, program planning, development and evaluation, interdisciplinary collaboration, case management, leadership, education, consultation, and advocacy.

Given that the UTEP DPT Program exists within a high poverty, largely under-served region, there are some unique aspects of physical therapy practice particularly relevant to our community. The graduates of the Program are expected to apply their professional skills in a context of cultural relevance, demonstrate cultural and linguistic competency, and incorporate mechanisms for increasing access to care in this greatly under-served region (such as pro- bono service). Our DPT Program creates foundations for practice specific to serving our low income, under-

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served, primarily Hispanic community. Thus, we can be a model for the rest of the country as physical therapists everywhere increasingly provide rehabilitation for the growing 21st century demographic.

Doctor of Physical Therapy Graduate Outcomes

- Graduation rate will be >/= 90% when averaged over a 2-year period.
- 95% of graduates will pass the NPTE and obtain licensure within 1 year of graduation.
- 95% of licensed graduates seeking employment as a physical therapist will be employed by 1 year post-graduation.
- 80% of graduates will be prepared to provide culturally proficient and linguistically competent care in our border region and beyond and will be committed to patient-centered care.
- 80% of graduates will demonstrate commitment to life-long learning, to evidence-based practice, and to the advancement of the physical therapy profession.
- 50% of graduates will be employed in the Paso del Norte (El Paso-Las Cruces) region.

The UTEP Doctor of Physical Therapy Program Philosophy

The UTEP Doctor of Physical Therapy Program Philosophy is centered on six Values & Principles:

Professional Core Values: The core values of the physical therapy profession and this Program are accountability, altruism, collaboration, compassion/caring, duty, excellence, inclusion, integrity, and social responsibility. A commitment to these values is essential for excellent physical therapist education and practice.

Access and Excellence: Access and excellence underlie our University's and Program's commitment to ensuring access to a high-quality education to students from diverse backgrounds.

Critical Inquiry: Critical inquiry requires an underlying intellectual curiosity and a commitment to critically evaluating information to make sound judgments. The DPT Program promotes a critical inquiry approach to prepare graduates to improve the health and health care of individuals and communities, and to advance the physical therapy profession.

Community-Centered: Our Program aims to prepare graduates to be willing and able to provide outstanding care to all individuals, including those from underserved and vulnerable populations.

Diversity: We value workforce diversity and take pride in increasing the representation of the 21st century demographic in the physical therapy profession.

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Change Agents: We aim to mold our students into change agents for the good of our community and our profession.

Statement of Educational Principles

We believe that a strong and reciprocal student-faculty relationship is the foundation of a successful learning environment. Both students and faculty have the responsibility and power to contribute to teaching and active learning.

We believe that a student-active environment is the most effective learning environment.[1] We actively engage students in their learning, with foci on team-based learning and experiential learning.

We believe the most important role of faculty is not to deliver content, but to teach students how to learn.[1] Students who practice self-reflection and self-regulation, and who utilize metacognition are more likely to become reflective practitioners and lifelong learners.[1]

We believe that excellent clinical reasoning skills are essential for optimal patient/client care and the foundation of autonomous practice. Therefore, we guide our students to make explicit connections between the classroom and the clinic.

1. Nilson LB. Teaching at Its Best: A Research-Based Resource for College Instructors. San Francisco, CA:Jossey-Bass, 2010.

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CURRICULUM

The Professional Curriculum

Accreditation

The Doctor of Physical Therapy Program at The University of Texas at El Paso is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org Also The University of Texas at El Paso is accredited by the Southern Association of Colleges and Schools (SACS). For more information on SACS, visit their website at http://www.sacs.org.

Professional Course of Study

The professional course of study includes courses in the basic and foundational sciences, and basic and clinical science courses in physical therapy, along with clinical practice. Since the courses are sequential in nature, any delay in completing the sequence must be approved, in writing, by the Program Director and will result in a delay of at least one year.

The curriculum, leading to a Doctor of Physical Therapy degree, is 36 months in length. During the Program, the student is enrolled in Clinical Education in PT I, II, III, and IV to participate in full-time, structured, and supervised clinical experiences. These clinical experiences are scheduled in facilities that are located throughout the United States, but the majority are in Texas and surrounding states. ***Relocation, living expenses, and travel are at the student's expense.***

Curriculum Changes

Changes may be made to the current curriculum; however, students will be notified in advance of those changes.

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Curriculum Schedule

SUMMER 1st year
(10 Credit Hours, 10 Academic Weeks)
DRSC 6301: Normal Physiology/Embryology
PT 6107: Surface Anatomy
PT 6208: Patient Care Skills
PT 6216: Research Methods
PT 6202: Professional Practice in PT

FALL 1st year
(15 Credit Hours, 15 Academic Weeks)
DRSC 6495: Anatomy for Health Sciences
DRSC 6388: Pathophysiology in Rehabilitative Sciences
PT 6206: Tests and Measures
PT 6233: Behavioral Science Topics
PT 6104: Spanish Medical Terminology
PT 6316: Exercise Physiology/Prescription

SPRING 1st year
(15 Credit Hours, 15 Academic Weeks)
DRSC 6390: Neuroscience for Health Sciences
PT 6407: Medical Kinesiology/Motion Analysis
PT 6207: Motor Control and Motor Learning
PT 6307: Cardiopulmonary Patient Management
PT 6110: Integrative Seminar I
PT 6203: Differential Diagnosis

SUMMER 2nd year
(9 Credit Hours, 10 Academic Weeks)
PT 6106: Biophysical Agents in PT
PT 6105: Integrated Clinical Education
PT 6212: Evidence-Based Practice in PT
PT 6205: Pharmacology in PT
PT 6311: Musculoskeletal I

FALL 2nd year
(15 Credit Hours, 15 Academic Weeks)
PT 6312: Musculoskeletal II
PT 6314: Neuromuscular Rehabilitation I
PT 6108: Integument Patient Management
PT 6213: Advanced Exercise Prescription
PT 6315: Pediatrics
PT 6116: PT Capstone Project I
PT 6201: Law and Ethics in PT Practice

SPRING 2nd year
(14 Credit Hours, 15 Academic Weeks)
PT 6340 Management and Finance in PT
PT 6313: Musculoskeletal III
PT 6109: Imaging
PT 6414: Neuromuscular Rehabilitation II
PT 6111: Integrative Seminar II
PT 6214: Physical Therapy Across the Lifespan

SUMMER 3rd year
(6 Credit Hours, 2 Academic Weeks, 8 Clinical Weeks)
PT 6403: Clinical Education in PT I
PT 6215: Special Populations

FALL 3rd year
(8 Credit Hours, 16 Clinical Weeks)
PT 6404: Clinical Education in PT III
PT 6405: Clinical Education in PT II

SPRING 3rd year
(7 Credit Hours, 3 Academic Weeks, 12 Clinical Weeks)
PT 6606: Clinical Education in PT IV Internship
PT 6117: PT Capstone Project II

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Curricular Threads

Four curricular threads are integrated across the UTEP DPT Program curriculum as described below. The ultimate purpose of the threads is to produce graduates who are prepared for contemporary practice and who reflect our mission.

Cultural / Linguistic Engagement and Competence

The cultural / linguistic engagement and competence thread reflects our Program's commitment to preparing students to work effectively with individuals from culturally and linguistically diverse populations. Students are educated about the importance of understanding and respecting each patient's culture in order to best serve their health care needs. Various cultures are discussed, including but not limited to: the Hispanic culture, the disability culture, and the LGBTQ+ community.

Students learn that limited English proficiency (LEP) negatively impacts health outcomes. In order to improve their ability to engage with the many Spanish-speaking individuals with LEP in our region and beyond, Spanish language training is threaded across the curriculum. Various learning opportunities are offered, including but not limited to a Spanish course, Spanish practice in clinical courses, Spanish Lunch & Learn events, and service-learning in the community with Spanish-speaking clients with LEP. Each student is assisted to improve their Spanish proficiency, no matter their level of proficiency upon entering the DPT Program. American Sign Language (ASL) also is introduced.

At the heart of achieving improved competence is engagement outside of the classroom. Students are encouraged to get out of their comfort zones through various activities throughout the curriculum. These activities interprofessional education activities focused on culturally and linguistically-diverse populations, service-learning, and other service in the community. Additionally, students are encouraged to engage in professional development, and become active with the Greater El Paso District, Texas Physical Therapy Association, and the American Physical Therapy Association.

Evidence-Based Practice and Research

Accessing, analyzing, and applying current evidence is at the heart of excellent contemporary physical therapy practice. To that end, students are educated to be effective consumers of research in order to prepare them for evidence-based practice (EBP). EBP-related curricular activities include the Research Methods course, Evidence-Based Practice course, and EBP-related assignments in various clinical courses. Students are also educated to be producers of research. Under the mentorship of a faculty advisor, each student completes a systematic review or original research for their Capstone project. Capstone-related assignments are threaded across the curriculum. The Capstone project culminates with a manuscript, oral defense of their project, and public presentation of a research poster. Many students' Capstone project also lead to presentations at state and national conferences, and publications in peer-reviewed journals. Such scholarly activities also help to prepare students for success in post-graduate educational opportunities, such as residencies and PhD studies.

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Clinical Reasoning

Clinical reasoning is essential for optimal patient/client care. Although no single definition of clinical reasoning exists, the UTEP DPT Program defines it as *a dynamic and systematic process of data collection and critical analysis that intentionally synthesizes knowledge, current evidence, the patient/client narrative, and environmental context leading to a clinical management decision.*

To ensure a consistent approach to the development of this complex skill, we developed the UTEP DPT Program Clinical Reasoning Framework. Faculty incorporated the Patient/Client Management Model and the International Classification of Functioning, Disability and Health to guide students through the clinical reasoning process. Faculty use this framework in clinical courses across the curriculum.

[see next page for UTEP DPT Program Clinical Reasoning Framework]

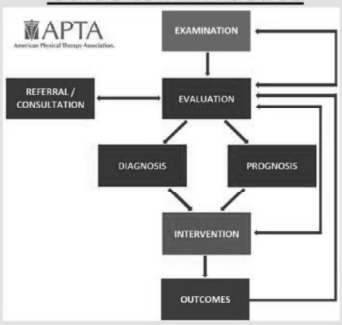
Interprofessional Collaborative Practice

A robust thread of interprofessional education (IPE) is woven across the curriculum in order to prepare students for effective interprofessional collaborative practice. Students engage in IPE during every semester of the didactic curriculum. For example, students interact with Nursing students when evaluating standardized patients during Hospital Day at the UTEP Center for Simulation. They also collaborate with students from various professions during three large case-based IPE events. Additionally, students engage with medical students at IPE events hosted by the Paul L. Foster School of Medicine, and opportunities exist for interprofessional teams of students to evaluate or screen clients in various clinical courses. By the time the students depart for their full-time clinical education experiences, every DPT student will have learned with and about students from Nursing, Occupational Therapy, Pharmacy, Rehabilitation Counseling, Social Work, and Speech-Language Pathology as well as students from the medical school.

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UTEP Doctor of Physical Therapy Program
Clinical Reasoning Framework

Guide to PT Practice

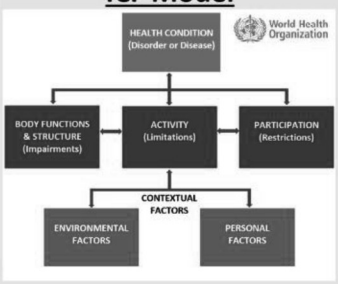


Examination: Gather Data

Guide to PT Practice
- History
- Systems Review
- Tests and Measures

ICF Model
- Impairments (I)
- Activity Limitations (AL)
- Participation Restrictions (PR)

ICF Model



Evaluation: Synthesize Data
- Hypothesis Stratification
- Establish Prognosis / Prioritize Needs

Diagnostic Reasoning
- Outside Referral Indicated
- Emergent / Urgent S&S
- Systemic (Non MSK) S&S
- Medical Co-morbidities

Therapeutic Reasoning
- Movement System Based-Care
- Health Status / Stability
- Patient Goals / ICF I, AL, PR
- Contextual Factors

Intervention / Management
- Patient / Client-centered
- Evidence-based / Informed
- Goal / Outcome-focused

Referral
Appropriate Professional

Consultation
Concurrent Intervention

Re-Examination/Evaluation
- Continuous Process
- Refine Hypothesis
- Revise Intervention / Management

Transition of Care
- Self-management / Hand-off
- Safety / Education / Equipment
- Wellness / Prevention

Rev: 05 June 2018

Clinical Reasoning is a dynamic and systematic process of data collection and critical analysis that intentionally synthesizes knowledge, current evidence, the patient/client narrative, and environmental context leading to a clinical management decision.

Curricular Structure

Foundational Sciences

DRSC 6301: Normal Physiology/Embryology

DRSC 6388: Pathophysiology for Health Sciences

DRSC 6495: Anatomy for Health Sciences

DRSC 6390: Neuroscience for Health Sciences

Applied Sciences

PT 6107: Surface Anatomy

PT 6207: Motor Control and Motor Learning

PT 6316: Exercise Physiology/Prescription

PT 6407: Medical Kinesiology/Motion Analysis

Research/EBP

PT 6216: Research Methods

PT 6304: Evidence Based Practice in PT

PT 6116: PT Capstone Project I

PT 6117: PT Capstone Project II

Professionalism

PT 6202: Professional Practice in PT

PT 6201: Law and Ethics in PT Practice

PT 6340: Management and Finance in PT

Unifying Topics

PT 6208: Patient Care Skills

PT 6233: Behavioral Science Topics

PT 6206: Tests and Measures

PT 6213: Advanced Exercise Prescription

PT 6106: Biophysical Agents in PT

PT 6205: Pharmacology in PT

PT 6109: Imaging

PT 6203: Differential Diagnosis

PT 6214: PT Across the Lifespan

PT 6215: Special Populations

Patient Management

PT 6307: Cardiopulmonary Patient Management

PT 6311: Musculoskeletal I

PT 6108: Integument Patient Management

PT 6312: Musculoskeletal II

PT 6314: Neuromuscular Rehabilitation I

PT 6315: Pediatrics

PT 6313: Musculoskeletal III

PT 6414: Neuromuscular Rehabilitation II

PT 6110: Integrative Seminar I

PT 6111: Integrative Seminar II

Clinical Education

PT 6105: Integrated Clinical Education

PT 6403: Clinical Education in PT I

PT 6404: Clinical Education in PT II

PT 6405: Clinical Education in PT III

PT 6606: Clinical Education in PT IV

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SCHOLASTIC STANDARDS

Academic Probation and Dismissal

Please refer to the current UTEP Graduate Catalog for policies on academic probation and dismissal.
http://catalog.utep.edu/grad/academic-regulations/curriculum-and-classroom-policies/
In addition, the following policy applies to the students enrolled in DPT Program:

Scholastic Standards

This policy establishes The University of Texas at El Paso (UTEP) Doctor of Physical Therapy (DPT) Program scholastic standards. Failure to meet the scholastic standards may result in academic probation and potential dismissal for a student.

Background: The University of Texas at El Paso encourages and supports students in accomplishing high academic and professional standards. It is recognized, however, that a student may encounter difficulty from time to time. In such cases a student's course instructor, advisor, Program Director, and/or the University Counseling Center stand ready to assist the student.

Purpose: To encourage high academic and professional standards for DPT students, the UTEP DPT Program has established the following policy concerning academic probation, clinical experience expectations, and potential dismissal from the DPT Program. This policy supplements the UTEP academic regulations (as found in the UTEP Graduate Catalog).

Criteria: The following criteria will be used to determine a DPT student's academic status in the DPT Program.

General:

1. A student will be on academic probation if his/her cumulative DPT Program grade point average (GPA) drops below 3.0 as described in the UTEP academic regulations (as found in the UTEP Graduate Catalog). If the student fails to be removed from academic probation within the period described in the UTEP academic regulations, the student will be dismissed from the DPT Program. Refer to #13 for option to reapply after dismissal.

2. If a student drops a course in any semester, the student will be dismissed from the DPT Program. Refer to #13 for option to reapply after dismissal.

3. If a student is found responsible by the Office of Community Standards for any scholastic dishonesty during the program, the student will earn an "F" grade in the course and will be dismissed from the program.

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4. If the student is found responsible for any unprofessional behavior during the program, the student will be dismissed from the program. Professional behavior is based on the APTA core values in daily practice: accountability, altruism, collaboration, compassion/caring, duty, excellence, inclusion, integrity, and social responsibility. Unprofessional behavior won't be tolerated in the DPT program at UTEP. Any unprofessional behavior will be reported to the Office of Community Standards for investigation. Faculty or staff will file a General Student Misconduct report, select the Nature of the Report as "General Conduct Report", and upload a copy of this Student Handbook. If a student is found 'responsible' for Student Misconduct after the Office of Community Standards investigation, the student will be dismissed from the program. Other potential disciplinary options include expulsion from UTEP or Revocation of your degree. A full list of disciplinary sanctions available to the Office of Community Standards is available (www.utep.edu/vpba/hoop/section-2/student-conduct-and-discipline.html).

Didactic courses:

5. No more than two grades of "C" or below in didactic courses will be permitted in the DPT Program. A third grade of "C" or below in a didactic course (except Capstone Project course[s]) will result in dismissal from the DPT Program. (Refer to #6 for policy regarding Capstone Project course[s] and refer to #13 for option to reapply after dismissal).

6. An "F" grade earned in any didactic course in the DPT curriculum (except Capstone Project course[s]) will result in dismissal from the DPT Program. However, a student may request to be reinstated to the DPT Program as described below. (Refer to #6 for policy regarding Capstone Project course[s]).
    a. A student who earns an "F" in any didactic course(s) (except Capstone Project course[s]) may request in writing the opportunity for reinstatement to the DPT Program. Core faculty will make the decision based on the student's academic record, professional behavior record, and the student's justification for reinstatement in the Program and the student's action plan for improvement.
    b. If the decision is made to reinstate the student, the student will be reinstated no sooner than the semester in which the course is next offered in the DPT Program. If the course is not offered within 12 months due to curricular changes (e.g., changing curricular sequence; deleting a course), then the core faculty may elect to offer a Special Topics course (PT 6X01) designed to address the student's knowledge deficits.
    c. The student will be on academic probation upon reinstatement.
    d. The student must complete the course and earn an "A" or a "B" for the course to continue in the DPT Program.

6. A student must earn a grade of an "A" or "B" for the Capstone Project course(s) (PT 6116 and PT 6117) in order to continue in and/or graduate from the DPT Program.
    a. A student who earns a grade of "C" or "F" for a Capstone Project course will be given one opportunity to complete a Special Topics course (PT 6101) designed to address the Capstone requirements the following semester.
    b. The student must complete the Special Topics course (PT 6101) and earn a grade of "A" or a "B" for the course to continue in and/or graduate from the DPT Program. (Refer to #13 for option to reapply after dismissal).

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7. If a student is on disciplinary and/or academic probation by the compliance deadline immediately preceding any clinical course (PT 6105, PT 6403, PT 6404, PT 6405, PT 6606), the clinical course will be delayed until the student is removed from probation. The compliance deadline is two (2) months prior to the beginning of the clinical course. If there is no longer an opportunity to be removed from academic probation because most or all didactic courses in the standard DPT curriculum have already been completed, the student will be given the opportunity to successfully complete one or more Special Topics courses (PT 6X01) (up to 9-credit hours) designed to address the student's knowledge deficits.
    a. If the student earns a grade in the Special Topics course(s) that results in being removed from academic probation, the student will be allowed to continue in the DPT Program.
    b. If the student fails to earn a grade in the Special Topics course(s) that results in being removed from academic probation, the student will be dismissed from the DPT Program without the option to reapply.

8. If a student fails the safety-related criteria and/or earns a grade below 75% on the comprehensive practical examination in the Integrative Seminar Courses (PT 6110 or PT 6111), the student will be given an opportunity to repeat the comprehensive practical examination. If the student fails the safety-related criteria and/or earns below 75% on the repeated comprehensive practical examination, the student will be dismissed from the DPT Program. (Refer to #13 for option to reapply after dismissal).

Clinical courses:

9. A student who is dismissed from a clinical site for unacceptable performance will earn a grade of "Unsatisfactory" (PT 6105, PT 6403, PT 6404, PT 6405) or "F" (PT 6606) for the associated clinical course.

10. A grade of "Unsatisfactory" for any clinical course (PT 6105, 6403, PT 6404, PT 6405) in the DPT curriculum will result in the student not being permitted to continue in the DPT Program until a thorough investigation is completed.
    a. A student who earns a grade of "Unsatisfactory" for an 8-week clinical course may request in writing the opportunity to repeat the clinical experience at another clinical location. Core faculty will make the decision to dismiss the student from the DPT Program or allow the student to repeat the clinical experience. The decision will be based on the documentation provided by the Clinical Instructor, the assessment of the Director of Clinical Education, the student's justification for continuation in the Program, and the student's action plan for improvement. In making their determination, core faculty will determine if the student demonstrated egregious behavior. Examples of egregious behavior include, but are not limited to: unsafe performance leading to the potential for, or actual, serious injury or death of a patient; unethical behavior; illegal behavior; or repeated unprofessional behavior.
    b. If a student's behavior is determined to be egregious by a majority of the core faculty, the student will be dismissed from the DPT Program without the option to reapply.
    c. If a student's behavior is determined to be non-egregious by a majority of the core faculty, the student will be allowed to repeat the clinical experience at another location.

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d. If a student earns a grade of "Unsatisfactory" for the repeated clinical experience, the student will be dismissed from the DPT Program without the option to reapply.

11. A student must earn a grade of "A" or "B" for Clinical Education in PT IV (PT 6606) in order to graduate from the DPT Program.
    a. A grade of "C" or "F" for Clinical Education in PT IV (PT 6606) will result in the student not being permitted to graduate from the DPT Program.
    b. A student who earns a grade of "C" or "F" for PT 6606 may request in writing the opportunity to repeat the clinical experience at another clinical location. Core faculty will make the decision to dismiss the student from the DPT Program or allow the student to repeat the clinical experience. The decision will be based on the documentation provided by the Clinical Instructor, the assessment of the Director of Clinical Education, the student's justification for continuation in the Program, and the student's action plan for improvement. In making their determination, core faculty will determine if the student demonstrated egregious behavior. Examples of egregious behavior include but are not limited to: unsafe performance leading to the potential for, or actual, serious injury or death of a patient; unethical behavior; illegal behavior; or repeated unprofessional behavior.
    c. If a student's behavior is determined to be egregious by a majority of the core faculty, the student will be dismissed from the DPT Program without the option to reapply.
    d. If a student's behavior is determined to be non-egregious by a majority of the core faculty, the student will be allowed to repeat the clinical experience at another location.
    e. If a student earns a grade of "C" or "F" for the repeated clinical experience, the student will be dismissed from the DPT Program without the option to reapply.

12. A grade of "Unsatisfactory" (PT 6105, 6403, PT 6404, PT 6405) or "F" (PT 6606) for a subsequent clinical course will result in dismissal from the DPT Program without the option to reapply. A student will not have the option to request the opportunity to repeat the clinical experience at another clinical location.

Reapplication

13. A student who is dismissed from the DPT Program for the first time may reapply to the DPT Program in the next application cycle or later. There is no option to reapply under the circumstances described in #3, #7b, #10b, #10d, #11c, #11e, or #12.

14. A student may not reapply after a second dismissal from the DPT Program.

15. If readmitted to the DPT Program, the student will be readmitted as a first-semester, first-year DPT student. The student must successfully complete all required courses in the DPT curriculum after readmission. Any course completed in the DPT Program prior to readmission must be repeated if it is still required in the DPT Program at readmission.
    a. If the course was taken less than 8 years in the past, then the grade earned for the original course and the grade earned for the repeat course will remain on the student's academic record per UTEP academic regulations.
    b. If the course was taken 8 years or longer in the past, then the grade earned when the course was repeated will replace the grade earned for the original course.

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PROGRAM POLICIES

The Program has adopted the following course policies, which are valid in all DPT, DRSC, and other courses.

1. Technical and Professional Standards and Essential Functions

The following standards and essential functions are based on professional requirements for the physical therapy and other physical rehabilitation professions.[1]

Certain disabilities can interfere with a student's ability to complete the program of study and acquire the essential functions necessary for the practice physical therapy.[2]

Reasonable accommodations can be made to compensate for some limitations. However, those that interfere with patient care, safety or require the use of an intermediary may be incompatible with independent professional practice.

Observational skills (including functional use of vision, hearing and somatic sensations):

The student must be able to:

a. Observe lecture and laboratory demonstrations.
b. Read and interpret equipment dials, assessment graphs, patient charts, professional literature, and notes from patients, physicians, and other health professionals.
c. Obtain visual information from clients.
d. Effective auscultation/auditory evaluation such as lungs, heart, apical pulse, blood pressure, joint noises, prostheses.
e. Respond to auditory information such things as a patient calling from behind a curtain, warning calls from anyone, and machine alarms.

Communication skills

The student must be able to:

a. Effectively communicate with other students, faculty, patients, peers/other health care professionals, staff and families. Communication shall require the student to ask and answer questions orally and in writing, explain conditions and procedures, teach home programs, and to maintain safety.

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[1] Occupational Requirements Survey Summary. U.S. Bureau of Labor Statistics. https://www.bls.gov/news.release/ors.nr0.htm. Published December 22, 2020. Accessed February 20, 2021.
National Center for O*NET Development. 29-1123.00 - Physical Therapists. O*NET OnLine., from https://www.onetonline.org/link/summary/29-1123.00. Updated November 17, 2020. Accessed February 20, 2021.
American Physical Therapy Association. Minimum Required Skills of Physical Therapist Graduates at Entry Level. BOD G11-05-50-449.
American Physical Therapy Association. Standards of Practice for Physical Therapy. HOD S06-20-35-29.

[2] Having these essential functions does not guarantee successful completion of the physical therapy program.

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b. Receive, write, and interpret written communication in both academic and clinical settings.
c. Receive, send and interpret verbal communication in emergency situations.
d. Demonstrate interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist –patient relationships.
e. Use appropriate verbal, nonverbal, and written communication with patients, families and others.

Motor skills

The student must be able to safely:

a. Attend class approximately 30+ hours per week, which includes lecture, laboratory, and integrated clinical experience.
b. Sit and maintain upright posture for approximately 2-6 hours in an average academic day.
c. Stand and maintain upright posture for approximately 1-3 hours in an average academic day.
d. Walk or travel approximately 2 hours in an average academic day.
e. Get to lecture, lab and clinical locations in a timely manner.
f. Move within rooms as needed for changing groups, lab partners and work stations.
g. Perform assigned clinical tasks in a timely manner
h. Maneuver self or move another individual's body parts.
i. Move another individual's body in transfers, gait, positioning, and mobilization techniques.
j. Maneuver or move clinical equipment in all directions.
k. Safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns.
l. Manipulate common tools used for screening tests of nerves, joints, and muscles which would include sensation, range of motion, and muscle testing procedures.
m. Perform CPR using guidelines by the American Heart Association (AHA). AHA CPR certification must be current at all times during the DPT program.
n. Palpate changes in an individual's muscle tone, soft tissues, skin quality, joint play, kinesthesia, and temperature, and sense the individual's response to environmental changes and treatment accurately.
o. Apply and adjust therapeutic modalities.
p. Apply and position hands to apply soft tissue and mobilization/manipulation techniques.
q. Walk and balance well enough to help patients walk and transfer with or without equipment, and prevent injury to patient and self.
r. Provide for the patient's safety and well-being in all therapeutic or transporting activities.
s. Legibly and accurately record/document evaluations, and progress notes in medical charts.
t. Legibly and accurately record thoughts for written assignments and tests.

Over the length of the curriculum, the student is required to perform the motor skills listed below.

a. Twist
b. Lift more than 50 pounds
c. Bend/Stoop
d. Straight leg sit
e. Squat
f. Crawl
g. Reach above shoulder level

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h. Kneel/ ½ kneel
i. Use standing balance
j. Push/Pull
k. Climb stairs
l. Walk on uneven ground
m. Use hand repetitively
n. Use simple grasp
o. Use firm grasp
p. Use manual dexterity
q. Finger dexterity (manipulation of objects less than 1 inch)
r. Coordinate verbal/manual instruction
s. Use auditory/tactile/visual senses to evaluate physical, physiological signs

Intellectual-conceptual, integrative and quantitative abilities

The student must be able to:

a. Apply critical thinking processes to work in the classroom and the clinic in a timely manner.
b. As all examinations and quizzes build critical thinking processes, these assignments must be completed in the time allotted by faculty.
c. Gather decision-making pieces of information during patient assessment activities in class or in the clinical setting without the use of an intermediary or assistant.
d. Retain and use information in order to solve problems, evaluate patients, and generate new ways of processing or categorizing symptoms.
e. Perform an examination and evaluation of a patient's posture and movement.
f. Analyze physical, biomechanical, pathological, behavioral, and environmental factors in a timely manner.
g. Determine an appropriate diagnosis and prognosis based upon the results of a patient evaluation.
h. Use information to formulate and execute an appropriate intervention in a timely, safe, and effective manner appropriate for the problems identified.
i. Reassess the treatment plan as needed for effective and efficient management of physical therapy problems.
j. Apply teaching/learning theories and methods in health care and community environments.
k. Participate in the process of scientific inquiry.
l. Recognize the psychosocial impact of dysfunction and disability and integrate the needs of the patient and family into the plan of care.

Behavioral and social attributes

The student must be able to:

a. Demonstrate appropriate behaviors and attitudes in order not to jeopardize the emotional, physical, mental, and safety of patients and other individuals in the academic and clinical settings.
b. Comply with the ethical standards of the American Physical Therapy Association.
c. Cope with the mental and emotional rigors of a demanding educational program within the set time constraints, which includes both the academic and clinical aspects.

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d. Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers, and patients.
e. Judge and value professionalism in physical therapy.
f. Integrate the roles of a physical therapist.
g. Support society and the health care system.
h. Perform treatment procedures in a manner that is appropriate to the patient's status and desired goals.
i. Perform self-teaching skills and accurately self-assess abilities
j. Maintain general good health, self-care, and hygiene in order not to jeopardize the health, and safety of self and others or offend the sensitivities of others with whom one interacts.
k. Arrange transportation and living accommodations for/during off campus clinical assignments and classes.
l. Recognize and respond appropriately to individuals of all race, creed, color, national origin, ancestry, disability, age, sex, or sexual orientation, marital status, or nationality, socioeconomic, and cultural background.
m. Cope with the stress of heavy workloads, demanding patients, and critical clinical situations.
n. Recognize and respond appropriately to potentially hazardous situations.

Curriculum requirements

The student must be able to:

a. Meet class and program standards for course completion throughout the curriculum including lecture, laboratory, and clinical requirements.

Clinical assessments

The student must be able to:

a. Participate in clinical experiences.
b. Demonstrate clinical competence in a variety of settings including acute, outpatient, and neurological settings.

Failure to comply with the Technical and Professional Standards and Essential Functions

If a student is identified as potentially not meeting the Technical and Professional Standards and Essential Functions of the DPT program, the program shall convene an ad hoc review committee consisting of a minimum of three (3) DPT faculty members. The committee will review the matter and make a recommendation for resolution within two (2) weeks of its formation. Following the committee's review, the full DPT faculty shall evaluate the recommendation and determine whether the student may continue enrollment in the program.

If the faculty determines that dismissal from the program is warranted, the student shall be notified in writing and afforded the right to appeal the decision to the Dean of the College of Health Sciences in accordance with institutional appeal procedures. Pending the outcome of the appeal, the student shall not be permitted to attend classes, laboratories, or clinical activities to mitigate potential risk of harm to the student, patients, or others.

If the appeal is granted, the program will make reasonable efforts to reinstate the student in a manner that minimizes disruption to the student's academic progress, which may include the assignment of Incomplete

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grades or alternative arrangements to allow completion of required coursework following the conclusion of the semester.

2. Academic Integrity

Academic Integrity is defined by the UTEP Office of Community Standards as "…a commitment to fundamental values: honesty, trust, fairness, respect, and responsibility." Because students are expected to demonstrate academic integrity at all times, they must not engage in acts of scholastic dishonesty.

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at El Paso. More specifically, students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. At a minimum, students should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires the student to:

a. acknowledge the contributions of other sources to individual scholastic efforts.
b. complete assignments independently unless expressly authorized to seek or obtain assistance in preparing them.
c. follow ALL instructions for assignments and exams, and observe the standards of the physical therapy profession.
d. avoid engaging in any form of academic dishonesty on behalf of oneself or another student.

Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Any evidence of scholastic dishonesty will be referred to the Office of Community Standards for investigation and possible disciplinary action.

3. Scholastic Dishonesty

The faculty of the UTEP DPT Program has a "zero tolerance" policy towards scholastic dishonesty. Any suspicious behavior will be reported to the Office of Community Standards for investigation. Faculty will file an Academic Dishonesty report, select the Type of Violation as "Cheating", and recommend the Sanction be "Failing grade for the course" with final grade for the course to be an "F". If a student is found 'responsible' for scholastic dishonesty after the Office of Community Standards investigation, the student will earn an 'F' grade in the course. Other potential disciplinary options include expulsion from UTEP or Revocation of your degree. A full list of disciplinary sanctions available to the Office of Community Standards is available (www.utep.edu/vpba/hoop/section-2/student-conduct-and-discipline.html). Receipt of an "F" due to scholastic dishonesty will result in the student being dismissed from the DPT Program, without the opportunity for reinstatement to the DPT Program.

All students must contribute to maintaining a culture of academic integrity in the UTEP DPT Program; as such, students will not tolerate scholastic dishonesty from peers. Students are obligated to immediately report any acts of perceived scholastic dishonesty to faculty. **Failure to report such acts makes the student who fails to report complicit in the scholastic dishonesty.**

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Evidence of scholastic dishonesty will be submitted to the Office of Community Standards for investigation. If a student has a question if an action is dishonest, the student will not perform the action and the student will ask faculty for specific guidance.

The Office of Community Standards website has detailed information about scholastic dishonesty (https://www.utep.edu/student-affairs/standards/). Examples of scholastic dishonesty include, but are not limited to:

- Cheating on assignments, tests, or projects by receiving or giving assistance that has not been explicitly approved in advance by the course instructor.
- Cheating on practical exams by discussing the content of the exam or individual performance with others, without the explicit approval of the course instructor.
- Submitting the work of others in whole or in part without properly citing the source.
- Passing information to other cohorts that gives students an unfair advantage, students posting information that gives others an unfair advantage, or not completing work independently unless explicitly stated. Any behavior that would give the student or others an unfair advantage on the exam/ evaluation. This includes all faculty-generated assessment materials including questions, scenarios, and other types of evaluative measures.

The University's Handbook of Operating Procedures, Section 2, Chapter 1 contains additional information on academic integrity violations (www.utep.edu/vpba/hoop/section-2/student-conduct-and-discipline.html).

4. Registered Student Organization

This policy defines the role and participation in student organizations for DPT students.

The purpose is to insure equitable and appropriate participation in the student organization, class, and program activities.

The following standards must be considered when participating in the DPT registered student organization (RSO):

- RSO participation is voluntary for all students.
- All DPT students enrolled in a cohort are eligible for participation in the RSO.
- Fundraising for any class or organization events must be done through the RSO per University policy.
- Students who choose not to participate in the RSO may do so by informing the Program Director in writing no later than the first day of class each semester.
- The RSO will be governed by the Constitution for that organization as filed with the Student Engagement & Leadership Center.

Activities of the DPT Class of XXXX Cohort are not related to the activities of the DPT Class of XXXX RSO.

These activities are distinct and separate. However, they might happen at the same time.

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Students enrolled in the cohort can participate in RSO activities if financial arrangements are made in advance in accordance with the RSO policy.

5. Conduct and Safety in the Human Anatomy Teaching Laboratory

The following policy is intended for student conduct and safety in the Human Anatomy Teaching Laboratory. The rules will inform students how they are expected to act and will promote safety.

Procedures:

1. All tissue removed from the cadaver is to be placed in the plastic bag-lined trashcan that has the number corresponding to the tank number.
2. All non-human waste (paper towels, gloves, etc.) is to be placed in the large blue trashcans labeled "Chemical Waste".
3. All sharps including scalpel blades, pins, needles, etc. should be discarded only in RED sharp disposal bins.
4. The sprayers at the sink are eye washers to wash the eyes if you get any foreign materials or chemicals in your eyes. Do not use them for any other purpose. There is also an eye washer station attached to the free-standing shower station.
5. Leave head blocks and instrument trays on the counter after cleaning them thoroughly and drying them so they will be available to the next class.
6. Behavior in the lab need not be somber but it should be dignified and professional. Inform your instructor if you are late or absent from an unexpected event.
7. Wear closed-toed shoes, protective eyewear, long pants, and latex gloves to prevent injury. (Masks are optional.) Gloves, aprons, and masks are provided.
8. Initially, students are not allowed in the lab without the presence of the instructor or a teaching assistant (TA). Later in the semester, at the discretion of the instructor, students will be allowed to enter the lab without the instructor or a TA present to review and study the cadavers and models. No new dissections will be allowed if the instructor or TAs are not present. Students are not allowed to enter alone - there must be at least 2 students present. The instructor will inform the students when they are allowed to enter unsupervised.

<u>The following are not permitted in the lab:</u>

1. Food/ drink or water bottles/ bags
2. Electronic devices – including MP3 players, radios, cameras, or any photo-capable device (eg, cell phones or AR-glasses). Digital eBooks in tablet version get approval from your instructor.
3. Visitors (ie, individuals who are not registered in the anatomy course) unless the instructor has given explicit permission
4. Removal of any human material, gold fillings, or prosthetics from the lab. Any such removal is grave robbing and punishable by law.

First Aid- Immediately report any injury to the instructor and/or TA

<u>A. Chemical splashes:</u>

1. If in eyes, use eyewash (yellow capped sprayer at the sink or the free-standing eyewash station) for 15 minutes. Ask a classmate or instructor to time you.

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2. If on the skin such as the forearm, run water over the area at the sink for 15 minutes (or less if minor irritation and no open wounds).
3. If a large part of your body is involved, stand over the drain under the emergency shower and pull down on the handle. It will automatically run for 15 minutes and shut itself off.
4. Fill out a Supervisor's Incident and Injury Report (found on http://www.ehs.utep.edu/forms.html) immediately and submit it to the anatomy instructor. The anatomy instructor will complete the form, and submit it. Additionally, s/he will notify the Program Director of the DPT Program.

B. Cuts and nicks from instruments or rough edges of bones:

1. Immediately take off your gloves while walking to the sink. Run water and allow bleeding to occur. Ask someone else to remove his or her gloves and pour the antibacterial/germicidal soap over your cut. Ask your classmate or instructor to time you while you scrub the wound with the germicidal soap for 60 seconds. Rinse the soap and ask your classmate or instructor to care for the cut (ie, pour hydrogen peroxide or use an alcohol pad for sterilizing). Dry all areas except for the wound. Apply a bandage. Do not dissect for the remainder of the class.
2. Fill out a Supervisor's Incident and Injury Report (found on http://www.ehs.utep.edu/forms.html) immediately and submit it to the anatomy instructor. The anatomy instructor will complete the form, and submit it. Additionally s/he will notify the Program Director of the DPT Program.
3. Clean the wound and change the bandage at bedtime and in the morning, looking for any signs of wound infection. See your physician if signs of wound infection are present.
4. All materials needed to care for a small injury are kept in a box labeled "First Aid" in clear view on the counter top in the Human Anatomy Teaching Laboratory.

C. Higher level of aid but not an emergency

1. Call University Police at 915-747-5611. The police will take the injured person to the appropriate facility and bring all required forms.
2. Fill out a Supervisor's Incident and Injury Report (found on http://www.ehs.utep.edu/forms.html) immediately and submit it to the anatomy instructor. The anatomy instructor will complete the form, and submit it. Additionally s/he will notify the Program Director of the DPT Program.

D. Emergency aid

1. If emergency assistance is needed, call 911 for an ambulance, and then call the University Police at 915-747-5611 to report the occurrence.
2. Fill out a Supervisor's Incident and Injury Report (found on http://www.ehs.utep.edu/forms.html) immediately and submit it to the anatomy instructor. The anatomy instructor will complete the form, and submit it. Additionally, s/he will notify the Program Director of the DPT Program.

Evaluation: The anatomy instructor will review the policy annually, and revise if needed based upon student feedback, faculty feedback, and evaluation of any injuries or violations that have occurred.

6. Examination Policy

All examinations (i.e., quiz, written, oral, skills check, practical, etc.) will be administered under the following conditions:

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- Books, backpacks, and all electronics devices including cell phones, AR-glasses, smart watches, etc. must be left at the front or back of the room.
- No hats with brim (e.g., baseball hat) will be allowed to be worn.
- Bathroom or other breaks will not be allowed.
- If a student misses a scheduled exam without an approved excuse or prior notification, the grade will result in a zero.
- Paper will be provided by the instructor if the instructor allows paper and it will be submitted at the end of the exam to the instructor.
- Any suspicious behavior will be reported to the Office of Community Standards.
- See Scholastic Dishonesty policy for details and potential sanctions the Office of Community Standards could impose.

7. Making Changes to Schedules for Examinations (not quizzes)

- From the first day of the semester, the cohort has 14 calendar days to request a change in scheduled examination date based ONLY on conflicts with scheduled examinations in other classes. The request will be submitted to all responsible faculty members in writing. This request will include potential alternatives. The faculty will evaluate these requests and make a final decision within 7 days of receipt. Otherwise, examinations will not be changed.

8. Skills Check Policy

Purpose: The primary purpose of a skills check is to assess the student's safety, communication, comprehension, integration, and application of the course material to the practice of physical therapy.

Standard:

A. A student typically has one opportunity to complete any particular skills check. The grade attained on a skills check is a component of the final grade for the course.
B. Failure of a skills check &/or skills check re-take alone will not result in a dismissal from the DPT Program.

Procedures for Faculty:

A. Prior to the day of the skills check, faculty will provide students with the criteria for grading of each skills check utilizing a format clearly identifying competency criteria and related grading expectations appropriate to curriculum.
B. Prior to the day of the skills check, faculty will provide students with the instructions on the format, expectations, and implementation of the skills check.

Procedure for Students:

A. Students must read and understand the course syllabus and course expectations for every course. They should understand all course elements including the expectations for skills check.
B. Students must understand the format of the skills check and the criteria used to assess competency in grading the skills check.
C. Students are to be prepared to take and complete skills checks in a manner that demonstrates requisite knowledge, safe practice, and clinical reasoning as appropriate to the skills check.
D. Students must follow instructions for completion of all skills checks.

9. Practical Examination Policy

Definition: This policy is to inform Doctor of Physical Therapy (DPT) Program faculty and students of procedures for completion of practical examinations in clinical courses.

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Purpose: The primary purpose of practical examinations in clinical courses is to assess the student's comprehension, integration, and application of the course material to the practice of physical therapy. These examinations must be completed successfully to continue in the DPT Program.
Standard: Practical examinations are critical to assist faculty in determining readiness of the student for safe and competent practice in the clinical setting. A student must successfully perform safety criteria and demonstrate competence to achieve a passing grade on a practical examination. Failure to perform safely and/or competently on the retake practical examination in a clinical course will result in failure of the course due to failure of the practical examination (regardless of course average).

Procedures for Faculty:

A. Prior to the day of the practical examination, faculty in courses that administer performance-based practical examinations will provide students with the criteria for grading of each practical examination utilizing a format clearly identifying: (a) safety criteria; and (b) competency criteria and related grading expectations.
    a. **Safety criteria:** To assure student safety, faculty will establish safety criteria that are noted to be "must pass" criteria on every practical examination. Failure to perform or comply with any one of these safety criteria will result in the student failing the practical examination due to safety concerns. Failure of a practical examination due to safety concerns will result in a grade no higher than 74%. Students who fail the practical examination (i.e. earned a score of lower than 75%) will be given one opportunity to retake the practical examination.
    b. **Competency criteria:** To assure student competence, faculty will establish competence criteria and related grading expectations on every practical examination. Failure to achieve a 75% or above on the competence criteria will result in failure of the practical examination. Students who fail the practical examination (i.e. earned a score of lower than 75%) will be given one opportunity to retake the practical examination.
B. Faculty will give only students who fail the safety criteria and/or the competence criteria an opportunity to retake the practical examination. These students will have only one opportunity to retake the examination.
C. Practical examination retake**:** It is the policy of the DPT Program to require an additional faculty member in the retake examination to provide the student with a second evaluator's assessment of his/her performance. Additionally, videotaping of the retake is required. The course faculty member is responsible for arranging a second faculty member for the retake and arranging for the retake to be video recorded.
D. A student must successfully perform safety criteria and demonstrate competence (as described in A.a & A.b above) to achieve a passing grade on the retake practical examination. If the student passes the retake practical examination (i.e., earns a grade of 75% or higher), the faculty member will record the *lower* value of the following: (a) the average of the score of the initial practical examination (i.e. not higher than 74%) and the score of the retake examination; or (b) 75%. Thus, the recorded grade will never be higher than a 75% for a practical examination retake. The recorded practical examination grade will be used for calculating the course grade. A student may not pass the course with a failing grade on a performance-based practical examination (except skill-checks). If the student fails the retake examination (i.e., earns a grade of less than a 75%), the faculty member will record an "F" for the student's course grade (regardless of course average).

Procedure for Students:

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A. Students must review current policies and procedures documented in the UTEP DPT Student Handbook for his/her cohort which apply to all courses in the DPT Program. Policies should be reviewed upon entry into the DPT Program and as needed during their time in the Program. If students are notified of changes to their DPT Student Handbook, they should review the new or revised policies and procedures. Current DPT Student Handbook(s) is/are found on the DPT Student Resources community on Blackboard.
B. Students must read and be sure to understand the course syllabus and course expectations for every course. They should be sure to understand all course elements including the expectations for practical examinations.
C. Students should be prepared to take and complete all practical examinations in a safe and competent manner in order to demonstrate the ability to manage patients in a safe and competent manner.
D. Students must follow instructions for completion of all practical examinations.
E. Students should understand the criteria for both safety and competency criteria utilized in grading practical examinations.
F. Students must complete the practical examination successfully, which entails meeting criteria for both safety and competency.
G. In the case of a failure to meet established safety criteria, the maximum grade that can be obtained is a 74%. In case of failure for safety reasons, course instructor and student will schedule a retake of the examination.
H. In case of failure for competence, the maximum grade that can be obtained is a 74%. In the case of a failure to meet established competency criteria, course instructor and student will schedule a retake of the examination.
I. If the student passes the retake practical examination (i.e. earns a score of 75% or higher during the retake), the student's recorded practical examination grade will be the *lower* value of the following: (a) the average of the score of the initial practical examination and the score of the retake examination; or (b) 75%. The recorded grade will never be higher than a 75% for a practical examination retake. The recorded grade will be used for calculating the course grade.
J. Failure to perform safely and/or competently on the retake examination will result in failure of the course due to failure of the practical examination (regardless of course average). Performing safely and competently is defined as achieving at least a 75% score and achieving the established safety criteria.

10. End of semester grade release

A. During the regular semester, faculty will give feedback to students within 2 weeks of exam's, quiz's, or assignment's date.
B. All regular grades (ie, exams, quizzes, assignments) will be posted by dead-day. This will allow students to know where they stand before final exams.
C. Final exam grades will be released after the last final exam has been completed, normally by the last Friday of the semester.

11. Attendance and Participation Requirements

a. *Semester Breaks and Academic Calendar*

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Students must ascertain when semester breaks occur for the DPT Program prior to making plans and flight reservations. Frequently, the DPT semester breaks differ from the UTEP Official Calendar. It is the student's responsibility to remain informed of the academic calendar which will be updated on the bulletin board by the Physical Therapy's faculty suite in the Rehabilitation Sciences Complex.

b. *Mandatory Presentation Attendance*
All students MUST attend presentations by the graduating cohort in early-mid May. The date for this presentation is found in the folder entitled, "Class and Exam Schedules" found in the DPT Student Resources community on Blackboard.

c. *Prospective Student Recruitment*
Students who are on campus during Fall Admissions Virtual Campus Visit are asked to assist with meeting with and answering questions of prospective students and will receive DPT Program service hours.

d. *Community Service and Service-Learning Projects*
For courses that require service-learning projects or other forms of community service, the activities frequently fall outside of scheduled class times. Students must meet the requirements as clearly defined in the course syllabus.

12. Accumulated Knowledge

The UTEP Doctor of Physical Therapy Program curriculum employs a systems-based approach. Courses presented in the preceding semesters of the Program are the prerequisites for future courses. Students are expected to be conversant in **ALL** information presented in these courses on the start date of **ALL** future courses. Students should expect no review of prior content. Students should expect **ALL** examinations to be comprehensive of **ALL** prior material in the DPT Program.

13. Attendance and Classroom Behavior

Students should demonstrate their commitment to the profession and respect for faculty, guest speakers, and colleagues by attending all classes/labs and arriving to class/lab on time prepared for the day's lesson(s).

Absences –Excused absences will be handled on an individual basis by the course instructor. Excusable reasons for absence include student illness, death or significant illness in the immediate family, military service, subpoena, and faculty-approved attendance at professional conferences. Other reasons may be considered at each individual faculty's discretion; refer to course syllabi for faculty policies. Failure to report an absence in a timely manner is considered unexcused absence and will require the appropriate consequences. Unless otherwise stated in course syllabi, students must request an excused absence from the instructor at least 1 week in advance. Illness must be reported at least 2 hours prior to the start of class. Students must contact the instructor by e-mail. It is not acceptable for another student to report an absence for another student. Each unexcused absence will result in a 5% decrease in the final grade for the course.

Tardiness & Early Departures - All faculty expect students to arrive to class/lab on time, and to remain in class/lab for the fully scheduled time period. Students should request prior approval by email if s/he expects to arrive late or leave early for an excusable reason (e.g. medical appointment), or notify the instructor if an unexpected problem arises that will cause him/her to be late or need to leave early. Consequences for tardiness or early departure are at the discretion of the course faculty member.

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Participation and Professional Behaviors – Faculty expects students to:

- arrive to class/lab prepared
- actively participate
- not be disruptive (See #15 & #16 below)

Consequences for poor preparation, poor participation, or disruptive behavior are at the discretion of the course faculty member. Deductions in the final semester grade may result and are at the discretion of each faculty member. Refer to course syllabi.

14. Americans with Disabilities Act

If you have or suspect a disability, permanent or temporary (eg, musculoskeletal injury, motor vehicle accident, emergency surgical procedure, etc.), and need accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148. You can also e-mail the office at cass@utep.edu or go by their office in Union Building East. For additional information, visit the CASS website at https://www.utep.edu/student-affairs/cass/

It is the student's responsibility to make arrangements with the DPT faculty member to arrange accommodations for an examination no later than 5 working days BEFORE the scheduled examination.

15. Professional Behaviors

All students in the DPT Program are expected to comply with the DPT Program Student Handbook and exhibit the professional behaviors described therein. This includes the additional documents found on the DPT Student Resource site on Blackboard.

16. Unprofessional Behavior

Behaviors which detract from students learning will not be tolerated. These behaviors include, but are not limited to: talking during class when an instructor or other student has the floor, wearing attire that distracts from students learning, entering and exiting during instruction, using technology for purposes not related to the actual class time, studying for another course during class time, responding to incoming messages on electronic devices, and asking inappropriate questions. If considered disruptive, deductions in the final semester grade may result and are at the discretion of each faculty member. Refer to course syllabi.

The University's Handbook of Operating Procedures: Student Conduct and Discipline policies can be found at: (www.utep.edu/vpba/hoop/section-2/student-conduct-and-discipline.html).

17. Student computer requirements

Due to multiple online assignments and electronic testing through UTEP's learning management system (LMS) students are required to have a laptop computer with the following minimum requirements:

Operating Systems

- Windows: 10 or above; 75 GB permanent space on the hard drive; and at least 4 GB on RAM
- Mac: MacOS 10.14 to 10.12, OS X 10.11, or OSX 10.10; 100 GB permanent space on the hard drive; and at least 4 GB on RAM

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- Operational webcam with microphone.
- Laptop or tablet privacy screen (mandatory during electronic quizzes and exams)

Tablet computers are allowed for electronic testing only if they are iPad 10.0+ and compatible with LMS integration.
Students need to make sure that their operating system is up to date at all time and that Respondus Lock Down Browser is installed and running. Information on how to download Respondus Lock Down Browser can be found here
https://www.utep.edu/technologysupport/servicecatalog/inst_lms_responduslockdown.html and here
https://www.utep.edu/technologysupport/_Files/docs/MM_Respondus-Student.pdf

18. Electronic Devices

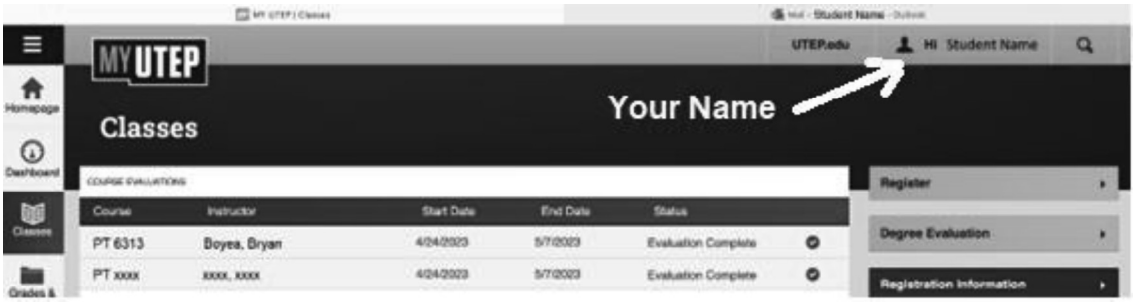
Electronic devices should be used to enhance learning and should not distract others from learning. Each faculty member has the right to tell the student to turn off the device. If considered disruptive, the faculty will report the behavior to the Office of Community Standards and deductions in the final semester grade may result. Refer to course syllabi.
Augmented reality glasses (e.g. Meta-glasses, Apple iGlasses, XREAL Air 2/One, or Viture Luma) are strictly prohibited during academic activities (e.g., lectures, labs, presentations, quizzes, or exams). The use of this technology can only be used with approval of the Center for Accommodations and Support Services (CASS) and the instructor. Unauthorized use will be reported as Scholastic Dishonesty (#3 above).

19. Student Course Evaluations:

The expectation is that each student will complete the online course evaluations distributed by UTEP at the end of the semester.

- Your professional and constructive feedback is used by instructors to enhance their teaching, improve students' learning, and is an important part of the Department's DPT curriculum assessment plan. Completing course evaluations is a professional expectation as a clinician. For example, when you attend a continuing competency (CC) education, you will be asked to complete a course evaluation to be eligible for CC units (CCUs).
- To demonstrate compliance;
    - Go to your 'My UTEP' course evaluations confirmation page.
    - Take a screenshot of your completed course evaluation.
    - Upload this screenshot which includes your name to the "Course Evaluation" assignment on blackboard by assignment due date (commonly the week prior to course final exam).
    - See example below. Make sure your name is seen in the top right corner and the class you are earning credit for is on the screenshot.
    - Note: This screenshot is proof that you submitted your course evaluation and, in part, serves as evidence of your professionalism and commitment to the success of the DPT curriculum.
- 1% extra credit will be added to your final grade if you complete the course evaluation and upload screenshot to assignments by the due date.

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20. Consent

This policy establishes the procedures for obtaining consent from clients or patients for learning activities in the classroom/laboratory and/or when students collect client/patient data/video in clinical settings for classroom/laboratory assignments.

Below, you will find a generic consent form to be used by students. It will be used to obtain written permission from a client or patient for videotaping, photographs, still or motion pictures, patient screening, patient evaluation, and/or patient treatment. This consent is provided in English and Spanish.

All students will obtain written consent from clients or patients outside of the classroom setting for academic assignments. (This does not apply to regular clinical education courses.)

All current Texas Physical Therapy Rules (located at the Texas Board of Physical Therapy Examiners' Web site http://www.ptot.texas.gov/page/home) will be followed with respect to any clients or patients participating in educational activities.

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The University of Texas at El Paso
College of Health Sciences
Doctor of Physical Therapy Program

PARTICIPANT CONSENT FORM

I, _____, knowingly and voluntarily agree to be a participant in the following educational activity or activities associated with The University of Texas at El Paso Doctor of Physical Therapy Program. (Check all applicable boxes)

☐	Video taping	☐	Patient evaluation
☐	Photographs	☐	Patient treatment
☐	Still or motion pictures	☐	Case study
☐	Patient screening		

I understand that my participation is for educational purposes, and that all personally identifying information obtained will be kept confidential to the extent allowed by law. In addition, I understand that the information collected might be used for research purposes and might be presented or published in academic conferences or journals, respectively. If the information is used, my personal information will not be disclosed.
I understand that if at any time I wish to withdraw my participation, I can do so without penalty.
I understand that I will not receive compensation or benefit monetarily from my participation.
I understand and acknowledge that health risks associated with the activities per this consent form have been explained to me, and I knowingly and voluntarily consent to participate.
I understand that the UTEP Doctor of Physical Therapy Program, its faculty, staff, and student physical therapists, have no authority or mechanism for compensation of an injured volunteer participant, and agree that they are not financially responsible or liable in the event of injury.

PARTICIPANT RELEASE & INDEMNIFICATION AGREEMENT

I, _____, voluntarily consent to participate in the educational activities provided per this agreement. I acknowledge that the nature of the activities may expose me to hazards or risks that may result in illness, personal injury, or death, and I accept and understand the nature and possibility of such hazards and risks.
In consideration of my participation in the activities provided per this agreement, I hereby accept all risk to my health and of my injury or death that may result from my participation, and I hereby release The University of Texas at El Paso (UTEP), its governing board, officers, employees and representatives from any liability to me, my personal representatives, estate, heirs, next of kin, and assigns for any and all claims and causes of action for property loss or damage, and for any illness or injury to my person, including my death, that may result from my participation, whether caused by negligence of UTEP, its governing board, officers, employees, representatives, or otherwise. I further agree to indemnify and hold harmless UTEP, its governing board, officers, employees, and representatives, from any liability for injury or death to any person(s) or property loss or damage that may result from my negligent or intentional act or omission while participating in the activities per this agreement. The indemnification related to property loss or damage also applies to storing my personal property while participating in activities per this agreement.

I HAVE READ AND FULLY UNDERSTAND AND AGREE TO THE TERMS OF ALL RELEASES ON THIS FORM INCLUDING PARTICIPATION GUIDELINES AND RELEASE AND INDEMNIFICATION AGREEMENT.

_____
Participant Signature Date

_____
Parent or Legal Guardian of Participant (if applicable) Date

_____
Witness Date

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La Universidad de Texas en El Paso
Facultad de Ciencias de la Salud
Programa de Doctorado en Fisioterapia
FORMA DE CONSENTIMIENTO PARA PARTICIPANTES

Yo, _____entiendo y doy mi voluntaria autorización para participar en esta(s) actividad(es) educacional(es) asociada(s) con el Programa de Doctorado en Fisioterapia en La Universidad de Texas en El Paso. (Marque todas las cajas que corresponda)

- ☐ Toma de video
- ☐ Fotografías
- ☐ Fotos estacionarias o en movimiento
- ☐ Examen del paciente
- ☐ Evaluación del paciente
- ☐ Tratamiento del paciente
- ☐ Caso práctico

Yo entiendo que esta actividad tiene propósitos educacionales y que toda la información personalmente obtenida se mantendrá confidencial dentro de los marcos legales. Además, entiendo que cierta información obtenida podrá ser usada para investigación y presentada en conferencias científicas o publicada en revistas de investigación. Si esta información es usada, mi información personal no será revelada.

Yo entiendo que si en cualquier momento decido no seguir participando en la(s) actividad(es), lo puedo hacer sin ser penalizado(a).

Yo entiendo que no habrá compensación monetaria alguna por mi participación en esta(s) actividad(es).

He sido informado y entiendo en totalidad los riesgos e incomodidades asociados con esta(s) actividad(es) cubiertas en este consentimiento y he aceptado entendiendo y voluntariamente a participar.

Yo entiendo que el Programa de Doctorado en Fisioterapia de UTEP, sus profesores, personal, y estudiantes de fisioterapia no tienen ninguna autoridad o mecanismo para compensar cualquier lesión producida a los participantes voluntarios y estoy de acuerdo que ellos no son responsables financieramente o de otra manera en el evento de alguna lesión.

ACUERDO DE LIBERACIÓN DE RESPONSABILIDAD E INDEMNIFICACIÓN

Yo, _____consiento voluntariamente para participar en esta(s) actividad(es) educacional(es) asociada(s) con este acuerdo. Reconozco que la naturaleza de la(s) actividad(es) podría exponerme a riesgos que podrían resultar en alguna enfermedad, lesión y hasta muerte, y acepto y entiendo este riesgo.

En consideración de mi participación en la(s) actividad(es) provistas por este acuerdo, por la presente acepto todo riesgo para mi salud y de mi lesión o muerte que pueda resultar de mi participación, y por la presente libero a la Universidad de Texas en El Paso (UTEP), su junta de gobierno, funcionarios, empleados y representantes de cualquier responsabilidad hacia mí, mis representantes personales, patrimonio, herederos, parientes más cercanos y cesionarios por cualquier y todos los reclamos y causas de acción por pérdida o daño a la propiedad, y por cualquier enfermedad o lesión a mi persona, incluida mi muerte, que pueda resultar de mi participación, ya sea por negligencia de UTEP, su junta directiva, funcionarios, empleados, representantes u otros. Además, acepto indemnizar y eximir de responsabilidad a UTEP, su junta directiva, funcionarios, empleados y representantes, de cualquier responsabilidad por lesiones o muerte de cualquier persona o pérdida o daño a la propiedad que pueda resultar de mi acto u omisión negligente o intencional. mientras participa en las actividades de este acuerdo. La indemnización relacionada con la pérdida o el daño de la propiedad también se aplica al almacenamiento de mi propiedad personal mientras participo en actividades según este acuerdo.

HE LEIDO Y ENTIENDO PLENAMENTE Y ESTOY DE ACUERDO CON LOS TERMINOS DE ESTE ACUERDO DE LIBERACIÓN DE RESPONSABILIDAD E INDEMNIFICACIÓN

_____
Firma del Particpante Fecha

_____
Padre, Madre, o Representante Legal del Participante Fecha

_____
Testigo Fecha

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21. Dress Code

The DPT faculty want to promote a comfortable learning environment for all students and faculty. To this end, we have established a dress code for the classroom, laboratory, and clinical settings. This list is not exhaustive, and it is impossible to continually update with every change in contemporary fashion. Therefore, if in doubt, err on the conservative side.

a. Student clothing should be comfortable and not restrict movement. Appropriate undergarments should be worn at all times but undergarments should not be observable to others.
b. Students should be clean and free of offensive body odors at all times. If offensive body odor is noted by faculty or reported by others, the student will be called into an instructor's office for a conference. Students are expected to use deodorant.
c. The faculty is aware that clothing styles are widely accepted during the height of their popularity. However, in the DPT Program, acceptable clothing while in the classroom, clinic, or laboratory are described below:
    i. Tops should not reveal cleavage (if applicable); tops should be tucked in or should be long enough so that skin and underwear are not exposed when bending, squatting, or reaching overhead. Extremely short shorts, skirts, or cut-offs should not be worn. Tight clothing should be avoided.
    ii. No shorts, jeans, or slacks that fall below the waist or show undergarments are allowed. Tight clothing should be avoided.
    iii. The "4 B Rule" applies: The breasts, buttocks, belly, and back should be covered during class/lab time (except when areas need to be exposed for lab experiences).
d. Many professors may interrupt a class to practice a technique for clarification. Students should wear a rubber-soled, sturdy shoe such as an athletic shoe to class where patient techniques may be practiced. Sandals of any kind, bedroom slippers, high heels, or slides should not be worn where patient evaluation or intervention techniques may be practiced.
e. Fingernails must be kept short (not beyond the ends of the fingers) to avoid injuring others. Many clinical sites do not allow artificial or gel polish to be applied.
f. Long hair should be tied back during lab practice or while working with patients.
g. Full lab attire should be worn unless the instructor states differently for any particular lab date. Scrubs will be required for PT 6307 and clinical experiences at various hospital settings.
h. Full lab attire for the lower body consists of shorts that are soft enough to be pulled up to expose the hip. Denim shorts do not meet this criterion. Spandex shorts or yoga capris can be worn under the outer shorts to protect modesty, but they should be loose enough to pull up or down to expose the hip and knee joints when necessary.
i. For the upper body, it is expected that upper body garment to be removed at any time during lab or practical demonstrations. Therefore, it is expected that students can remove garments entirely or to wear sleeveless, tight undergarment (e.g., sports bra or tight 'muscle' t-shirt) to allow proper physical examination of the shoulder.
j. Students with active, communicable skin diseases, such as athlete's foot, should let their classmates and professor know so gloves can be donned before contact.

22. Dress Code for Practical Examinations

Follow the instructors' guidelines for practical examination dress code. All students are required to wear their name badge and closed-toe shoes and socks. See above for acceptable shoes. Clinical attire includes

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1) professional looking scrubs (i.e. scrubs should be ironed and not look as though the student slept in them) OR 2) street clothes that meet expected clinical setting dress codes. This means a collared shirt (e.g. UTEP DPT polo) and khaki pants. Tight capris and tight pants are not acceptable.

23. Grading of Clinical Education Courses

The part-time integrated clinical experience and the full-time 8-week clinical experiences are graded on a pass/fail basis. The final full-time experience is graded on a traditional letter grade.

24. Grading Procedures

a. The DPT Program adheres to the minimal academic standard requirements set by the Graduate School. Graduate students must maintain a B average, and no grade other than an A, B, C, or S is accepted for credit. The Program's policy on Scholastic Probation outlines the procedures to be followed if the student's grades fall below 3.0 cumulatively or for a semester.
b. If a grade other than A, B, C, or S is earned for a DPT curriculum course, the student will not be allowed to progress to the next semester and the Program Director will be obligated to recommend that the Graduate School dismiss the student from the Program. Students who earn an incomplete grade will have a learning contract in place to continue matriculation.
c. The Program uses the grading scales:

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DPT Courses

Letter Grade Scale	Numerical Grade Scale
A	90-100
B	80-89
C	75-79
F	Below 75
S	Satisfactory (Pass on a Pass-Fail)
U	Unsatisfactory (Fail on a Pass-Fail)
I	Incomplete: Not all requirements have been met to earn a grade

DRSC Courses

Letter Grade Scale	Numerical Grade Scale
A	90-100
B	80-89
C	70-79
F	Below 70
I	Incomplete: Not all requirements have been met to earn a grade

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OTHER RULES AND POLICIES

Basic Rules

1. Demonstrate professional behavior at all times including appearance and attire.
2. Be a self-regulated learner by:
    a. attending all class/lab and clinic sessions at the scheduled times.
    b. be prepared for all classes/labs to participate to the fullest capacity.
    c. recognize learning strengths/deficits and provide/seek assistance as needed.
3. Maintain a clean and safe learning environment in all of the teaching spaces. It is expected that the last students in a room should properly wipe down the tables and put everything back before leaving.

Student Life Policy

It is the student's responsibility to understand and abide by the Student Life Policy of the UTEP Graduate Catalog. The pages to which students should refer delineate scholastic dishonesty, academic integrity, behavioral conduct, and organizational conduct. Violations of any of the standards listed in these sections may also result in dismissal from the DPT Program and the University.

Information for Students Regarding Illicit Drugs and Alcohol can be found in a brochure developed by the UTEP Wellness Program is available at the Student Development Center on the main campus at 106 Union West or at: https://www.utep.edu/student-affairs/dean-of-students-office/student-safety/index.html

UTEP DPT Program Social Media Policy

Social media is an excellent platform to share good news about our great program. However, social media also has the potential to create a negative impression of the DPT Program, the institution, and the profession of physical therapy if posts are not addressed with forethought and professional purpose.

First and foremost, any student enrolled in the UTEP DPT program must recognize that they have an ethical and legal obligation to maintain **patient privacy and confidentiality at all times**.

Before posting to social media sites, remember that you are a representative of UTEP and the physical therapy profession. As such, all posting must be respectful, civil, and compliant with the intent of policy. Information posted should never be considered "private", but rather accessible to anyone. The easiest method to ensure you protect patient privacy is to not post any patient data including photographs on social media sites or other non-HIPPA compliant sites.

The UTEP Doctor of Physical Therapy Program students will comply with UTEP's Social Media Standards.

Further, in all interactions, students must comply with applicable privacy laws, rules and regulations, including the Family Educational Rights and Privacy Act of 1974 (FERPA), federal Law regarding protection of private health information, and the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Do not post derogatory comments about, or unprofessional photographs of:

- Classmates
- Faculty or clinical instructors

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- Any person with whom the student has a relationship including families, patients, volunteers

Students must also demonstrate respect for University intellectual property. Students will not post or share the following on social media or external public (or private) sites (including and not limited to Facebook, Twitter, Snapchat, Linked-In, etc.):

- Content of exams, quizzes, skills checks, practical exams, etc.
- Confidential PT curriculum information
- Any recordings of any type in the cadaver lab
- Recordings of classroom materials (lecture or lab) using video, photograph, audio or similar unless given the express consent and advanced permission of involved faculty, patients, volunteers, & students. If consent is provided, this recorded material will be safeguarded and not posted to public media sites.
- No authorized or unauthorized recorded material will be shared with other cohorts.

Penalties: Violation of any of the above may be grounds for up to and including University disciplinary action, Program dismissal, and/or civil and criminal prosecution for libel/defamation which can include hefty fines and potential jail sentences.

Websites for additional Information:
APTA 's Social Media Tips & Best Practice guidance (www.apta.org/SocialMedia/Tips)
FERPA: https://www2.ed.gov/policy/gen/reg/ferpa/index.html
http://catalog.utep.edu/grad/academic-regulations/student-educational-records/#ferpa
HIPAA: www.hhs.gov/hipaa/for-professionals/index.html

Review the website regarding the National Physical Therapy Examination (NPTE) security at:
https://www.fsbpt.org/FreeResources/NPTECandidateHandbook/ExaminationSecurity.aspx

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CORE FACULTY AND STAFF

Alvaro Gurovich, PT, PhD, FACSM, Professor, Program Director
Dr. Gurovich received his Physical Therapy degree from Pontificia Universidad Católica de Chile in 1990 and worked as a clinician for more than 15 years in different fields such as sports medicine, cardiovascular rehabilitation, and human performance. In 2006, he moved to University of Florida where he received his doctoral degree in Health and Human Performance in 2010, and a post-doctoral position at University of Florida College of Medicine, in the Department of Physiology and Functional Genomics, where he learned *in vitro* and *in situ* techniques that strengthen his translational research background. In 2012, he was recruited by Indiana State University to help developing the Doctor of Physical Therapy program and in August 2017 he joined the UTEP DPT program as Program Director.
Dr. Gurovich is an active member of the American Physical Therapy Association, the American Physiological Society, the International Society for the Advancements in Kinanthropometry, and the American College of Sports Medicine, from which he was granted Fellow member status in 2010. His current lines of research are exercise-induced blood flow regulation and cardiovascular rehabilitation.

La'Toya Bigelow, PT, DPT, ScD, Clinical Assistant Professor
Dr. Bigelow earned her Bachelor of Science in Biomedical Science from Texas A&M University in 2000. She began her professional career as a microbiologist with the Texas Department of State Health Services before transitioning to the field of physical therapy. She received her Doctor of Physical Therapy degree in 2016 and her Doctor of Science in Rehabilitative Sciences in 2023, both from Texas Tech University. Dr. Bigelow has extensive experience in the outpatient setting, with a primary focus on orthopedic and sports rehabilitation. She holds advanced certifications in dry needling, vestibular rehabilitation, and concussion rehabilitation. She is an active member of the American Physical Therapy Association (APTA), including the Orthopedics and Cardiovascular & Pulmonary Academies.

Loretta Dillon, PT, DPT, MS, Clinical Professor Emerita, Retired
Dr. Dillon served as the DCE (Director for Clinical Education) for the Program for 26 years and is currently serving as the Assistant DCE. She has a Bachelor of Science in Biology and Master of Science in Kinesiology from The University of Texas at El Paso. Her physical therapy education includes a Bachelor of Science from The University of Texas Southwestern Medical Center at Dallas and a Doctor of Physical Therapy from Arizona School of Health Sciences. Her scholarly activity revolves around clinical education especially Spanish language competence. Dr. Dillon is an active member of the APTA with membership in the Acute Care and Education sections. She has served the profession at a national level through the Education Section and on the state level through TPTA. She is a credentialed APTA Clinical Instructor.

Shashwati Geed, PT, PhD, Assistant Professor
Dr. Geed received her Physical Therapy degree from India and worked as a clinician in neurorehabilitation for few years. She earned her PhD in Motor Control and Neuroscience from the University of Wisconsin-Madison in 2014. During her PhD, she studied how cerebellar circuitry coordinates reaching-to-grasp movements using single-unit electrophysiology in non-human primates. Dr. Geed followed her PhD with postdoctoral fellowships at the MedStar National Rehabilitation Hospital in Washington DC. Her postdoctoral research focused on clinical trials in stroke rehabilitation, and mechanisms underlying critical period neuroplasticity in patients recovering from stroke. Her postdoctoral research was funded by the NIH/NINDS StrokeNet, American Heart/Stroke

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Association, and the National Institute for Disability Independent Living and Rehabilitation Research (NIDILRR). In 2020, Dr. Geed started a research faculty appointment at the Georgetown University Medical Center in Washington DC. During this time, her research was funded by an NIH/NICHD Career Development Award. Dr. Geed joined the Department of Physical Therapy and Movement Sciences at UTEP as a tenure-track Assistant Professor in Sep 2023. Dr. Geed also serves on the editorial board for Topics in Spinal Cord Injury Research, and is a member of the APTA, ASNR, and AHA. Her current research focuses on mechanisms of neuroplasticity after stroke and in aging, wearable sensors, and machine learning applications in neurorehabilitation.

Michelle Gutierrez, PT, DSc, Clinical Professor, Director of Student Affairs
Dr. Gutierrez received a Master of Physical Therapy from The University of Texas Medical Branch and her Doctor of Science in Physical Therapy from the University of Alabama Birmingham. She has worked in several clinical settings including inpatient rehabilitation, outpatient physical therapy for the VA, outpatient orthopedics and sports medicine and concussion clinic for the Army. Her area of expertise is vestibular rehabilitation. She is an active member of the APTA and has been actively involved with the board of the Vestibular Rehabilitation Special Interest Group of the APTA since 2001, holding several board positions. She has also served on the New Mexico Licensing Board and the Greater El Paso District of Physical Therapists. She is a member of the following APTA Academies: Neurology, and Education. She is a credentialed APTA Clinical Instructor.

Liliana Jimenez, PT, DPT, NCS, Clinical Assistant Professor
Dr. Jimenez earned her Doctor of Physical Therapy (DPT) degree in 2017 at UTEP. She completed a Neurologic Physical Therapy Residency at Kaiser Permanente Northern California in 2020 and earned her Neurologic Clinical Specialist certification in 2021. She holds a current unrestricted physical therapist license in Texas. She has 4 years of clinical experience in in-patient acute and rehabilitation settings. Dr. Jimenez joined the UTEP DPT Program as a Clinical Assistant Professor (part-time) in January 2022.

Levi Johnson, PT, DPT, OCS, Clinical Assistant Professor, Director of Curriculum and Director of Orthopedic Residency
Dr. Johnson earned his Bachelor's degree in Kinesiology with an emphasis in Exercise Science in 2014 and his Doctor of Physical Therapy degree in 2017, both from the University of Texas at El Paso. After graduation, he practiced in a general out-patient physical therapy setting and directed a clinic. He then began specialty practice working as lead physical therapist and primary care for an Air Force human performance team managing health and injury of fighter pilots at Holloman Air Force Base in New Mexico. He is an ABPTS Board Certified Clinical Specialist in Orthopedic Physical Therapy. His area of expertise is cervical and lumbar injury and pain. He has a background in coaching for strength sports including powerlifting, Olympic weightlifting, strongman, as well as competitive swimming.

Balachandar Kathirvelu, MBBS, PhD, Clinical Assistant Professor
Dr. Kathirvelu received his Bachelor's in Medicine and Surgery in 2002 from Kilpauk Medical College, Chennai-India. After practicing medicine for a few years in his home country, Dr. 'Bala' moved to the US to pursue a Masters' in behavioral neuroscience from Tulane University, New Orleans in 2010 where he also graduated with a PhD in the same field in 2013. In 2013, he moved to Los Angeles, CA as a post-doctoral fellow in the Department of Neurology of UCLA's David Geffen School of Medicine. Late 2017, Dr. 'Bala' was recruited by Central Michigan University as a Research Associate and Instructor of Anatomy for their College of Medicine. At

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UTEP Dr. 'Bala' teaches foundational sciences for Physical Therapy, such as Normal Physiology and Embryology, Pathophysiology, Anatomy, and Pharmacology.

Rhonda Manning, PT, DPT, PCS, Clinical Assistant Professor, Director of Clinical Education
Dr. Manning received a Master of Physical Therapy from The University of Texas at El Paso and a Doctor of Physical Therapy from University of Texas Medical Branch. She received her Pediatric Clinical Specialist certification in 2004. She has worked in several different settings including Neonatal Intensive Care Unit, inpatient, outpatient, Early Childhood Intervention, rehabilitation hospital, and private practice. She specializes in the treatment of children with Sensory Processing Disorder, Autism Spectrum Disorder, and developmental disabilities. She began teaching with the Program in 2016 and is now Director of Clinical Education.

Celia Pechak, PT, PhD, MPH, Professor Emerita, Retired,
Dr. Pechak earned a Bachelor of Science in Physical Therapy from Marquette University, a Master of Public Health with an international health specialization from the University of Hawaii, and a PhD in Physical Therapy with a geriatrics concentration from Texas Woman's University in Dallas. She worked in a variety of clinical settings for 24 years prior to moving into academics in 2009. Reflecting her passion for preparing health professionals to serve vulnerable and underserved populations, Dr. Pechak's research interests include global health-related topics, linguistic competence, and interprofessional education. Dr. Pechak has published and presented nationally and internationally on her research. She is past Chair of the Global Health Special Interest Group and past Director of Global Health and Social Responsibility for the American Physical Therapy Association's (APTA's) Health Policy and Administration Section, and a member of the following APTA Sections: Acute Care, Cardiopulmonary, Education, and Health Policy & Administration. She is a committed member of Health Volunteers Overseas, and has served in Nepal, Vietnam, Haiti, and Guatemala.

Pryanka Rana, PT, PhD, Assistant Professor
Dr. Rana received her Bachelor and Master of Physiotherapy degrees from Guru Jambheshwar University of Science and Technology, India and worked in her home country for several years in musculoskeletal disorders and outpatient orthopedic settings, delving into the intricate nuances of musculoskeletal pain. In 2020, Dr. rana moved to the U.S. to pursue her PhD in Rehabilitation Science at University of Florida. Here, she delved into the complexities of pain modulation effectiveness and neuroplasticity, seeking to unravel the intricacies of pain heterogeneity. Dr. Rana's research focuses on Pain Modulation effectiveness and neuroplasticity and addresses heterogeneity in pain by identifying mechanisms of rehabilitation interventions for pain and stratifying treatment based on underlying mechanisms for more accurate and efficient care. Throughout her doctoral journey, Dr. Rana's academic prowess was recognized through various accolades, including funding as a Teaching Assistant from the University of Florida Department of Physical Therapy and a coveted Research Assistant position on an NIAMS-funded R01 grant. dr. Rana is a member of both the American Physical Therapy Association and the International Association for the Study of Pain.

Kathy Reyes-Brooks, PT, DPT, Clinical Assistant Professor
Dr. Reyes-Brooks received her Master of Physical Therapy from the University of Texas Medical Branch at Galveston in 2001 and her Doctor of Physical Therapy degree from Hardin-Simmons University in 2012. She is currently a PhD student in the UTEP Interdisciplinary Health Science program. She has practiced in multiple

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settings including orthopedics and sports medicine, inpatient rehabilitation, home health, school-based intervention, and outpatient neurological rehab. Her specialty is in the treatment of people with Parkinson's Disease and progressive neurological disorders. She is a Rock Steady Boxing coach and facilitates the Sun City Parkinson's support group for East El Paso. Dr. Reyes-Brooks is a member of the APTA and the Academy of Neurologic Physical Therapy. She has served as a member and held office positions for the TPTA and GEPD.

Cesar Silva, PhD, Associate Professor

Dr. César Augusto Melo-Silva was born and raised in Brazil. He earned his bachelor's degree in Physical Therapy from the Planalto Central School of Rehabilitation and later completed his Master's and PhD in Health Sciences at the University of Brasília. His doctoral training focused on respiratory physiology and pulmonary mechanics, establishing the foundation for his work in cardiorespiratory rehabilitation and translational research.
Dr. Melo-Silva completed postdoctoral training in Experimental Medicine at Laval University in Canada, where he expanded his expertise in respiratory neurobiology and experimental models of respiratory dysfunction. He served as Associate Professor in the Graduate Program in Medical Sciences at the University of Brasília, where he led research and graduate training focused on respiratory mechanics, pulmonary rehabilitation, and pathophysiology of lung diseases. In 2026, he was appointed to the Department of Physical Therapy and Movement Sciences at the University of Texas at El Paso, where he contributes to research, teaching, and clinical translation in cardiorespiratory physical therapy. His research integrates basic and clinical science, with emphasis on pulmonary fibrosis, hepatopulmonary syndrome, sleep-disordered breathing, and the effects of exercise on respiratory function. His work spans experimental models and human studies, using physiological, imaging, and biomechanical approaches to investigate mechanisms underlying respiratory dysfunction and to inform therapeutic strategies. Dr. Melo-Silva has an extensive record of peer-reviewed publications in respiratory physiology and rehabilitation, with contributions addressing lung mechanics, inflammation, and exercise interventions. His work has been recognized with awards from the American Thoracic Society, and he has trained graduate students in clinical and translational research in physical therapy.

Samuel Singleton, PT, OCS, SCS, Clinical Assistant Professor

Dr. Singleton earned his Doctor of Physical Therapy degree from the University of Maryland Eastern Shore in 2011. He is a residency trained ABPTS Board-Certified Clinical Specialist in Orthopedic and Sports Physical Therapy. He has served as faculty and mentor for an Orthopedic and Sports residency program since 2015. Dr. Singleton has worked in a variety of settings across the United States and abroad. Samuel's passion in physical therapy is the field of orthopedics, sports, mentorship, and global outreach. He currently is a member of the APTA sports and orthopedic Academies.

Ciara Spencer, PT, DPT, PCS, Clinical Assistant Professor

Dr. Spencer earned her Doctor of Physical Therapy degree from the University of Texas at El Paso in 2018. She is an ABPTS Board-Certified Clinical Specialist in Pediatric Physical Therapy. Dr. Spencer has worked extensively in pediatric outpatient settings and acute care, with experience treating children with a wide range of developmental, neuromuscular, and orthopedic conditions. Her professional passions include pediatric rehabilitation, clinical education, mentorship, and community outreach, with a special focus on improving mobility and inclusion for children with disabilities. She also serves as Secretary for the Greater El Paso District. She is a member of the APTA Academy of Pediatric Physical Therapy and the APTA Academy of Cardiovascular and Pulmonary Physical Therapy.

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Camila Torriani-Pasin, PT, PhD, Associate Professor, Director of Research
Dr. Camila Torriani-Pasin was born and raised in Brazil. She earned her bachelor's degree in Physical Therapy from the University of the City of São Paulo. After six years of clinical practice across different settings, she pursued a PhD in Health Sciences with a concentration in Motor Behavior at the University of São Paulo, where she graduated in 2010 and was subsequently appointed as Assistant Professor in the same department. During her tenure at the University of São Paulo, she led an interdisciplinary research program focused on motor behavior, with emphasis on motor learning and recovery in neurological populations, including individuals with stroke and Parkinson's disease. In 2019, she was invited as a Research Scholar at the University of Southern California, where she worked with Dr. Carolee Winstein, contributing to research on motor learning and neurorehabilitation. During the COVID-19 pandemic, she developed and implemented telehealth strategies to promote physical activity and support continuity of care for individuals with neurological conditions. Dr. Torriani-Pasin is currently an Associate Professor at the University of Texas at El Paso and Director of the NeuroEXCEL Lab. Her research focuses on the relationship between motor capacity and real-world performance, with emphasis on sedentary behavior, physical activity, and mobility in stroke survivors. Her work integrates clinical assessment, wearable technology, and data-driven approaches to better understand functional outcomes in real-world contexts. She is the principal investigator of funded projects supported by the National Institutes of Health and the Moody Foundation, including initiatives aimed at addressing health disparities in underserved populations along the U.S.–Mexico border. She also leads United4Stroke, a community-engaged program that combines education, behavior change strategies, and clinical support for stroke survivors and their caregivers. Her current work aims to advance scalable and clinically meaningful approaches to improve long-term recovery and participation after neurological injury.

Staff

Cynthia Rosas
Cynthia started at UTEP in November of 2021. She came to UTEP with an extensive background in Trade Show and Meeting Management. She also has experience in the non-profit sector as Chapter Administrator for the West Texas Chapter of the Alzheimer's Association. Her organizational and multi-tasking skills have translated well to the position of Administrative Assistant for the DPT program. For a short time, she served as a volunteer for the Animal Rescue League of El Paso.

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Faculty Responsibilities

All faculty members have responsibilities in teaching, scholarship/research, service, and advising.

Teaching:
Teaching is the only area that students usually see, and even so, students only see a small part of it. Faculty members typically use multiple texts as well as research articles to constantly update the classroom presentations. Faculty members also attend courses and research presentations at professional conferences to maintain expertise in contemporary physical therapy practice.

Scholarship/Research:
Scholarship includes writing research grants, conducting research projects, and writing manuscripts for publication in academic journals. Scholarship also includes professional peer-reviewed presentations at state, national, or international meetings.

Service:
Each faculty member serves the Program, College, and University on various committees. The faculty also seeks funding opportunities to offset student costs to attend conferences. The DPT Program has 5 committees: curriculum, admissions, research, marketing, and student awards. Faculty may also work in the Pro Bono Clinic as part of their service. Additionally, faculty may serve the PT profession at local, state, national, and international levels. Professional service may be through many organizations including the Greater El Paso District of the Texas Physical Therapy Association, the Texas Physical Therapy Foundation, the American Physical Therapy Association, and Health Volunteers Overseas. Many members of the faculty also serve the local community in various ways.

Advising:
In addition to the above, faculty serve as academic advisors. The role of the academic advisor is to guide the student in his/her academic career. This relationship allows the student to bond with his/her advisor and discuss any issues that may hinder success in the academic or clinical settings. The discussions may be made in confidence or as an entry for discussion at faculty meetings. The student's advisor is his/her advocate and a key source of information. Advisees will be assigned to the academic advisor in the first semester in the program (Summer, Year 1). During the first 2 semesters (Summer and Fall, Year 1), advisors will meet with each advisee once per month to enhance the student's success. During the third semester (Spring, Year 1), advisees will transition to their capstone/research advisors, who will become the student's academic advisors and meetings will be scheduled once every other month. Advising meetings in Year 2 will evolve from once every other month to "as needed", depending on the academic progress of the advisee. Faculty will document each advising meeting and save their advising form in the student's electronic folder.

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OTHER RELEVANT INFORMATION

Useful Telephone Numbers (all 915 area code)

College of Health Sciences

Dean's Office	747-7201

DPT Program Core Faculty and Staff

Dr. Kosaku Aoyagi	747-8218
Dr. Balachandar Kathirvelu	747-7260
Dr. Lily Jimenez	747-8215
Dr. Levi Johnson	747-7319
Dr. Shashwati Geed	747-7289
Dr. Alvaro Gurovich	747-7248
Dr. Michelle Gutierrez	747-8148
Dr. Rhonda Manning	747-7610
Dr. Pryanka Rana	747-5428
Dr. Kathy Reyes	747-6122
Dr. Samuel Singleton	747-5203
Dr. Camila Torriani	747-8629
Ms. Cynthia Rosas (Administrative Assistant)	747-8207
University Bookstore	747-5594
UTEP Library	747-5683
Student Health Center	747-5624
Student Counseling Services (Free)	747-5302
Graduate Student Services	747-5491
Financial Services	747-5806
University Police	747-5611

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Professional Organizations

American Physical Therapy Association (APTA)

1111 N. Fairfax, Alexandria, VA 22314

800-999-2782; www.apta.org

Texas Physical Therapy Association (TPTA)

900 Congress Avenue, Suite 410

Austin, Texas 78701

512-477-1818; www.tpta.org

Greater El Paso District (GEPD) of the TPTA

Students are welcome and encouraged to attend meetings. Ask Dr. Manning for scheduled meeting dates and times. The GEPD also awards scholarships to outstanding PT and PTA students who show involvement with the GEPD.

Texas Board of Physical Therapy Examiners

333 Guadalupe, Suite 2-510 • Austin, TX 78701-3942

http://www.ptot.texas.gov/page/home

WEB ADDRESSES:

UTEP's home page: http://www.utep.edu

UTEP's administrative and student policies: https://www.utep.edu/student-affairs/

UTEP's DPT page: https://www.utep.edu/chs/pt/

UTEP's DPT Facebook: https://www.facebook.com/UTEPDPT/

UTEP's DPT Twitter: https://twitter.com/utepdpt

UTEP Library: https://www.utep.edu/library/

Compliance: https://www.utep.edu/chs/compliance/index.html

HANDBOOKS:

UTEP Graduate Studies Catalog

http://catalog.utep.edu/grad/

Commission on Accreditation of Physical Therapy Education

http://www.capteonline.org/About/

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SERVICE, PROFESSIONAL DEVELOPMENT, CLINICAL ENGAGEMENT, & RESEARCH ENGAGEMENT HOURS

UTEP DPT students are expected to demonstrate the physical therapy profession's core professional values (including social responsibility and professional duty) and commitment to evidence-based practice. As part of this, each student is required to complete a minimum of **24 hours of service, professional development, clinical engagement, and research engagement during their 9 semesters in the Program** – or an average of 3 hours per semester. Appropriate dress is expected for all service opportunities. See below for examples of eligible and ineligible activities. Every student must complete these hours and related documentation with his/her academic advisor PRIOR to starting their final 12-week clinical rotation. Failure to complete these hours will have a negative impact of the course grade for PT 6606.

- A minimum of 2 hours must be related to service to the UTEP DPT Program (including its related activities with the College of Health Sciences and the University)
- A minimum of 2 hours must be related to service to the local El Paso community
- A minimum of 2 hours must be related to professional development and/or service to the profession
- A minimum of 2 hours must be as a subject/participant in a faculty-approved research study
- A minimum of 2 hours may be related to clinical engagement in the Pro-Bono Clinic. (This might be required for the class of 2028 and beyond)
- The rest of the 24 hours can be obtained in any of the categories.

Service to UTEP DPT Program: (including related activities with the College of Health Sciences and the University)

- Each student is required to complete at least 2 hours of service to the UTEP DPT Program
  - Examples of eligible activities
    - Assisting with UTEP DPT Program Onsite Campus Visit
    - Assisting with the new cohort's Orientation Day
    - Volunteering at the UTEP DPT Program's booth at the Graduate Fair, Orange & Blue Day, etc.
    - Presenting to a local school on Career Day
  - Example of non-eligible activities:
    - Volunteering for the College of Business
    - Volunteer hours related to fund raising for a student organization
    - Simply participating in an event like a run or walk, or simply attending a health fair, but not actually volunteering for the event

Service to the Local Community (El Paso Region): Service to the local community that is deemed at least loosely relevant to the physical therapy profession by the *individual student's academic advisor*

  - Each student is required to complete at least 2 hours of service to the local community.
  - Examples of eligible activities:
    - Volunteering to assist with a fun run or related activity that promotes health and fitness
    - Volunteering at the student's church to build a ramp for a person with a physical disability
  - Example of non-eligible activities:
    - Volunteering to run religious education classes at church

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- Volunteering to do childcare
- Simply participating in a run or walk, but not actually volunteering for the event
- Volunteering in San Antonio, TX or other distant community

Other activities that are NOT eligible for credit include (but are not limited to) the following:

- Any activity already required in a course (e.g. service-learning hours in PT 6202, PT 5233, PT 6307) or for which a student received extra credit in a course (e.g. extra credit for attending a GEPD meeting)
- Any activity not approved by the student's academic advisor, and/or for which the student lacks documentation of attendance
  - It is recommended that students obtain pre-approval from their academic advisors to clarify eligible activities

Professional Development & Service to the Profession

- Each student is required to complete at least 2 hours of service to the profession or professional development
- Professional Development
  - Examples of eligible activities
    - Attendance at a meeting of the Greater El Paso District of the Texas Physical Therapy Association
    - Attendance at a state meeting of the Texas Physical Therapy Association
      - Students may earn 8 hours credit for this activity if the student attends 8+ hours of professional activities at the conference
    - Attendance at a national meeting of the American Physical Therapy Association
      - Students may earn 8 hours credit for this activity if the student attends 8+ hours of professional activities at the conference
    - Attendance at a Healthy Exchange lecture or graduate defense at UTEP
  - Example of non-eligible activity:
    - In-services attended while on clinical education rotations

- Service to the Physical Therapy Profession:
  - Examples of eligible activities:
    - Volunteering for activities of the Greater El Paso District of the Texas Physical Therapy Association including being a student liaison
  - Example of non-eligible activity:
    - Volunteer hours related to fund raising for a student organization
    - Simply participating in a run or walk, but not actually volunteering for the event

NOTE:

Service hours may be awarded on a case-by-case basis if the Registered Student Organization (RSO) demonstrates significant impact through fundraising efforts. Specifically, RSOs that raise and donate a minimum of $1,500 to a recognized physical therapy–related cause, such as the TPTF, the UTEP DPT Research Fund, APTA-Marquette Challenge or a DPT scholarship fund, may be considered for service hour credit.

The Class President, Vice-President(s) (no more than 2), Treasurer, and Fundraising Chair may receive credit for 1 hour of service per year the year the condition above is met.

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Any service hours granted under this revised policy may be applied toward Service to the UTEP DPT Program, Service to the Profession, or Professional Development requirements, as appropriate.

Clinic Engagement

- Each student may complete at least 2 hours of clinical engagement.
  Students will sign up for hours to observe and participate in patient care in either the La Fe or the Rehabilitation Sciences Interdisciplinary Teaching Clinics.

Research Engagement

- Each student is required to complete at least 2 hours as a subject/participant in a faculty-approved research study
  - Participation of 60 minutes or less will count as 1 hour
    - Therefore, if a single testing period lasts greater than 60 minutes, then the 2-hour requirement has been met.
    - If the testing period lasts 60 minutes or less, then the student will need to serve as a subject/participant in a second testing period in the same study (eg, test-retest) or as a subject/participant in a second study
  - The student must submit a copy of each study's informed consent with the signed Documentation of Service, Professional Development, and Research Engagement Form
- Examples of eligible activities
  - Serving as a subject/participant in any student &/or faculty research in the DPT Program
  - Serving as a subject/participant in a research study outside of the DPT Program that has been pre-approved by the student's Academic Advisor
- Examples of non-eligible activities
  - Serving as a subject/participant in a research study where the student is earning any course credit, including extra-credit
  - Serving as a subject/participant in a research study outside of the DPT Program that has NOT been pre-approved by the student's Academic Advisor

Procedure for Documentation

- Each student is responsible for completing the **Documentation of Service, Professional Development, Clinical Engagement, and Research Engagement Form**, and for obtaining a signature (ink or electronic/email) from a UTEP faculty member in attendance at the activity (or representative of the organization if the activity is outside of UTEP) at which the student volunteers or participates in professional development.
  - These original forms must be submitted to the academic advisor in person during the academic advising meeting or as electronic copies, and will be placed in the student's electronic folder in OneDrive.
  - All hours will be reviewed with the academic advisor during regular advising meetings.
  - Students should maintain an electronic or hard copy of this documentation for their own records
- Each student is responsible for documenting their hours during regular advising meetings with their Academic Advisor on the **Master Record of Service, Professional Development, Clinical Engagement, and Research Engagement Hours.**
  - This form will be maintained in the student's folder in OneDrive
  - Hours should be documented on the Master Record at least once per semester

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Documentation of Service, Professional Development, and Research Engagement Form

Student's name: _____

Name of activity: _____

Location of activity: _____

Date of activity: _____

Clock hours of activity: _____ (eg, 3:30-5:30pm)

Total hours of activity: _____

Circle if activity was:

DPT PROGRAM SERVICE

COMMUNITY SERVICE

PROFESSIONAL DEVELOPMENT/SERVICE

CLINICAL ENGAGEMENT

RESEARCH ENGAGEMENT

Signature of student indicating that they attended the activity as documented above:

_____

UTEP faculty member or community representative documenting that the above student completed the hours as required:

Signature: _____

Printed name and title: _____

Phone number: _____

Date signed: _____

Student's Name: _____

Advisor's Name: _____

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Master Record of Service, Professional Development, Clinical Engagement & Research Engagement Hours

Student's name: _____

Advisor's name: _____

Date of Activity	Title of Activity	Type of Activity*	Total Activity Hours	Student's Initials	Advisor's Initials	Cumulative Hours†

*NOTE: A minimum of 2 hours in each category [Program Service (PS), Community Service (CS), Professional Development (PD), Clinical Engagement (CE), and Research Engagement (RE)].

†NOTE: Must meet a minimum of **24 hours** by the start of the 12-week clinical internship in order to prevent a negative impact on the course grade in PT 6606.

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EXPECTATIONS FOR ALL WRITING ASSIGNMENTS IN THE DPT PROGRAM

Graduate students are expected to develop and subsequently demonstrate effective written communication skills. Hallmarks of effective writing at the graduate level include being organized, concise, error-free, and to always properly cite and reference any resource used.

As a DPT student, students will create a variety of written products each semester, which may include any or all of the following: patient documentation, literature reviews, evidence-based papers, reflection papers, and Power Point presentations. In addition to the quality of the content, students will be evaluated on the quality of the writing.

- All written work should be free of misspellings, grammatical errors, and slang. Always use Spell check.
    - Refer to Curtis K. Physical Therapy Professional Foundations: Keys to Success in School and Career. Thorofare, NJ: Slack Incorporated; 2002 (pages 78, 146, and 147) for common grammatical errors to avoid.

In addition, students are expected to meet the following expectations for any writing assignments (other than patient related documentation and short answer type questions on an exam) during DPT coursework:

- Papers should have an introductory paragraph and a conclusion paragraph.
- There should be an introductory sentence for each paragraph, and transition sentences between paragraphs.
- All resources should be cited and referenced using the most current version of the format of the American Medical Association (AMA) Manual of Style (link to library).

An abbreviated guide to following AMA style in electronic format will be provided during first semester course work for the students' reference, but they may choose to seek other electronic resources to assist them.

- Students should use headings and subheadings to organize all papers. Students may find information in the AMA guide[2] for information on headings and subheadings.
- All papers should:
    - Have a separate title page.
    - Be double-spaced, and in 12-point font.
    - Have numbered pages. The title page is not numbered. Page 1 is the first page of text.
    - Have a separate reference page.
    - Meet the page requirements set by the instructor. Title page and reference page do not count towards the total number of pages of the paper.

Unless students are told otherwise, all work should be peer-reviewed prior to submission or presentation. Peer critique is an excellent tool to improve one's writing and is a standard practice in scientific writing.

Students can gain additional assistance through the UTEP University Writing Center. They provide free writing tutoring and are located in Room 227 of the Library.

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GUIDELINES FOR STUDENT ATTENDANCE AT AND FUNDING FOR PROFESSIONAL DEVELOPMENT ACTIVITIES

Examples of a Professional Development Activity (PDA) include but are not limited to:

- Conferences (regional, state, national, international)
- Legislative Days (with Texas Physical Therapy Association)
- International service-learning

Attendance at Professional Development Activities that require missing class/lab and/or clinical education:

- Any student who meets the following requirements may request approval to miss class/lab and/or clinical education to attend a PDA:
    - cumulative DPT Program GPA is greater than 3.2
    - not currently on academic &/or disciplinary probation
    - has demonstrated a consistent history of professional behavior inside and outside of class/lab as judged by the core faculty
        - If the core faculty deem a student does not have a consistent history of professional behavior, they must have documentation that supports that professional behavior concerns have been addressed directly with the student by at least 1 faculty member and more than 1 time.
    - has successfully completed any past clinical education
    - has attended PDA presentations from previous cohorts and program presentations
- If a student is currently struggling in any course(s), s/he must discuss the situation with her/his academic advisor prior to *requesting* to miss any class/lab to attend a PDA.
- The individual course faculty member whose class or lab will be missed (with input from the core faculty) has the final decision-making authority regarding if a student may miss class/lab even if the student plans to financially support her/himself to attend the PDA.
- If the student will miss clinical education, s/he must first contact the Director of Clinical Education (DCE) for approval. If the DCE approves, then the student must seek approval from his/her clinical instructor (CI). The CI makes the final determination to approve or deny the request. As per the Clinical Education Handbook, any missed clinical time must be made up.

Requirements for Students Applying for Funding for a PDA:

- Any students who meet the aforementioned requirements may apply for funding to attend a PDA if they have been approved by faculty (and CI if applicable) to miss class and/or clinical education (as described above).
- Funds are limited; therefore, funding priorities are as follows:
    - Top priority will be given to students who are presenting their research.
    - Priority will also be given to students who will be representing the UTEP DPT Program in other ways such as participating in the Student Bowl or Student Assembly.

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  - Priority will also be given to 2nd and 3rd year students.
- **Students who have demonstrated outstanding professional behaviors, leadership, and service to the DPT Program, Profession, and/or the Community are strongly encouraged to apply for funding to support a PDA.**
- Student may apply for funding whether or not s/he had been previously funded by the College and/or DPT Program for a PDA; depending on the applicant pool, prior funding may or may not influence faculty's decisions regarding current funding.
- Student must provide a one page (or less) statement as to why s/he in particular is deserving of the funding, what role the PDA plays in his/her professional development plan, and how the College of Health Sciences and DPT Program will benefit from his/her attendance. Students should clearly list examples of their leadership and service in their statement (remembering that participating in required service-learning does not demonstrate "service" – students are encouraged to highlight that they have done above and beyond the baseline requirements).
- Student should understand that:
  - Every attempt will be made to distribute funding fairly and to the benefit of the greatest number of students, but the core faculty have discretion to make final determination. Faculty will take several factors into consideration including: student's professional behaviors/leadership record/service record, how PDA attendance benefits the individual students, program, college, and university, and past & current academic performance.
  - Funding may or may not be available in any given year.
  - Some PDA may be partially funded while others are fully funded.
  - Student will likely be expected to share a room with students of the same gender to minimize costs.
  - While faculty strongly support student attendance at a PDA, the student is solely responsible for learning course content and/or making up any school work that was missed due to PDA attendance.

Expectations Related to Travel:

- Student is responsible for communicating with the DPT Program's Administrative Assistant to ensure that all steps are properly followed to ensure reimbursement/funding. (Note: Students should **NOT** purchase airline tickets until approval is received; if the airfare will be covered by the Program, the Program must purchase it.)
- The student is responsible for keeping all original receipts and submitting for reimbursement by the deadline.

Expectations During the PDA:

- Student should attend the full PDA.

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- Student will dress and behave professionally at all times. Student should wear UTEP DPT Program polo shirts with pants (no shorts; no jeans) or business attire to all events, unless a different dress code is indicated.
- If funded to attend Combined Sections Meeting, students are expected to assist any UTEP-sponsored activity (eg, the Global Health Reception, Alumni reception, Minority Affairs Reception, etc).
- **Each student should take at least 2 photos that demonstrate his/her attendance and participation at the PDA.** Students should be dressed professionally in the photos, and the photos must represent engagement in professional activities. Specifically, the photos should be taken at the PDA venue – NOT at dinner, or at the San Diego beach, etc. **These should be sent to the DPT Program's Administrative Assistant by the deadline given** (usually within 7 days after the PDA). These may be shared in various public ways, including being posted on the UTEP DPT Program webpage, Facebook page, and/or put in the Dodson Fund annual report.
    - ***NOTE: Student(s) who are funded to present the check to the Texas Physical Therapy Foundation at the state conference are responsible to ensure that someone takes a photo of the check presentation.

Expectations after Return from the PDA:

- After the PDA, EACH student should **email** the following to DPT Program Research Coordinator by the deadline given (usually within 7 days after the PDA). **NO REIMBURSEMENTS WILL BE PROCESSED** until these have been received by DPT Program's Administrative Assistant.
    - At least 2 appropriate photos that demonstrate his/her attendance and participation at the PDA. They should be of clear quality, appropriate for public posting or for inclusion in an annual report.
    - A ½ to 1-page single-spaced type-written reflection that summarizes the professional benefits of attending the PDA for the student. The students should be as specific as possible as to how this benefitted him/her. This information may be included by faculty in an annual report, and helps the Program to justify future requests for student support.
- Provide hard copies of any receipts or other travel documentation that is required to the DPT Program's Administrative Assistant by the deadline given (usually within 7 days after the PDA).
- Transcript of attended sessions if PDA is the APTA's Combined Sections Meeting (CSM)
- Student will give a professional presentation to DPT faculty and students (if more than one student attends the PDA, presentations should be coordinated). This presentation is generally scheduled in early May.
- Presentations should include:
    - Overview of the purpose of the PDA
    - Overview of the student's participation in the PDA
    - Summary of how attending the PDA benefited the student

NOTE: Failure to meet the aforementioned expectations by the set deadlines may result in reduction or elimination of reimbursement.

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EMERGENCY EVACUATION PROCEDURES

When the alarm is activated:

Proceed immediately to evacuate the Rehabilitation Sciences Complex (RSC). The RSC has four (4) emergency exits: one in room 120, one in room 126, one in the north-west side of the building, and the front doors.

Do not waste time turning off your computer, getting your coat, etc. Just exit the building from the closest door.

Exit the building and continue across the street. Do not remain on sidewalks or near doors by the building.

All Students, Faculty, and Staff are to congregate in the parking lot across Sun Bowl drive (UTEP's Student Recreational Center parking lot) or on the RSC parking lot, near Mesa street. They are to remain across the street until UTEP Police or city's authorities clear the building. They will advise when it is safe to return to the building.

For questions or assistance, please contact: UTEP Police Ext. 5611

Environmental Health & Safety Ext. 7124

Front Desk HSN Ext. 7280

Dean's Office Ext. 7201

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OTHER GENERAL PROCEDURES

1. Student Grievances

1. All grievances should be handled at the lowest possible level.
2. Issues concerning course work should first be addressed to the course instructor.
   If the concerns cannot be resolved with the instructor, students must meet with the following individuals in turn when applicable:
   a. Program Director
   b. Chair of the Department of Physical Therapy and Movement Sciences
   c. Assistant Dean for Academic Affairs, College of Health Sciences
   d. Dean of the College of Health Sciences
3. All grievances brought to a faculty member of the Program should be documented by the staff or faculty member receiving the grievance. A copy must be sent to the Program Director and placed in the grievance folder. Students are encouraged to put their grievances in writing. The disposition of the grievance will also be annotated.
4. Grievances taken outside the Program will be tracked by the Program Director for disposition.

2. Academic Related Procedures:

1. Students who wish to challenge a grade should first meet with the course instructor to attempt to resolve the grievance.
2. If the grievance cannot be resolved at the instructor level, and the student wishes to challenge a grade s/he must follow procedures found in the Dean of Student Office, Division of Student Affairs, Grade Grievance website (https://www.utep.edu/student-affairs/dean-of-students-office/resources/grade-grievance.html)

3. Commission on Accreditation of Physical Therapy Education Complaints

"CAPTE has a mechanism to consider formal complaints about physical therapy education Programs (PT or PTA) that allege a Program is not in compliance with one or more of Standards and Required Elements or has violated any of CAPTE's expectations related to academic integrity. CAPTE will consider two types of complaints: those that involve situations subject to formal institution/Program due process policies and procedures and those that involve situations not subject to due process procedures"

If a student believes the Program is not in compliance with CAPTE as stated above, s/he may file a complaint at: http://www.capteonline.org/Complaints/

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STUDENT CLINICAL EDUCATION POLICIES AND PROCEDURES

1. Overview of Clinical Education

Clinical education makes up 1/3 of the DPT curriculum. This time gives students the opportunity to put into practice all of the didactic work that has been learned in class. It is the time to take all of the knowledge and theories and apply them to individual human beings. Each student will have different patients/clients with different problems to address. Respect for the patient's individuality will be the test of students' critical thinking and clinical decision-making and will challenge students' problem solving skills. Students must remember that they will not "know everything", but they should have the tools to be self-regulated learners to practice safely and optimally in the clinical settings.

Clinical education is broken down into the following:

Year	Summer	Fall	Spring
I	NO CLINICAL EDUCATION COURSES		
II	Integrated Clin Ed Part-time local experience		
III	Clin Ed I 8-week full-time experience	Clin Ed II and III Two 8-week full-time experiences	Clin Ed IV 12-week full-time experience

The first clinical experience is an introduction to physical therapy clinical practice. The students spend one to two days a week in various settings in the El Paso/Las Cruces area in the 4th semester. The next three clinical experiences are full-time 4 credit hour courses, 8 weeks in duration (minimum 320 hours contact time for each experience). Clinical Education IV is a 12-week terminal experience to prepare the graduate PT for entry into full-time practice in the selected practice setting of the student's choice (minimum 480 hours contact time for this experience). All requirements of the Physical Therapist Manual for the Assessment of Clinical Skills (PT MACS), 2nd ed. must be met by the end of Clinical Education in PT III in order for the student to attend the terminal experience unless given permission by the Director of Clinical Education. Skills 1- 24 and five site specific skills (Section V) must be completed in the PT MACS, 2nd ed. If skills are not completed, a make-up rotation will be

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scheduled, which will delay graduation for the student. Students must successfully complete all assignments associated with Clinical Education IV.

2. Clinical Education Assessment Tool

The PT MACS, 2nd *ed*. describes the skills a newly graduated physical therapist needs to engage in safe and effective clinical practice. It is imperative that the student read and understand the instructions for use of the PT MACS. These instructions are in the PT MACS and on the Texas Consortium for Physical Therapy Clinical Education website (http://www.texasconsortium.org/pt-macs.html). Students are responsible for this information, and for completing the grading requirements for each clinical experience.

Skills 1-24 are skills required to be completed (i.e. with a rating of √ or +) prior to graduation. Skills 1-10 and 17 must be addressed on each full-time clinical experience. Skills 25.1-28 are situational skills that all students may not have the opportunity to accomplish in each clinical setting or experience. Thus only 5 of these skills are required to be completed. The objectives of each skill are facility driven. Some objectives may not be applicable to that particular facility.

The PT MACS is to be used as a learning tool. Documentation by the clinical instructor in the PT MACS is essential. Each setting will have unique entry-level requirements. A student may be entry level in one setting or facility, but not another. It is the expectation that the student achieves entry level performance on skills 1-24 by the end of the 4th full-time clinical experience. The rating from the most recent clinical experience will be the determining rating. This means, if a student is at entry level on CE I and then earns an NI in Clinical Education IV, the student has not demonstrated completion of the skill. Students, as well as clinical instructors, are encouraged to document positive and negative incidents as specifically as possible. Putting pressure on a clinical instructor to approve a skill is grounds for failing. This will be determined by the DCE.

3. Clinical Education Compliance Policies

The College of Health Sciences has compliance policies that are enforced for all students who participate in clinical education. The policies and information regarding compliance are found at: https://www.utep.edu/chs/compliance/index.html. Students are responsible for meeting ALL requirements set forth by the College compliance office. Review these requirements closely as changes to procedures can be made and it is the student's responsibility to stay abreast of the changes.

The Background Check and Drug Screening policy is found at:
http://www.utep.edu/chs/compliance/_Files/docs/background%20%20drug%20screen%20policy.pdf

As a provision of the affiliation agreement with many facilities students are required to have criminal background check (CBC) and/or drug screening (DS) within 12 months or less of the clinical rotation. Since students are in the clinic each summer, they are required to complete both a CBC and DS annually in March or April. If a clinical site requires additional testing, the student must complete this or be assigned to a different clinical site.

A student may require alternative clinical placement if the student does not present with a clean CBC or DS. This may delay the student's graduation. Additionally, a felony conviction may prevent physical therapy licensure in some states.

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4. Responsibilities of Director of Clinical Education (DCE)

The DCE will assign only those students to clinical experiences who have satisfactorily completed all academic course work preceding the scheduled clinical experience. This includes passing all the safety criteria in practical exams. The DCE develops appropriate clinical facilities that will accept and appropriately supervise the UTEP physical therapy students. The DCE is responsible for assigning students to facilities and informing the facilities which students they will have and when. The DCE also performs evaluations of the students based on input from both the student and the Clinical Instructor (CI). If the student or the CI perceives that there is a problem during the clinical experience, the DCE should be notified immediately so that a resolution can be accomplished.

5. Responsibilities of Student

The student is to be academically prepared (i.e. not on academic probation) and able to practice in a safe manner while in the clinic. While on a full-time clinical experience, there is a scheduled conference either by telephone, by virtual platform, or in person between the DCE, the CI, and the student. If the student or CI is not scheduled to work on that day, the DCE should be notified as soon as this fact is known by the student so that the time can be rescheduled. Otherwise, the student is expected to be available for conferences.

100% attendance is mandatory during the clinical experience and students will abide by the facility's schedule. If the student misses a work day, he/she must call the facility, the DCE, and enter the absence into the clinical education electronic platform. All time that is missed must be made up in order to meet CAPTE requirements. The clinical instructor information sheet with information regarding the student's working hours must be submitted on the clinical education electronic platform by **the fifth day** of the clinical experience.

Students are required to provide proof of the following: 1) current CPR certification (AHA Healthcare Provider), 2) current community wide orientation, 3) current immunization record to include influenza, hepatitis B and other childhood immunizations or titers to provide proof of immunity, 4) annual TST test or chest x-ray results showing results that are negative for TB, 5) proof of background check clearance, 6) current liability and health insurance, 7) negative drug screen, and 8) health insurance. Beginning June 1, 2021, some clinical facilities require proof of COVID-19 vaccination. Students who do not have proof of COVID-19 vaccination may require alternative placement if they choose to decline vaccination. These requirements must be met for the full time that the student is on a clinical education experience. If a requirement is scheduled to expire anytime during a clinical experience, it must be completed prior to the start date of that experience for compliance clearance to be granted. Please noted that some clinical education sites have additional requirements. It is the student's responsibility to adhere to all of these requirements if assigned to that site.

In most cases, the information will be provided to the clinical site by either the Compliance Office or the electronic clinical education platform. However, some sites do not accept the proof from the Compliance Office, and require the student to provide documentation as proof of compliance. If at any time the student is asked to show such documented proof of the above while on the clinical experience, and the student does not have the original documentation as proof, it is cause for failure of the clinical experience.

Student self-assessments must be recorded in the PT MACS on all skills attempted. It is the student's responsibility to evaluate his/her own performance prior to being evaluated by the clinical instructor**. The midterm summative evaluation must be completed by the CI prior to the DCE midterm visit.** The student must complete the entire "APTA Physical Therapist Student Evaluation" (PTSE) at the end of the rotation. If the facility

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requires the midterm portion of this form to be completed, then the student must abide. The evaluation should be discussed with and signed by the CI. It goes without saying that the student's professional behavior should be above reproach. All University policies regarding social media use, substance abuse, and academic dishonesty are applicable in the clinical setting.

Students are not allowed to develop their own clinical rotation sites. If they are interested in a site with whom UTEP does not affiliate, the contact information may be obtained and given to the DCE. A list of current affiliation agreements is available on request.

Students must register on time and be enrolled in the clinical education course BEFORE the clinical experience begins. UTEP Professional Liability insurance is effective ONLY when the student is registered. If a student is at a clinical site and is not registered for the course, the student will be removed from the site with the possible consequence of failure of the course.

The *PT MACS* and Other Assignments Any papers or electronic files submitted to the DCE without a student's name will not be considered by the DCE.

During the part-time and full-time clinical experiences, the CI may assign additional work to be completed. The student must abide by the clinical curriculum of the facility. All patient documentation signed by the student must be co-signed by the CI.

Deadlines are set for a purpose and must be met. Materials received after a deadline will not be considered and could result in a failing grade or missed opportunity for clinical placement.

6. Clinic Attire

When the student is on a clinical experience, the facility's dress code must be followed. Some facilities require white lab coats and casual dress or hospital scrubs and closed-toe shoes. The facility's dress code can be found through communication with the clinic. The student must follow the dress code of the facility. No matter the facility dress code, it is the expectation of UTEP DPT Program that all students dress in appropriately fitting attire. Student clothing should be comfortable and not restrict movement. Tight clothing should be avoided. Appropriate undergarments should be worn at all times, and undergarments should not be observable to others. Clothing that is see-through, has plunging necklines, or reveals the midriff will not be accepted in the clinic. Tops should not reveal cleavage when bending forward; tops should be tucked in or should be long enough so that skin and underwear are not exposed when you are bending, squatting, or reaching overhead. Slacks or pants that fall below the waist or show undergarments or skin are not acceptable.

Cleanliness and grooming are important in any health care field. Students should be clean and free of offensive body odors at all times.

The facility and/or the DCE may remove a student from a facility for inappropriate attire or appearance. In some facilities, this also means no visible tattoos or unusual piercings (i.e. nose, tongue, navel, multiple ear) are allowed at any time. Long, painted, or sculptured fingernails are not allowed in many settings as they harbor bacteria and pose a health risk. Long hair must be pulled back. Facilities have different policies with respect to earrings, although from a safety perspective, stud earrings are preferred.

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7. Facility Policies

When a student is on a clinical experience, the policies, procedures, and schedule of the facility must be followed. Background checks and drug screening of all DPT students are requirements for admission to the DPT program and annually thereafter. This is an expense the student will incur. Some facilities require additional background checks or drug testing within 30 days of the clinical experience. The student must comply with the requirements or forego the scheduled clinical experience and possibly delay graduation if an alternative placement is sought. If a student is scheduled to work weekends, holidays, or overtime, this is supported by the DPT program. Any time missed in a clinic must be made up. Time off due to illness, family responsibilities, or inclement weather will be made up on an individual basis determined by the CI and the DCE.

Due to the importance of spending all available time in the clinic, and because most facilities can be reached within two days, no travel days are granted by the school.

Students **will not ask** for days off to attend weddings. vacation, or interview for employment or clinical residencies unless the time can be fully made up at the facility and is **pre-approved** by the DCE. Students are discouraged from requesting time off as this interrupts their learning experience. Interviewing with a site is prohibited while a student is at that site. This is a conflict of interest.

Students will be responsible for fulfilling all assignments made by a facility or CI such as in-services or case reports.

Each facility and the school have signed a legal contract for clinical experiences (affiliation agreement). The facilities are obligated to provide students learning experiences and the school is obligated to abide by the facility's policies. Students should read the contractual agreements for full understanding of the clauses. The contracts are available through the DCE.

8. Clinical Experience Selection/Placement

A list of all available clinical experience sites will be given to students prior to assigning clinical experiences. Information on the different sites are found on the electronic clinical education platform.

Students are not able to complete all of their clinical experiences in one geographical area. Be prepared mentally, emotionally, physically, and financially to move. Housing and stipends are rarely offered by facilities. Some students manage on less while some will spend more on housing and travel. Now is the time to decide whether or not you need to make a trip to the Financial Aid Office.

Marital status is not necessarily a factor in clinical experience placement. If a student has special circumstances or requests, please submit your request and justification to the DCE as soon as possible. All available slots for students need to be utilized. Single parents are the only group that have priority to be placed or remain in the El Paso / Las Cruces area for all clinical experiences.

The DCE will make every possible attempt to schedule students based on their needs and desires. Due to the limited number of slots for students in facilities, everyone may not be 100% satisfied. Changes may have to be made if facilities lose staff or their accommodations change. Every attempt will be made to keep the number of changes at a minimum. Please remember that we are guests in the facilities with which we partner.

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Students are required to complete clinical experiences in different settings to include: inpatient, outpatient orthopedics, and neuro/pediatric. In general, students are not allowed to attend multiple rotations in the same company unless the patient population is different. In some cases, a site or company may be considered as multiple settings depending on the patient population. Students must complete 1 full time experience in the El Paso/Las Cruces area. The remaining 3 full time experiences should be completed in other geographic area(s). Students should discuss any placement concerns with the DCE as early as possible to allow time for accommodations.

9. Costs of Clinical Courses

You should be prepared to incur additional expenses beyond tuition for all clinical education courses. Since assignments may be out-of-town or even out-of-state, you may need to maintain living arrangements here as well as pay for accommodations at the clinical location. It is the responsibility of the student to secure out-of-town housing. Thus, the student **WILL INCUR ADDITIONAL LIVING EXPENSES** unless housing is available with their family or friends.

10. Grading

The *PT MACS* was developed by the Texas Consortium for Physical Therapy Clinical Education, Inc. as a tool for clinical education. Please refer to the glossary in the PT MACS for definitions. Either the student achieves the skill level by achieving the pre- established criteria or not. Therefore, grading for all clinical education courses is on a pass/fail basis with the exception of Clinical Education IV. Grading criteria for each course is included with the course descriptions. By graduation the student will have completed Skills 1-24. These are skills needed to function as a newly graduated physical therapist. Clinical instructors will provide supervision, instruction, and assistance in planning learning experiences. The student must actively seek learning experiences and make the instructors aware of the skills they need to address.

In determining the grade for each course, PT MACS skills will be considered. In addition, attendance, self-evaluation, assignments by the school and the facility, clinic evaluations, and meeting deadlines will be considered. Skills 1-10 and 17 are considered crucial skills. Problems with these skills may result in failure. These skills must be addressed on each clinical experience.

Grades are assigned as pass or fail (satisfactory or unsatisfactory on the UTEP grading system) for the Integrated Clinical Education and the 3 full-time, 8-week clinical experiences. This will be determined by the DCE with input from the CI. The final 12-week full-time clinical experience is graded on a traditional letter grade due to the nature of this experience and associated assignments.

11. Criteria for PASS (Satisfactory)

1. Each clinical experience has a separate list of requirements for successful completion of the experience. Students must meet a minimum of 80% of the grading criteria.
2. Perfect attendance is required for the part-time and full-time 8 week clinical experiences. Specific grading criteria are set for attendance for the 12-week full time clinical experience.
3. Student self-assessments must be recorded in the *PT MACS* on all skills attempted. The student must evaluate his/her own performance prior to being evaluated by the clinical instructor.
4. The student must complete the "APTA Physical Therapist Student Evaluation" and ensure that the CI demographic page is completed. These documents will be submitted on the electronic clinical education

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platform by the specific due date. This information is used to ensure the qualifications of clinical instructors and in site evaluation by the UTEP DPT program.

5. The progress report must be completed by the CI, discussed with the student, signed by both CI and student and returned to the DCE.
6. Skills 1-10 and 17 in the *PT MACS* are considered crucial skills. NIs in these areas at the end of the clinical experience may result in a grade of "fail". (See criteria for Fail below)
7. If students are required to complete additional progress reports or assignments for remediation or enhanced learning, these items must be submitted as assigned by the CI or DCE. Failure to do so may result in failure of the clinical experience.

12. Criteria for INCOMPLETE

1. If days are missed and unable to be made up during the course of the clinical experience, the student will receive an incomplete. If necessary, days may be made up on the next clinical experience. Individual situations will be assessed with input from the SCCE/CI.
2. If paperwork (i.e. progress report or student evaluation) or a special assignment is not complete upon the end of the clinical experience, the student will receive an incomplete. The student has the semester following the clinical experience to complete the assignment. Or, in the case where the clinical experience is at the beginning of the semester, the student must complete the assignment by the end of the same semester.

13. Criteria for FAIL (Unsatisfactory)

The student will receive a (U) in the clinical education course if:

1. A student is removed from the clinic for violating rules and regulations of the facility, disclosing confidential information, engaging in conduct that disrupts the activities of the facility, or threatens the safety of the facility personnel or patients, the student will fail the clinical experience without consideration for continued matriculation.
2. Less than 80% of the grading criteria are met.
3. Earning a “U” on any skill will result in failure of the clinical experience.
5. At the completion of the clinical experience, if a student has received an "NI” on any skill which constituted unethical and/or illegal behavior or compromised the safety of the patient, the student may receive a grade of “fail". Documentation by the CI of the critical incident must be in the evaluation tool or submitted as additional documentation. Input from the CI will be considered in this decision.
6. The student is removed from the site at the request of the CI or SCCE due to poor performance of clinical skills that have not improved as a result of remediation attempts. It is required that documentation of objective behaviors be documented in the PT MACS or other communication with the DCE. The student will be informed of possible failure when the remediation processes are begun.
7. An "Incomplete" grade will be changed to "Fail" if criteria for "Pass" are not met within the allotted time frame or if the learning contract obligations are not met.

See Scholastic Standards in the event of failure of a clinical experience.

14. Probation

Please refer to the policy on Academic Probation. Should a scheduled part-time or full-time clinical experience occur during the semester in which a student is placed on probation, either academic or disciplinary, this will delay the scheduled clinical experience and ultimate graduation. The student will not be allowed to begin any

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part-time or full-time clinical experience if his/her clinical competence is graded as FAIL in any clinical practical preceding the scheduled clinical experience. Students who are on cumulative GPA academic or disciplinary probation are **not allowed** to attend the part-time integrated clinical experience or full-time clinical experiences.

15. Procedures for Clinical Experiences

"You should be prepared to incur additional expenses beyond tuition for clinical courses. Since assignments may be out of town or even out of state, you may need to maintain living arrangements here as well as pay for accommodations at the clinical location. It is the responsibility of the student to secure out of town housing."

The following are the steps that occur before, during, and after clinical experiences:

1. Decide what learning opportunities in which you are interested considering geographical location.
2. Read the information concerning the facilities on the clinical education electronic platform. You can also find information about the sites on the facilities' home websites.
3. Complete your "wish list" and submit by the stated deadline. Give 5-10 top choices with your rationale for each choice.
4. You will be assigned to a site as early as possible.
5. As soon as you receive your assignment, decide whether or not you will need to arrange housing. Do not select a location where you know temporary housing is not available. Be wary of internet sites that are not legitimate housing sites.
6. Many facilities require a record of your immunizations, CPR, drug screen, and background check. Obtain a copy of these prior to your clinical experience and keep the records in a safe, yet accessible place. Many sites require compliance documents. Students must keep your records up to date with the student compliance office and on the electronic clinical education platform. Some facilities require the background check and drug test to be performed within 30 days of arrival.
7. Students may be required to show evidence of carrying personal health insurance while a student at UTEP.
8. All students will be required to be currently certified in healthcare provide American Heart Association CPR and maintain current certification during the Program. Students must give a copy of their certification to the compliance office and post it on the electronic clinical education platform.
9. Students will complete their student profile including permanent address, non-UTEP email address, and cell phone number on the electronic clinical education platform. Please include on it your home address while at school as well as a permanent address in case of emergency. Many facilities send information to you prior to your experience.
10. During the full-time clinical experiences, the DCE or another faculty member will call, perform a virtual visit, or physical on-site visit. You will receive a schedule of the calls and site visits. When the time arrives for the conference, usually the DCE and the CI confer first, and then the DCE and the student. It is imperative that you have your PT MACS is completed prior to the conference.
11. If at any time you need to speak with the DCE, please call (915-747-7610). If she is not in, leave a message on the voice mail or call the administrative assistant at 747-8207. The electronic clinical education platform also provides students with a cell phone number to contact the DCE or other representative in case of emergency.
12. Complete the evaluation of the clinical experience and a provide a copy to your CI. All paperwork (physical and electronic) is due as stated on the grading criteria for each clinical experience.
13. PT MACS is due per the grading criteria.

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14. Students will be debriefed by the DCE after Clinical Education I and Clinical Education IV.

Dates of the clinical experiences for the coming calendar year will be announced each year by March 1.

16. National Licensure Exam Registration

As the vast majority of programs in Texas and across the nation, UTEP graduates are allowed to take the National Licensure Exam only after graduation. The main rationale is that the programs does not want the students to lose their focus during their last clinical experience and jeopardize their timely graduation. The following is the overall process to register for the national Licensure Exam:

1. During the second didactic year, students will receive an email from the Federation of State Boards of Physical Therapy (www.fsbpt.org) asking to complete their initial registration to their system.
2. Students must update their profile including a personal email (not their miners.utep.edu one).
3. After the last clinical experience (the 12-week full time clinical experience), students will receive a second email from fsbpt.org confirming that they have been validated by the Program.
4. Once students are validated, they can officially register to take the national Licensure Exam.

17. SUMMARY

And now the good news! Clinical Education is the best part - it's why you are all here. Go out and enjoy yourselves. You have the basic knowledge - now put it into practice. Remember that you are still students and still learning. No matter how much experience you have had or will get, there is always more to learn. Your clinical instructors may teach you different techniques than what you have learned in school. The more variety that you see and learn will only make you a better physical therapist. Keep an open mind, ask questions, and take every opportunity you are offered (or you can grab) to learn! And remember, not all learning comes from direct patient care. There are many opportunities to work with other professionals and learn the management side of running a business. When you graduate, you will have the opportunity to decide which of those different techniques work the best for you and your patients based on the written evidence, your level of expertise and your patient's preferences.

You will all be representatives of The University of Texas at El Paso while you are rotating at the various facilities. Your actions and attitudes will reflect on you as well as the Program. The faculty is placing their faith in you to show the world the high quality professionals that graduate from UTEP.

Good luck and give it all you've got. **Your patients deserve your best!**

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SIGNATURE REQUIREMENTS

There are 8 items requiring each student's signature:

1) **Technical Standards and Essential Functions**
2) **PT Teaching Lab Off-Hours Access**
3) **Memorandum of Understanding for Clinical Education,**
4) **Physical Safety,**
5) **Photo and Video Release Form**
6) **Professional behaviors,**
7) **Handbook, and**
8) **Clinical Education Policies**

Each student should PRINT his/her name in the blank spaces and sign on the signature lines. These signature pages will be filed in the student's permanent record.

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THE UNIVERSITY OF TEXAS AT EL PASO

DOCTOR OF PHYSICAL THERAPY PROGRAM

Technical Standards and Essential Functions

I _____(print name) certify by my signature below, that I have read and understand the essential functions for the Doctor of Physical Therapy Program at The University of Texas at El Paso. I believe to the best of my knowledge that I meet these standards with or without reasonable accommodation. If at any time I believe that I am not able to meet these essential functions, I understand that it is solely my responsibility to contact the University's Center for Accommodations and Support Services (CASS) at (915)747-5148 for assistance.

_____ _____

Signature **Date**

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THE UNIVERSITY OF TEXAS AT EL PASO

DOCTOR OF PHYSICAL THERAPY PROGRAM

PT TEACHING LAB OFF-HOURS ACCESS

DPT students will have access to the PT Teaching Labs (Rehabilitation Sciences Complex rooms 120 and 126) during off-school hours to study and practice clinical skills.

Access to the PT teaching Labs, and other areas of Rehabilitation Sciences Complex when appropriate, will be granted using the card-readers on each Lab doors (rooms 120 and 126).

The use of the PT Teaching Labs will follow **S.U.R.C.A.** rules:

S Scan your ID card. Everyone using the Lab MUST scan their ID card.

U Use the Lab in a safe and responsible manner. Use equipment and furniture for what they were designed. Take care of all equipment and furniture. We all use it.

R Report any damage. If you come in the Lab and see any damaged equipment or furniture, report it immediately on the Damage Report Form in the Lab and via email to the DPT Administrative Assistant and Program Director within 12 hours of the incident. In addition, if you are studying/practicing and you break something, promptly report it. If you report it, you will not pay for it or the repair (if it happened as a result of normal use).

C Clean-up. Remember to clean-up the Lab before leaving. If the Lab was not cleaned up when you came in, use the Damage Report Form to timely report it.

A Accountability. The card scanner will keep a daily log of who is using the labs. If any faculty, Teaching Assistant, or Administrative Assistant finds any broken item or cleaning issues that have not been reported, the Program Director will access the electronic log and find the last people using the lab before the incident. Students on the electronic log may be held accountable to pay for replacement or repair for all damages. Therefore, if you scanned your ID card, ask everybody to scan theirs or you may be the only one held accountable. In addition, report any damage as soon as you see it, this way you will not be held responsible.

Name:_____

Signature:_____ Date:_____

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Clinical Educational Experiences

Student Consent Form

Student's Name:_____ Date of birth:_____

Address:_____ (street, city, state, zip code)

Phone:_____ Email: _____

Date:_____

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AUTHORIZATION FOR MEDICAL TREATMENT

I. Medical Information

Name of Emergency Contact: Health Insurance Company:

_____ _____

Address:_____ Phone: _____

Phone:_____ Email:_____

II. Emergency Medical Authorization

I, above named student, hereby authorize The University of Texas at El Paso (UTEP), its agents, or representatives to consent, on my behalf, to any medical/hospital care or treatment to be rendered to me upon the advice of any licensed physician. I agree to be responsible for all necessary charges incurred by any hospitalization or treatment rendered pursuant to this authorization.

III. Participation Guidelines

1**)** I understand that a portion of my education in the UTEP DPT Program will include a minimum of four full-time clinical education experiences in health care facilities throughout the country. 2) I understand there are other clinical experiences related to the didactic portion of the curriculum in which I will visit local clinics, and that all related expenses are my sole responsibility. 3) I understand one of the purposes of clinical education is to acquaint students with clinical practice, and accept that during any clinical experiences I will be subject to known and unknown risks members of my profession experience in the provision of health care, including exposure to people with infectious and communicable diseases; mental illness; and risks attendant to the work environment. 4) I understand and accept that as a student, I am not eligible for coverage under UTEP's or the healthcare facility's workers compensation insurance, and that there is no mechanism for compensation in the event I am injured during my clinical experience. 5) I acknowledge that the CHS has provided me basic instruction in prevention procedures, including infection control and reasonable and prudent clinical practices, which may serve to limit unnecessary exposure, and further my safety and the patients I manage. 6) I understand it is my responsibility to apply these procedures and to take appropriate steps to protect myself and my patients, and that as a condition of placement in a healthcare facility for clinical experiences, I may be required to show proof of health insurance. Further, I will be expected to abide by whatever policies the facility has regarding risk exposure management for its employees, even though I am not considered by UTEP nor the facility to be an employee of the facility. 7) I understand and agree to carry at all times proof of the following: a) current CPR certification (AHA Healthcare Provider), b) current community wide orientation, c) current immunization record to include hepatitis B, influenza and other childhood immunizations and/or titers, d) annual ppd test or chest x-ray (every 5 years) with results showing negative for TB, e) background check clearance, f) negative drug screen for proof of health clearance, g) current liability insurance, and h) health insurance coverage. I understand failure to meet above criteria may delay or prevent my participation in clinical experiences. 8) I understand that I must be registered for clinical courses for my liability insurance to cover me. If at any time I am asked to show proof of the above documents during the academic or clinical experience and I do not have proof, I understand that it may be cause for disciplinary action, which may include failure of the clinical experience or academic course, and possible disenrollment from the Doctor of Physical Therapy Program. 9) I understand and accept that each facility may require an additional background check or drug screen prior to the start date of each rotation. 10) I acknowledge that the DCE for the Program in which I am enrolled has offered to answer any questions I may have about potential risks and precautions I can take to avoid them. I understand that if I have any questions before, during, or after the clinical experience, I may contact my DCE or Program chair or

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appropriate faculty member, and that I may stop my participation in the clinical experience at any time if I have concerns for my personal safety or of the patients I manage. 11) I understand I have certain privacy rights, and that my personally identifiable information obtained in connection with any clinical experience will remain confidential to the extent allowed by law. 12) I understand that my student evaluation of each clinical experience will be made available to future students unless I make a formal written request to withhold my evaluations.

STUDENT RELEASE & INDEMNIFICATION AGREEMENT

In consideration of my participation in the activities provided per this agreement, I hereby accept all risk to my health and of my injury or death that may result from my participation, and I hereby release The University of Texas at El Paso (UTEP), its governing board, officers, employees and representatives from any liability to me, my personal representatives, estate, heirs, next of kin, and assigns for any and all claims and causes of action for property loss or damage, and for any illness or injury to my person, including my death, that may result from my participation, whether caused by negligence of UTEP, its governing board, officers, employees, representatives, or otherwise. I further agree to indemnify and hold harmless UTEP, its governing board, officers, employees, and representatives, from any liability for injury or death to any person(s) or property loss or damage that may result from my negligent or intentional act or omission while participating in the activities per this agreement. The indemnification related to property loss or damage also applies to storing my personal property while participating in activities per this agreement.

I understand all of the terms, conditions, and expectations described in this Student Consent Form, and per my signature below, I voluntarily agree to participate in clinical education experiences arranged by the UTEP DPT Program.

Signature of Student _____ Date _____

I acknowledge I have discussed the guidance stated in this form with the student.

Signature of DCE _____ Date _____

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Statement of Responsibility for Physical Safety

You must protect yourself from harm in all classes where you practice patient examination and intervention techniques on each other. Speak up and let the instructor or classmate know that the activity could hurt you and don't do it - NEVER rely solely on your instructors or classmates to remember or take action on what could cause you harm. If any instructor asks to demonstrate something on you that you believe could be harmful – speak up if it has potential to hurt you!

Example: You have a history right shoulder subluxation or dislocation following a gymnastics injury in high school. Upon learning that the orthopedic lab will be practicing the apprehension test for shoulder subluxation, you tell the instructor beforehand, who then ensures that you only allow student testing on your left shoulder.

Your safety is YOUR responsibility!

I, _____ (print name), understand and agree to take responsibility for my own safety and well-being at all times by always forewarning the instructors and classmates of any condition that may make me vulnerable to harm during specific techniques demonstrated and practiced in class. I will decline to participate in any activity that I think has potential to harm me, regardless of whether I have prior discussed my safety or injury concern with the instructor or classmates.

_____ _____

Student Signature Date

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Statement of Responsibility for Professional Behavior

I, _____ (print name), acknowledge that I have read and understand the requirements for the Professional Behavior. I have been given the opportunity to ask questions which have been adequately answered. I understand that professional behavior is just as important to becoming a competent physical therapist as the theory and application of treatment.

_____ _____

Student Signature Date

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Photo and Video Release Form

The University of Texas at El Paso (UTEP) and its Doctor of Physical Therapy (DPT) program publish information about UTEP and the DPT education program, curricular materials, and resources on the UTEP and DPT websites (www.utep.edu and www.utep.edu/chs/pt), the DPT social media channels, on CD-ROMs, thumb-drives, and/or in print version. Selected group and individual photographs of participants in our events could be included. In addition, some DPT program lectures might be recorded for online asynchronous delivery, which will be seen by your classmates and/or future students.

Please review and sign this Photo and Video Release Form, and return it to the DPT administrative assistant at your earliest opportunity.

I hereby grant The University of Texas at El Paso and its Doctor of Physical Therapy Program authorization to publish photographs and/or videos of myself on their websites, social media channels, on CD-ROM, thumb-drive, and/or in print version. I understand that these published materials contain information about UTEP education programs such as the DPT program, curricular materials and resources, and are intended for display or distribution in science education environments such as workshops and science conferences and meetings, and other related means and events. I understand that signing this release does not guarantee publication of photographs or videos.

Print Name: _____

Signature: _____

Date: _____

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I, _____ (print name), acknowledge that I have received access to the UTEP DPT Program Student Handbook and I have reviewed the online material. I understand that I am responsible for all of the information in the handbook, as well as any referenced material such as the UTEP Student Life Policies, Administrative Policies, and the Handbook of Operating Procedures. I have been given adequate time to read the material, and I have been given the opportunity to ask questions which have been adequately answered.

_____ _____

Student Signature Date

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Statement on Policies

I, _____ (print name), acknowledge that I have read and understand the Clinical Education Handbook, including but not limited to policies involving expenses, geographic placement, and grading criteria.

_____ _____

Signature Date

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