



**Saint Louis University**  
**Program in Physical Therapy**  
**STUDENT HANDBOOK**

**Doisy College of Health Sciences**  
**Department of Physical Therapy and Athletic Training**  
**August 2024**

**Saint Louis University  
Program in Physical Therapy  
STUDENT HANDBOOK  
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## **Introduction**

Welcome.

The Doctor of Physical Therapy curriculum is designed to prepare you as a physical therapist who possesses qualities of commitment, caring, integrity, leadership, and innovation within a diverse and technological society. Although the curriculum is rigorous and demanding, you have the support of your peers, the faculty, department staff, and your friends and families.

This handbook is to provide you with information regarding the Program in Physical Therapy at Saint Louis University including policies and procedures that establish a governance structure, principles of fairness, and due process in program functions. Should you have any questions regarding this document, do not hesitate to ask any faculty member for assistance.

**Saint Louis University**

**Information, Policies, and  
Resources**

## **Saint Louis University Mission**

**The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity.**

The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, health care, and service to the community. It is dedicated to leadership in the continuing quest for understanding of God's creation and for the discovery, dissemination, and integration of the values, knowledge, and skills required to transform society in the spirit of the Gospels.

As a Catholic, Jesuit university, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

### **In support of its mission, the University:**

- Encourages and supports innovative scholarship and effective teaching in all fields of the arts; the humanities; the natural, health and medical sciences; the social sciences; the law; business; aviation; and technology.
- Creates an academic environment that values and promotes free, active, and original intellectual inquiry among its faculty and students.
- Fosters programs that link University resources to local, national, and international communities in collaborative efforts to alleviate ignorance, poverty, injustice, and hunger; extend compassionate care to the ill and needy; and maintain and improve the quality of life for all persons.
- Strives continuously to seek means to build upon its Catholic, Jesuit identity and to promote activities that apply its intellectual and ethical heritage to work for the good of society as a whole.
- Welcomes students, faculty and staff from all racial, ethnic, and religious backgrounds and beliefs and creates a sense of community that facilitates their development as men and women for others.
- Nurtures within its community an understanding of and commitment to the promotion of faith and justice in the spirit of the Gospels.
- Wisely allocates its resources to maintain efficiency and effectiveness in attaining its mission and goals.

<https://www.slu.edu/about/catholic-jesuit-identity/mission.php>

Last Revised 2009

Last reviewed 08/2024

# **Saint Louis University Oath of Inclusion**

## **The Oath**

We, as students, form a diverse and vibrant university community.

We do not enter into this community by proximity, but by virtue of a shared Jesuit vision — to pursue higher truths, obtain greater knowledge and strive for a better world. In this endeavor, we do not succeed by our individual ambitions, but by our discovery of each other.

We find higher truths when we seek to understand the complexity of our neighbors' identities, we obtain greater knowledge when we consider the perspectives of our fellow students, and we begin to strive for a better world when we build a stronger community.

As a student and a member of the SLU community, I will live by this oath.

I will embrace people for the diversity of their identities, creating a community inclusive of race, ethnicity, sex, age, ability, faith, orientation, gender, class and ideology.

I will challenge my worldview through education inside and outside the classroom.

I will show that I am proud to be a Billiken by enriching the culture of our University.

I will foster a community that welcomes all by recognizing the inherent dignity of each person.

I will work for social justice in the Saint Louis community and beyond.

This is the SLU I believe in.

This is the community I am building.

This is our SLU.

<https://www.slu.edu/diversity/resources/oath-of-inclusion.php>

Last reviewed 08/2024



## **Hate Crime and Bias-Related Incidents**

**Saint Louis University is committed to creating an inclusive environment that respects the fundamental dignity of all human beings.**

As part of this commitment, the University has developed the Hate Crime and Bias-Related Incident Protocol to provide a caring, effective, and uniform response to any member of the SLU community who reports a hate crime or bias-related incident, or who is the victim of a hate crime or bias-related incident.

Pursuant to federal law, a hate crime is a criminal act, where an individual willfully causes bodily injury to any person or attempts to do so through the use of fire, a firearm, a dangerous weapon, or an explosive or incendiary device, because of the actual or perceived race, color, religion, national origin, gender, sexual orientation, gender identity, or disability of any person. 18 U.S.C. § 249.

Not all hateful behavior rises to the level of a crime. The protocol uses the term “bias-related incidents” to refer to any act or behavior that is a violation of the Code of Student Conduct and/or the Policy on Harassment and reasonably believed to be motivated by a consideration (real or perceived) of race, sex, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, pregnancy, or any other protected classification.

### **Reporting an Incident**

If you have experienced or learned of a bias-related incident, contact the appropriate party. If the incident involves criminal activity, requires immediate emergency attention, or occurs after hours, contact DPS at 314-977-3000. If the incident occurs in a University-owned or operated residence hall or apartment, contact the Residence Hall Coordinator on duty. All incidents can be reported to the Dean of Students at 314-977-1572 or to the Office of Institutional Equity and Diversity at 314-977-3838.

<https://www.slu.edu/general-counsel/institutional-equity-diversity/hate-crimes.php>

Last reviewed 08/2024

## Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>.

To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to Title IX. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

<https://www.slu.edu/about/safety/sexual-assault-resources/index.php>

Last reviewed 08/2024

# Saint Louis University Core Student Learning Outcomes



## University Core Student Learning Outcomes

**T**he *University Core Student Learning Outcomes* define the essential educational outcomes expected of all who earn baccalaureate degrees at SLU – regardless of major or college/school in which students are enrolled. These outcomes – and demonstrable evidence of student achievement of them – drive the faculty’s development and revision of the University Core Curriculum.

### **1. All SLU graduates will be able to examine their actions and vocations in dialogue with the Catholic, Jesuit tradition.**

Catholic, Jesuit beliefs and traditions provide the intellectual and spiritual foundation for education at Saint Louis University.

The Core exposes students to Catholic, Jesuit and other worldviews and asks them to reflect on how these perspectives inform their character, sense of purpose, and vocations in order to imagine and assess the moral and spiritual implications of their actions and life choices.

### **2. All SLU graduates will be able to integrate knowledge from multiple disciplines to address complex questions.**

A breadth of knowledge is the heart of a Catholic, Jesuit liberal arts education.

The Core fosters creative ability and an understanding of cultures, institutions, systems, and the natural world; it introduces students to a variety of disciplinary perspectives and asks them to synthesize that knowledge for systemic inquiry and innovation.

### **3. All SLU graduates will be able to assess evidence and draw reasoned conclusions.**

Critical thinking—from the scientific method to the creative process, from systems thinking to complex abstractions—is a hallmark of a well-developed mind.

The Core fosters a student’s ability to gather source material and discern its reliability, analyze data via quantitative and qualitative methods, compare multiple interpretations of evidence, evaluate conflicting claims, and demonstrate evidence-based reasoning.

### **4. All SLU graduates will be able to communicate effectively in writing, speech, and visual media.**

Eloquent communication connects people and advances ideas.

The Core compels students to analyze written, oral, auditory, and visual messages and their implications in order to communicate effectively with a clear understanding of audience, rhetorical purpose, argumentation, genre, and style.

**5. All SLU graduates will be able to analyze how diverse identities influence their lives and the lives of others.**

Interdependent identities—such as nationality, ethnicity, religion, gender, race, class, ability, and sexual orientation—shape how people move through and experience the world.

The Core helps students assess how identities are constructed historically, culturally, socially, and linguistically. Students will be able to examine values and biases, empathize with others, and connect across cultures.

**6. All SLU graduates will be able to recognize transnational or global interdependence.**

Many persistent challenges—from climate change to health crises to the distribution of wealth and property—transcend national boundaries.

The Core gives students the intellectual tools to understand and participate in this interconnected world. Students will be able to identify the transnational impact of local actions in order to be engaged and responsible global citizens.

**7. All SLU graduates will be able to evaluate the extent to which social systems influence equity and reflect innate human dignity.**

The Catholic, Jesuit tradition calls on students to envision a just society, recognize how and when injustice is institutionalized, and identify conditions that promote the dignity and equity of all.

The Core enables students to consider how social, political, and cultural systems influence human interactions and well-being in the past, present, and future.

**8. All SLU graduates will be able to collaborate with others toward a common goal.**

Academic, professional, and community life requires acting together intentionally toward a shared objective.

The Core advances students' abilities to listen actively, cultivate an atmosphere of mutual respect, delegate work fairly, exercise servant leadership, manage conflict, and invite diverse ideas.

**9. All SLU graduates will be able to apply and acquire knowledge through engagement beyond the University.**

Acquiring and applying knowledge in context advances more holistic, mutually transformative education.

The Core requires students to partner with and learn from those in broader communities—from internships to immersion experiences, from clinical practice to community-based research. By acting with and for others, students experience and reflect on the benefits of community engagement.

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Approved by University Undergraduate Core Committee (UUCC): 2/27/18

Approved by the Faculty Governance Committees of All SLU UG Colleges and Schools: 4/25/18

<https://www.slu.edu/core/history-of-the-core/core-student-learning-outcomes.php>

Last reviewed 08/2024

## **Student Success Center**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success is available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

<https://www.slu.edu/life-at-slu/student-success-center/index.php>

Last reviewed: 08/2024

## Center for Accessibility and Disability Resources

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at [accessibility\\_disability@slu.edu](mailto:accessibility_disability@slu.edu) or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

<https://www.slu.edu/life-at-slu/student-success-center/accessibility-and-disability-resources/index.php>

Last reviewed 08/2024

## University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

Last reviewed 08/2024

## Academic Integrity

Academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of integrity are essential to its very reason for existence. Thus, the University regards academic integrity as a matter of serious importance. Academic integrity is the foundation of the academic assessment process, which in turn sustains the ability of the University to certify to the outside world the skills and attainments of its graduates. Adhering to the standards of academic integrity allows all members of the University to contribute to a just and equitable learning environment that cultivates moral character and self-respect. The full University-level Academic Integrity Policy can be found on the Provost's Office website at:

<https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf>.

Last revised 05/2024

Last reviewed 08/2024

## Emergency Procedures

To ensure the safety of the Program in Physical Therapy's students, faculty and visitors, the Departments of Public Safety and Emergency Preparedness (DPSEP) and Risk Management have established a Saint Louis University Emergency Response Guide which can be accessed at <https://www.slu.edu/about/safety/campus-emergency.php>

A copy of the Saint Louis University Emergency Response Guide can be found in each of the classrooms/labs. This Guide outlines basic emergency procedures as well as telephone numbers/addresses for serious emergencies. The labs also contain first aid kits, stethoscopes, and blood pressure cuffs. In a medical emergency call 314-977-3000 or 911. For all emergencies on campus requiring Emergency Medical Services response, have someone meet responders at the door and direct them to the patient's location.

If a serious or life-threatening injury or illness occurs while a student is in an off-campus educational experience, the student should follow the emergency procedures of the facility or if none are known or available, the student should activate EMS. Students are responsible for any costs of emergency care provided.

Last reviewed 08/2024

# Emergency Procedure Guide



## Medical Emergency

Report patient condition, locate AED if needed and provide care

CALL  
**977-3000**  
OR **911**



## Gas Leak or Chemical Spill

Evacuate and wait for safety guidance from first responders

CALL **977-3000**



## Biological or Radioactive Materials

Do not leave the immediate area

CALL **977-3000**



## Fire

Activate fire pull stations, utilize a fire extinguisher if trained and evacuate the building

CALL **977-3000**



## Violent Intruder

RUN and evacuate or BARRICADE and HIDE or prepare to FIGHT

CALL  
**977-3000**  
OR **911**



## Severe Storms

Seek shelter in an interior room or hallway away from windows and report damage

CALL **977-3000**



## Earthquake

DROP to the ground and take COVER under a sturdy table or other piece of furniture and HOLD ON until the shaking stops, then EVACUATE the building

CALL **977-3000**



## Campus Safety

Report Crime, suspicious persons, or safety concerns

CALL **977-3000**

Specific building emergency procedures are available.

Contact your Building Emergency Response Coordinator for more information.

Department of Public Safety non-emergency line **977-2376**

Office of Environmental Health & Safety **977-8608**

Facilities Services **977-2955**

Information Technology Service Desk **977-4000**



**Edward and Margaret Doisy College of  
Health Sciences**

**Information, Policies, and  
Resources**

## Doisy College of Health Sciences Vision

Rooted in Jesuit ideals, the Doisy College of Health Sciences serves humanity through education, research, and engagement.

## Doisy College of Health Sciences Academic Grievance Policy

[dchs-academic-grievance-policy.pdf \(slu.edu\)](#), see pdf document for Appendix A & B

### Statement of Policy

The Doisy College of Health Sciences (DCHS) seeks to ensure that all program policies and procedures are followed and that all students are treated equitably. It is not within the scope of the grievance process to determine if a student-associated academic decision, such as program dismissal, was fair or just, only if it was arrived at in the manner dictated by department policy.

An academic grievance is an appeal by a student that may occur any time a student believes that published department policies were not followed.

A student initiates this procedure by filing a detailed, written letter of academic grievance with the Dean of the DCHS *only* after DCHS Academic Department channels have been fully exhausted. The letter of academic grievance should be received by the DCHS Associate Dean for Student and Academic Affairs (ADSAA). In cases of academic program dismissal, procedures pertaining to the filing and hearing of an Academic Grievance will be included with the e-mail and certified letter notification of dismissal. These procedures may also be obtained by contacting the ADSAA in the DCHS Office of the Dean.

During the grievance process, until the final decision by the Dean is made, the student may attend classes and practice laboratory sessions, but for liability reasons may not attend clinical rotations. The process of appealing a dismissal may overlap with the start of a new semester, and therefore result in additional financial obligations for the students. DCHS will make every reasonable effort to resolve appeals as quickly as possible. However, any financial impact obligations in the interim are the sole responsibility of the student.

The grievance procedures are not legal proceedings.

### Policy Terminology

The table below is a list of the terminology used in this document along with corresponding descriptions.

TERM/ ABBREVIATION	DESCRIPTION
ADSAA	Associate Dean for Student and Academic Affairs
AGC	Academic Grievance Committee
Clinical Rotations	A general term that refers to students completing the “on-the-job” portion of their education, the specific title of which varies by discipline; also known as clinicals, fieldwork, internships, clinical experiences, clinical practicum/practica

TERM/ ABBREVIATION	DESCRIPTION
DCHS	Doisy College of Health Sciences
Student Grievance	The packet of information prepared by the student that includes a letter and supporting documentation to the DCHS Dean

**Academic Grievance Committee (AGC)**

The Academic Grievance Committee (AGC) functions to facilitate the consideration of matters relating to student academic grievances.

**A. Membership**

Faculty

The AGC is composed of faculty members from the DCHS. Each academic department selects one faculty representative to serve on the AGC for a term of three years. However, in the event the academic department does not select a representative, the dean’s office will identify a faculty representative to serve on the committee. Committee member terms should be staggered so that there are no more than two new members per year. The AGC committee chair for each academic year is selected from the faculty member of the committee at its last meeting of the previous academic year who will be returning. It is recommended that the chair be a faculty member who has served on the committee at least one year.

DCHS Administration

The DCHS ADSAA serves as a member of the AGC.

**B. Membership in the Event of a Student Grievance**

In the event of a student grievance, the AGC committee membership is as follows:

Faculty

All faculty members of the AGC *except* the faculty member from the DCHS academic department associated with a student grievance review student grievances. If the associated DCHS academic department is that of the AGC chair, a temporary chair will be selected from the members to oversee the student grievance.

DCHS Administration

The DCHS Associate Dean for Student and Academic Affairs (ADSAA) is recused from participation in the AGC meetings/hearings associated with a student grievance. Administrative support from a member of the dean’s office staff will be provided.

Students

Two students from departments not affiliated with the student grievance will be selected to review the grievance.

**C. Meetings**

In the event that a student grievance is submitted, the AGC may hold meetings and hearings as appropriate to maintain the timeline to achieve an expeditious recommendation to the Dean.

**D. Scope of Review**

The AGC will consider only those appeals which provide documentation that: (a) the departmental policies were not adhered to; (b) the student was not counseled concerning their status with respect to the policies; (c) that no appeal at the academic department level was allowed; (d) or that other procedural infractions occurred. It is not within the

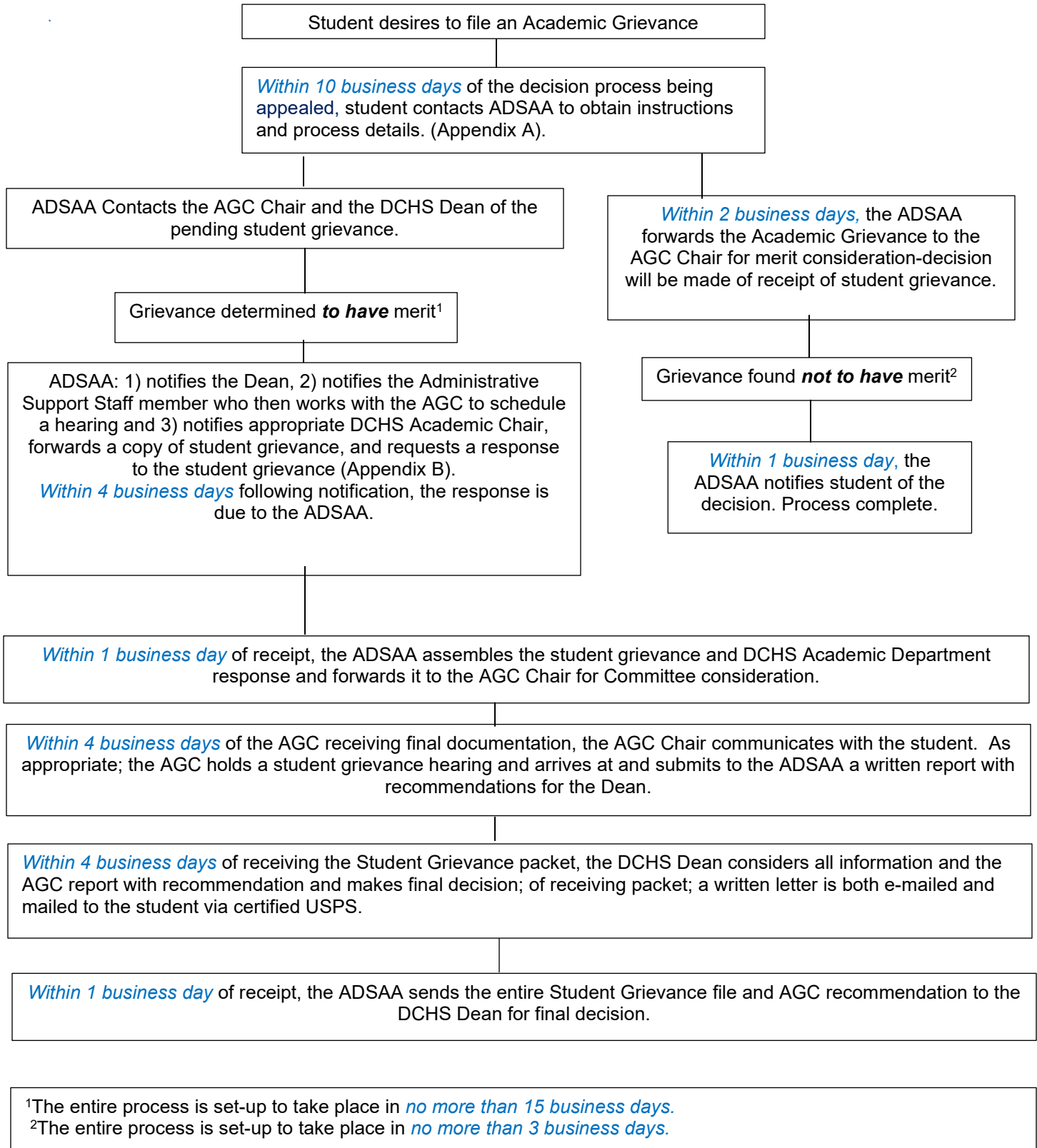
scope of the committee to determine if the dismissal decision was fair or just, only if it was arrived at in the manner prescribed by policy.

### **Process in the Event of a Student Grievance**

1. Once a student decides to file an academic grievance, the student is referred to the ADSAA for an overview of the process and instructions for developing and submitting a student grievance, the components of which are detailed in Appendix A.
2. While the student is working on their grievance, the ADSAA contacts the chair of the AGC and the DCHS dean of the pending student grievance.
3. Once the student grievance is submitted to the ADSAA, the ADSAA forwards the information to the chair of the AGC and together the ADSSA and AGC chair make the determination as to whether or not the student grievance has merit.
4. If the student grievance is determined to have *no* merit, the ASDAA notifies the student, and the process is concluded.
5. If the student grievance is determined to have merit, the chair of the AGC:
  - a. Notifies the administrative support staff member who then works with the AGC members to schedule a student grievance hearing.
6. If the student grievance is determined to have merit, the ADSAA:
  - a. Notifies the Dean
  - b. Notifies the corresponding DCHS academic department chairman of the pending student grievance. A copy of all documents submitted by the student is given to the chair and a request for a written DCHS academic department response is made and submitted to the ADSAA, the details of which are located in Appendix B.
7. Once the DCHS academic department response is received by the ADSAA, the ADSAA assembles all student and academic department documents and submits the entire packet to the chair of the AGC for committee distribution and consideration.
8. The chair of the AGC communicates with the student as appropriate leading up to the student grievance hearing.
9. The AGC holds a student grievance hearing followed by deliberation and arriving at a recommendation for the DCHS dean. A written report is generated with the recommendation for the dean and submitted to the ADSAA.
10. The ADSAA gives the DCHS dean the AGC report for consideration.
11. The DCHS dean makes a final decision.
12. The DCHS dean communicates the final decision to the student via e-mail and certified letter sent through the United States Post Office.

Approved 10/2015  
Last reviewed 08/2024

## Student Grievance Process with Timeline



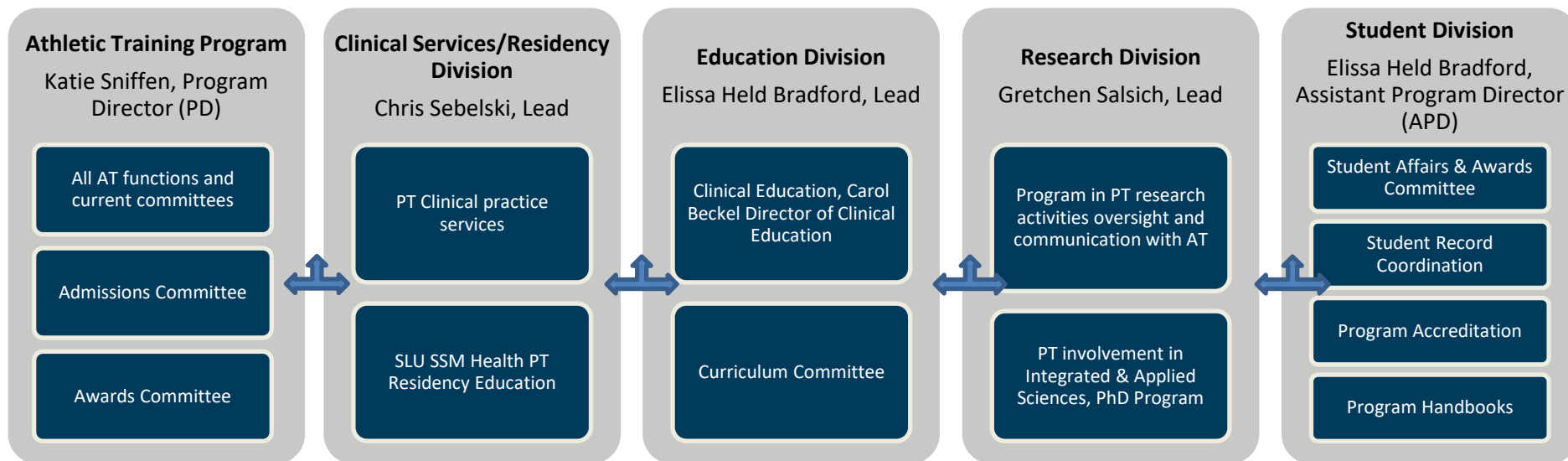
# Department of Physical Therapy and Athletic Training Organization

## Chairperson, Chris Sebelski, PT, DPT, PhD

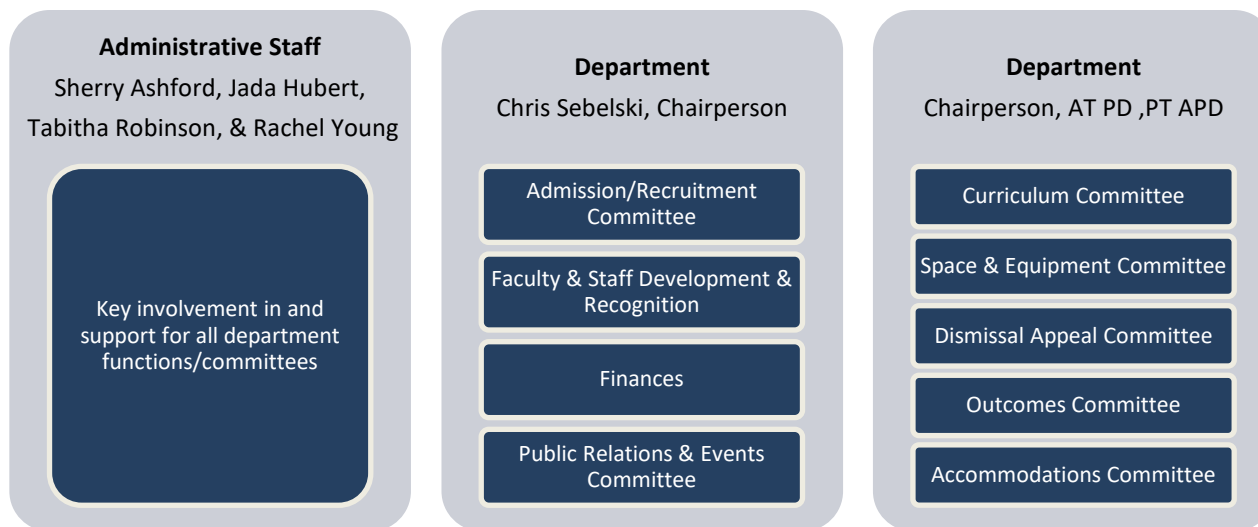
Last revised 08/2024

### Athletic Training Program

### Program in Physical Therapy



### Department Wide



# **Program in Physical Therapy**

## **Information, Policies, and Resources**

# Program in Physical Therapy Vision and Mission

## VISION

The Saint Louis University Program in Physical Therapy will lead the profession, serve humanity, and optimize movement through transformative research, education, and clinical practice.

Last revised 01/2020  
Last reviewed 08/2024

## MISSION

In the Jesuit traditions of the pursuit of truth, development of the whole person, and commitment to service and justice, our transformative community of faculty, staff, and students provide reflective, person-centered care and education that is interprofessional and evidenced-based. Through scholarly and clinical endeavors, we add knowledge and insight to education and health care focused on optimizing movement.

Last revised 01/2020  
Last reviewed 08/2024



## **Faculty Responsibilities**

Faculty members at Saint Louis University are expected to be involved in teaching, student mentoring, scholarship, and service. Teaching is a major function of the faculty, and this encompasses course organization, selection of assignments and preparation for class, assessment activities including testing, timely notification of student progress, and assistance for individual students. In addition to individual course preparation, the faculty participates in overall curriculum evaluation and revision according to changes and trends in physical therapy and health care.

Each faculty member is responsible for student mentoring to assist in the professional development of students, research and scholarly endeavors which contribute to the body of knowledge of physical therapy, and service activities that contribute to the efficient operation of the department, college, university, and profession. Many faculty members also stay active in providing clinical services. Faculty members are committed to student development and are available to students for assistance and mentoring. Students are requested to respect faculty schedules and request appointments with faculty when needed.

Last reviewed 08/2024

## **Faculty Office Hours**

The office hours of each faculty member vary. Please check in the physical therapy reception area or contact the individual faculty member for exact office hours. Faculty members may be contacted by email (preferred), by phone (314-977-8505), or by fax (314-977-8513).

Last reviewed 08/2024

## **PT Office Hours**

The PT office is open Monday – Friday, 8:00 AM – 5:00 PM during the fall and spring semesters. Summer hours vary. The office is closed when the University is closed.

Last reviewed 08/2024

## **Department Administrative Staff Responsibilities**

The department administrative staff serves the general operation of the department and assists faculty in preparation of course materials, correspondence, making appointments, and taking messages. Through the department administrative staff, students may make appointments with faculty members, leave messages for faculty, or when appropriate, turn in assignments or required forms/paperwork. Department administrative staff persons are not to be contacted by students for assistance with personal tasks.

Last revised 08/2023

## **Class Representatives**

Each academic year, each class shall elect two people to serve as class representatives. Students will be provided with a description of the class representative responsibilities. Class representatives must be in good standing with the Program in Physical Therapy. Good standing is identified as not being on academic or professional probation, nor amid a dismissal and/or appeal process. Nominations will be solicited from the class (self-nominations are allowed). An election will be decided by majority vote of the class members. Elections will be held each academic year, but there is a no term limit for a class representative.

### **Objectives of the Class Representative Program**

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

### **The Class Representatives shall**

1. Act as liaisons between the Physical Therapy Student Council and the Program in Physical Therapy. At least one of the class representatives is expected to attend at least one Physical Therapy Student Council meeting per month.
2. Serve as liaisons between the students in each respective class and the program faculty. The class representatives meet with the department chairperson, assistant program director, assistant director, and director of clinical education.
3. Solicit student feedback on ways to facilitate/enhance communication between students and faculty, and report findings to the assistant program director.
4. Solicit student feedback on curricular or other program issues and communicate to the assistant program director for dissemination to the faculty.
5. Act as a liaison between the class and faculty course coordinators. Requests to change exam or class times are not allowed.
6. Provide feedback to class members on matters arising from class representative meetings.
7. Inform students of and encourage participation in SLU Program in Physical Therapy events.
8. Assist class members, when necessary, in bringing issues to the faculty related to the Program in Physical Therapy.
9. Assist faculty, when necessary, in bringing issues to students related to the Program in Physical Therapy.

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

**Last Revised 08/2024**  
Last reviewed 08/2024

## **Program Accreditation**

The Program in Physical Therapy at Saint Louis University 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](mailto:accreditation@apta.org); website: <https://www.capteonline.org/>. If needing to contact the program/institution directly, please call 314-977-8505 or email [sluptat@health.slu.edu](mailto:sluptat@health.slu.edu).

The Saint Louis University Program in Physical Therapy has had continuous uninterrupted full accreditation since 1936.

CAPTE is listed as a nationally recognized accrediting agency by the US Department of Education and the Council for Higher Education Accreditation (CHEA). Once awarded accreditation status, a program must submit reports regularly to the Commission ensuring continuing compliance with the evaluative criteria and is formally reviewed up to every ten years.

Last reviewed 08/2024

## **CAPTE Formal Complaint Process**

The only mechanism through which CAPTE can act on a concern is through a formal complaint process. The formal complaint process can be accessed through the CAPTE web site (<https://www.capteonline.org/complaints>).

Last reviewed 08/2024

## **Program Complaint Policy**

This policy for addressing program complaints excludes complaints for which there is an established university, college, or program policy or procedure, such as grade appeals, academic dismissal appeals, or allegations of harassment based on sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, gender expression/identity, genetic information, pregnancy, or any other characteristics protected by law. These matters are covered in the Physical Therapy Student Handbook, the University Student Conduct Policies, or through the Office of Diversity and Affirmative Action.

An individual who has a concern/complaint following an experience/encounter with any student, faculty, or department staff member is welcome to communicate their complaint. The program prohibits retaliation following a compliant submission. Program complaints are recognized as an opportunity for program improvement and should be expressed with this end in mind. A complainant can choose to communicate a complaint either informally or formally. The experience/encounter must have occurred within three (3) years of the date the complaint is filed.

If the complainant chooses, the complaint can be communicated informally by contacting the party(s) involved (e.g. course coordinator, faculty member, program director, director of clinical education, student) to discuss the issue. In this case, there is no documentation of the complaint.

If the complainant prefers, a formal written complaint can be filed with the department chair. Such a complaint must be communicated in writing and be signed. The complaint should state with specificity the facts giving rise to the complaint, the names of persons who have knowledge of the events surrounding the complaint, and the relief sought. It should be signed by the person filing the complaint. All parties to the process will seek to maintain the confidentiality of the process; however, it is recognized that circumstance may compel further disclosure to other persons, particularly if the facts implicate possible violations of law, University policy, or foreseeable risk of harm to any person. The department chair will maintain a file of all written program complaints for a period of five (5) years.

Complaints should be addressed to:

Saint Louis University  
Program in Physical Therapy  
3437 Caroline Mall  
Saint Louis, MO 63128  
ATTN: Program Director

The department chair will address the issue with the involved party within 10 working days of receipt of the letter and will seek resolution of the issue. The resolution action will be communicated to all parties in writing.

Should the complainant not be satisfied with the resolution of the issue at the program level, the complaint can be made to the dean of the Doisy College of Health Sciences. As appropriate, the program director or chair will forward a written summary of the situation to date.

The written complaint shall be filed with the dean within ten (10) working days of receipt of the complaint resolution letter from the program director or chair. Upon receipt of the complaint, the dean shall evaluate the merits of the complaint and identify a course of action. A letter summarizing the dean's action shall be filed with the complaint letter in the program complaint file.

Last reviewed 08/2024

## **Program Statistical Data**

Public program specific data including matriculation rates, graduation rates, licensure exam pass rates, and employment rates are available on the Program in Physical Therapy website.

Last reviewed 08/2024

## **Program Costs**

Information regarding tuition, fees and refunds is available through the Office of Student Financial Services. Students are advised to check the SLU Student Financial Services website for a listing of current tuition and fees.

Additional required costs of the program may include course fees, textbooks, and membership in the American Physical Therapy Association (APTA) during the professional phase. Students are responsible for room and board arrangements while at the University.

Completion of the clinical education component will incur costs beyond the tuition costs for the courses. Costs could include the following depending on the geographic location of the site and any clinical requirements: travel costs, room and board, criminal background checks, drug screens, CPR certification, physical exam, immunizations, and titer tests to confirm immunity, and personal protective equipment (PPE).

A breakdown of tuition costs, room and board costs, and course fees are available at the Office of Student Financial Services website.

Last reviewed 08/2024

## Faculty and Staff Directory

**NAME**

**Email@health.slu.edu**

### **Core Faculty**

Jennifer Anderson, PT, DPT, CCS	jennifer.anderson1
Carol Beckel, PT, PhD, Director of Clinical Education	carol.beckel
Eric Bellm, PT, DPT, OCS	eric.bellm
Jill Fitzgerald, PT, DPT, GCS, CSCS CEEAA	jill.fitzgerald
Ann Hayes, PT, DPT, MHS, OCS	ann.hayes
Elissa Held Bradford, PT, PhD, NCS, Assistant Program Director, Education & Student Division Lead	elissa.heldbradford
Kim Levenhagen, PT, DPT, WCC, CLT, FNAP	kim.levenhagen
Jason Longhurst, PT, DPT, PhD, NCS	jason.longhurst
Mike Markee, PT, DPT, PhD, OCS, COMT, ATC	mike.markee
Olu Owoeye, PT, MS, PhD	olu.owoeye
Randy Richter, PT, PhD	randy.richter
Gretchen Salsich, PT, PhD, Research Division Lead	gretchen.salsich
Chris Sebelski, PT, DPT, PhD, OCS, Department Chairperson, Clinical Services/Residency Division Lead	chris.sebelski
Barb Yemm, PT, DPT, MHS, OCS	barb.yemm
Annie Zinselmeier, PT, DPT, NCS, Assistant Director of Clinical Education	annie.zinselmeier

### **Clinical Staff**

Pam Abbott, PT, DPT, OCS	pam.abbott
Karen Vespa, PT, MPT, OCS	karen.vespa

### **Department Administrative Office Staff**

Sherry Ashford	sherry.ashford
Jada Hubert	jada.hubert
Tabitha Robinson, Program Coordinator	tabitha.robinson
Rachel Young, Clinical Education Coordinator	rachel.young

### **General Information**

Program in Physical Therapy Phone 314.977.8505; Fax: 314.977.8513

Email: [sluptat@health.slu.edu](mailto:sluptat@health.slu.edu) ; Twitter: [https://twitter.com/SLU\\_PT](https://twitter.com/SLU_PT); Instagram: sl\_u\_pt;

Blog: <http://www.sluphysicaltherapy.net/>;

FB: Saint Louis University Program in Physical Therapy

# Technical Standards & Course Accommodations

## Technical Standards

The Saint Louis University Program in Physical Therapy seeks to admit and retain students who have the ability and motivation to become competent physical therapists. The program, as a unit within Saint Louis University, is committed to promote justice and equality in educational opportunities, and, as such, does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, gender expression/identity, genetic information, pregnancy, or any other characteristics protected by law.

In addition to the academic standards necessary for admission to and retention in the physical therapist education program, a number of technical standards are required to successfully complete the program. The technical standards set forth in this document establish the essential program requirements necessary for students to acquire the knowledge, skills, and values to function as an entry-level physical therapist.

Saint Louis University has systems in place to assist any student who has a documented physical, psychological, or cognitive disability. A student who believes they may not be able to perform one or more of the listed essential program requirements should discuss the issue with personnel in the Center for Accessibility and Disability Resources (CADR) at (314)977-3484 or [accessibility\\_disability@slu.edu](mailto:accessibility_disability@slu.edu). When requested, the University will provide reasonable accommodation for any otherwise qualified candidate. Early self-disclosure of the disability by the student is encouraged to assure the safety of the student and patients and to enhance the likelihood of the student's successful completion of the program.

All students must demonstrate mastery of the technical standards to complete the Doctor of Physical Therapy education program at Saint Louis University. Students with a documented physical, psychological, or cognitive disability may demonstrate mastery with reasonable accommodations approved by CADR. In the event a student is not able or becomes unable to demonstrate mastery of the technical standards (even with approved reasonable accommodations), the student may not successfully complete coursework and may not be able to remain in the program.

### **Students in the Program in Physical Therapy must demonstrate, with or without reasonable accommodations:**

Ability to move sufficiently to provide safe and effective physical therapy. This includes, but is not limited to:

- moving from classroom to classroom and around healthcare facilities which may include maneuvering in small spaces
- administering CPR/AED procedures
- moving patients from one location or surface to another; guarding/assisting a patient walking; lifting, carrying, pulling, or pushing an adult sized patient or medical equipment
- using rehabilitation equipment

- applying physical resistance to a patient
- utilizing a computer keyboard, grasping objects, or applying forces through hands or fingers,
- maintaining postures (e.g., sitting, standing) for extended periods of time

Ability to monitor and assess medical status, posture, and movement. This includes, but is not limited to:

- monitoring pulse, blood pressure, and respiratory rate
- monitoring alarms, emergency signals, and cries for help
- monitoring input/output devices on equipment
- perceiving differences in anatomy and movement
- observing patient posture (static and dynamic) and patient responses to tests and measures or treatments

Ability to perform physical therapy tests and measures. This includes, but is not limited to:

- movement analysis
- using examination instruments (goniometers, reflex hammers, rulers, etc.)
- discriminating temperature differences and/or anatomical tissue differences (e.g. bone vs. muscle)

Ability to question, think logically, and solve problems, and to understand the limits of knowledge in the field. This includes, but is not limited to:

- attending to, processing, and understanding information presented in written, verbal, and visual formats
- synthesizing large amounts of material
- making appropriate and timely patient care decisions
- reading and applying published evidence to clinical practice

Ability to interact effectively with a diversity of people in a culturally competent and socially appropriate manner. This includes, but is not limited to:

- interacting with peers, faculty, and clinical instructors in the classroom, lab, and clinic
- interacting with patients, families, and other individuals in the healthcare arena

Ability to communicate effectively with other persons (e.g. speaking, body language, reading, writing, and listening). This includes, but is not limited to:

- communicating with peers, faculty, and clinical instructors in the classroom, lab, and clinic
- communicating with patients, families, and other healthcare practitioners

Ability to fulfill commitments, be accountable for actions and outcomes, exhibit appropriate professional conduct, and represent the profession. This includes, but is not limited to practicing safely, ethically, and legally.



Ability to function effectively in classroom and clinic environment. This includes, but is not limited to:

- practicing in a distracting (noise, movement) environment with frequent interruptions
- tolerating exposure to substances (e.g. cleaning solutions, latex, adhesives, formalin) and pathologies (e.g., MRSA) common to health care settings

Following their acceptance into the Program in Physical Therapy, students are required to verify that they understand and meet these technical standards without accommodations or that they believe that, with reasonable accommodations, they can meet the standards. This is accomplished using the Technical Standards Student Acknowledgement Statement.

For students who believe that they can meet these standards with reasonable accommodations, CADR will validate their need for accommodations and will work with the Program in Physical Therapy faculty to determine if reasonable accommodations can be made. Reasonable accommodations are those that do not fundamentally alter the nature of the educational program, jeopardize clinician/patient safety, or do not impose an undue hardship on the program or student.

### **Technical Standards Student Acknowledgement**

Each year, students are asked to acknowledge the Technical Standards. The acknowledge is formatted as follows:

- I understand that I must demonstrate mastery of the technical standards either without or with approved reasonable accommodations to complete the Doctor of Physical Therapy education program at Saint Louis University.
- I understand the Technical Standards are available to view on the Internet.
- I understand that if I have a documented disability and require an accommodation to meet the essential program requirements, I will provide necessary documentation of the disability to the Saint Louis University Center for Accessibility and Disability Resources (20 North Grand Blvd, Suite 331, St. Louis, MO 63103, 314-977-8885) and request appropriate reasonable accommodations. The decision regarding the reasonableness of the accommodation will be made by the Disability Services office in consultation with the faculty of the Program in Physical Therapy.

Last revised 08/2022  
Last reviewed 08/2024

## Program Curriculum

### Curriculum Plan

Faculty developed a curriculum plan that provides structure for the sequence and integration of basic and advanced courses in the classroom and clinic. The curriculum plan is built on the mission, vision and philosophy of the Program in Physical Therapy and reflects expected student outcomes. Ongoing evaluation of the curriculum is an essential part of the curriculum plan.

Last reviewed 08/2024

### BS in Exercise Science Student Outcomes

The student:

1. Demonstrates ability to assess, prescribe, monitor, and modify exercise for healthy individuals and those with health conditions who have been screened and approved for independent exercise by a health care professional.
2. Determines strategies to improve health, promote wellness, and advocate for healthy lifestyle behaviors.
3. Demonstrates ability to communicate effectively with clients and health care professionals.
4. Demonstrates ability to find and use evidence in exercise science.

Last revised 05/2022  
Last reviewed 08/2024

### DPT Student Outcomes

1. Graduates will be able to serve others by advocating for the health of society.
2. Graduates will be able to communicate in a way that optimizes patient-centered care.
3. Graduates will be able to apply principles of evidence-based practice in patient care.
4. Graduates will be able to evaluate typical versus atypical physical movement.

<https://catalog.slu.edu/colleges-schools/health-sciences/physical-therapy-athletic-training/physical-therapy-program/#learningoutcomestext>

Revised 10/2017  
Last reviewed 08/2024

## DPT Curricular Themes

**Clinical Reasoning:** Clinical reasoning is a foundational skill for the physical therapist who makes decisions concerning patient/client management, including examination, evaluation, diagnosis, prognosis, and intervention. Physical therapists utilize hypothetico-deductive, forward, narrative, dialectical and conditional models of reasoning. Physical therapists apply patient management reasoning strategies which involve diagnostic, predictive, procedural, ethical, and collaborative reasoning. (See glossary for definitions)

**Development of the Practitioner:** Physical therapists have a responsibility to pursue lifelong learning and act as change agents to advance the profession of physical therapy. Professional socialization is an important component of the educational experience both inside and outside the classroom. Professional socialization experiences include, but are not limited to, student mentoring by faculty, clinical education advising meetings, and adhering to professional behavior expectations in the classroom, laboratory, and clinic. An anticipated outcome of the development of the practitioner is participation in and service to professional associations.

**Evidence-based Practice:** Physical therapists base clinical decisions on the best available evidence, clinical experience, and patients' values and circumstances. The physical therapist formulates an answerable question, efficiently searches the literature, evaluates the findings, and integrates the findings into patient care. Physical therapists are active consumers of research and can be active researchers generating new knowledge to advance the profession.

**Movement Science Expertise:** Physical therapists are experts in movement science, the observation, description, experimental investigation, and theoretical explanation of human movement-related dysfunction. Movement science requires an understanding of normal movement and is based on the analysis and integration of information from human anatomy, kinesiology, motor control, motor learning, and motor development throughout the lifespan. Physical therapists prescribe exercise based on movement analysis and identification and prioritization of impairments of structure and function.

**Patient-centered Care:** Patient-centered care is foundational to physical therapist practice and guides clinical decision-making. Patient-centered care subsumes issues of advocacy, ethical and legal practice, and interprofessional collaboration. Patient-centered care is dependent on effective communication with consideration of patient diversity, beliefs and values. To improve the quality of care and overall population health, patient-centered care focuses on maximizing patient access and patient safety, as well as controlling costs. Service to persons who are disadvantaged or marginalized is a component of patient-centered care grounded in the mission and vision of the Program in Physical Therapy.

Last reviewed 08/2024

## Curriculum Policies

**Policy:** The Program in Physical Therapy at Saint Louis University has designed a Doctor of Physical Therapy (DPT) curriculum with defined courses organized in an intentional sequence to prepare students to be competent physical therapists. Students will follow the DPT Curriculum Outline with the understanding that some courses may be exchanged from one semester to another, primarily during the pre-professional phase and less frequently during the professional phase of the curriculum. *See Procedure Section-Appendix A.*

### Policy Section:

#### 1. General

- 1.1 Course requirements may be met by one or more of the following means:
  - 1.1.1. Taking the course at SLU.
  - 1.1.2. Proof of required score on a placement test in math and/or foreign language. Advanced Placement, International Baccalaureate (IB) and CLEP credit is awarded per university policy (Office of Registrar).
  - 1.1.3. Taking a dual-credit college course in high school (e.g., SLU 1-8-1-8). Credit is articulated per university policy (Office of Registrar).
  - 1.1.4. Taking summer courses to meet undergraduate requirements at another college or university. *It is important that students review restrictions listed in Section 4.2 and follow established University protocols as communicated by their academic advisor.*
- 1.2. Students are required to complete DPT Pre-professional core curriculum. *See Procedure Section-Appendix B.* Transfer students see Section 6.
- 1.3. Students will select from humanities, math, and science course options located in *Procedure Section-Appendix C.*
- 1.4. Students will follow registration procedures found in the Program in Physical Therapy Student Handbook.
- 1.5. Students must adhere to the program's Academic Eligibility Policy and Procedures to progress through the program.
- 1.6. Students are required to complete a concentration in Interprofessional Education (IPE). *See Procedure Section-Appendix D.*
- 1.7. All credit hours for the professional phase of the DPT curriculum must be taken at Saint Louis University except as outlined in Sections 6.1.3 and 6.2.3. *See Procedure Section-Appendix E.*
- 1.8. All professional phase courses must be taken after the student has begun the professional phase of the program.
- 1.9. Students following the Pre-Med curriculum option must declare intention to continue in the Program in Physical Therapy or to transfer to another major to continue as a pre-med student by end of spring of sophomore year to the department administrative staff member.

## **2. Course Grading Policy**

- 2.1. Satisfactory/Unsatisfactory (S/U) grades from any department within or outside the University are not acceptable to fulfill the requirements of the BSES and DPT curricula with the exception of the clinical education and DPT elective courses. Students who are studying abroad are not allowed to take courses that have Pass/No Pass (P/NP) or Satisfactory/Unsatisfactory (S/U) grades.
- 2.2. All DPT courses are graded using the Program in Physical Therapy's grading scale (*Procedure Section-Appendix F*) except the clinical education and DPT elective courses, which are graded on a Satisfactory/Unsatisfactory (S/U) basis. Criteria for course grade assignment are provided in individual course syllabi. Exceptions to this policy may be approved at the discretion of the curriculum committee.
- 2.3. It is the course coordinator's prerogative to establish the weighting of course topics and assignments, exams, clinical competencies, lab practicals, or other course requirements in the assignment of grades. Specific criteria for course grade assignment must be clearly stipulated in individual course syllabi.
- 2.4. A course grade (A-F scale for all courses other than clinical education and DPT elective courses) must be assigned for all students in a course each semester by the University due date. To receive additional time to complete a course, a student must submit a Petition for Course Completion Extension and receive approval by the instructor (available from the Office of the University Registrar website).
- 2.5. When an Incomplete (I) grade is assigned, the course coordinator is responsible for submitting a change of grade within the allowable time period as set by university policy.
  - 2.5.1. The student is responsible for meeting the necessary course requirements within the allotted time allowed & confirming with the course coordinator that the course requirements have been met. The student should also confirm that the grade has been changed on the transcript.
  - 2.5.2. Incomplete coursework prior to Skills Practicum or Clinical Experiences IA, IB, IIA or IIB may result in a delay in that clinical experience.
  - 2.5.3. The student will not start Clinical Experience III and/or IV until all prerequisite work is completed and all Incomplete grades are resolved.

## **3. Minors or special programs:**

- 3.1. Students earning the BS in Exercise Science degree are required to earn a minor or complete a special program.
- 3.2. Minor:
  - 3.2.1. Minors are listed in the University undergraduate catalog online.
  - 3.2.2. Courses taken for a minor must also be approved by the student's assigned faculty mentor from the department awarding the minor.
- 3.3. Special Program: A special program offered at the University is at least 15 hours of credit (i.e., ROTC) or 4-5 classes in a given area. (i.e., the Pre-med curriculum outline has sufficient credit hours in chemistry (16) to qualify as a special program.)

#### 4. Transfer Credits/Waived Courses

- 4.1. Waived courses:
  - 4.1.1. Waived hours are not counted toward the degree.
  - 4.1.2. Waived hours are recorded on the degree evaluation, but they do not show on the transcript.
  - 4.1.3. Waived courses in the pre-professional phase of the curriculum:
    - 4.1.3.1. A student may waive a maximum of 12 credit hours.
    - 4.1.3.2. Waivers are restricted to math and foreign language courses.  
*See Procedure Section-Appendix C.*
  - 4.1.4. Waived courses in the professional phase of the curriculum:
    - 4.1.4.1. Students in the professional phase of the DPT program must take all courses in the professional phase of the curriculum (semesters 7-14) at Saint Louis University. Exceptions are described in Sections 6.1.3 and 6.2.3. *See Procedure Section-Appendix E.*
    - 4.1.4.2. A maximum number of six hours may be waived from the professional phase of the curriculum.
- 4.2. Transfer credits: Transfer credits will be considered using the following guidelines:
  - 4.2.1. The prerequisite undergraduate course for a required course may be accepted as an elective course.
  - 4.2.2. For students who enter as freshmen, EXSC 3230 Exercise Physiology and all professional phase courses must be taken at Saint Louis University.
  - 4.2.3. Science classes older than five years are generally not accepted as transfer credit by the Program in Physical Therapy but may be accepted in rare cases at the discretion of the curriculum committee.
  - 4.2.4. Non-science classes older than 10 years are generally not accepted as transfer credit but may be accepted in rare cases at the discretion of the curriculum committee.
  - 4.2.5. Enrolled students wishing to take courses in the pre-professional phase of the curriculum at another institution must have the courses pre-approved and take the courses at an accredited college or university. Pre-approval of these courses follows University policies and is administered by the student's academic advisor.
  - 4.2.6. The University will accept no letter grade below a "C" for transfer credit. C- is not acceptable.
  - 4.2.7. Courses taken at another institution are included in the total number of course hours but are not considered in the calculation of SLU GPA. Exceptions for pre-professional science GPA are described in Policy and Procedures Concerning Academic Eligibility for DPT curricula, Section II.
  - 4.2.8. Students taking a leave of absence from Saint Louis University are not allowed to take courses at another college or university during the time of the leave of absence. The summer is not included in the leave of absence time. *See Leave of Absence policy.*

## 5. Physical Therapy Electives

5.1. Physical Therapy electives (seminars and independent study) are offered depending on the availability and agreement of faculty members.

### 5.1.1. Seminar (1-3 credit hours):

5.1.1.1 The majority of the time focuses on discussion and/or lab rather than the lecture format and the students are expected to participate in class meetings.

5.1.1.2. The instructor establishes the goals or the instructor, with input from the students establishes the goals.

5.1.1.3. The learning experiences may include clinic visits.

5.1.1.4. The seminar course coordinator has the discretion to set the seminar class size and the maximum number of students may vary depending on the seminar topic.

### 5.1.2. Independent Study (1-3 credit hours):

5.1.2.1. The goals are determined by the student with guidance from the instructor.

5.1.2.2. A contract is developed between the student and faculty member concerning the specific activities and methods of evaluation.

5.1.2.3. Typically, one student participates but there may be additional students.

Last revised 05/2024

Last reviewed 08/2024

## 6. Policies specific to transfer students:

### 6. 1 Post Baccalaureate Students:

#### 6.1.1. Prerequisite Courses:

6.1.1.1. General Biology with a lab or Animal Biology with a lab and a 2<sup>nd</sup> Biology with a lab, not Botany (4 credits for each course)\*

6.1.1.2. Chemistry I and II each with a lab (4 credits for each course)\*

6.1.1.3. Human Anatomy and Human Physiology (3 credits for Human Anatomy and 4 credits for Human Physiology ) or  
6.1.1.3.1. A full year of combined anatomy and physiology courses (Anatomy and Physiology I and Anatomy and Physiology II)\*

6.1.1.3.2. Acceptance of a single 4 credit hour combined anatomy and physiology course may be accepted at the discretion of the curriculum committee. In order for the course to be acceptable, all body systems must be covered. A course syllabus/schedule must be submitted.

6.1.1.3.3. Comparative Vertebrate Anatomy and Physiology may be accepted in place of Human Anatomy &/or Physiology.

6.1.1.4. General Psychology (3 credits)

6.1.1.5. Second Psychology (3 credits)

6.1.1.6. Physics I and II, each with a lab (4 credits for each course)\*

- 6.1.1.7. Statistics (3 credits)
- 6.1.1.8. Exercise Physiology (3 credits)\*
- 6.1.2. Students will be required to follow the curriculum outline for students entering with a Bachelor's degree. See Procedure Section-Appendix A.
- 6.1.3. A student who transfers into the DPT program may petition to transfer up to 6 credits of coursework in the professional phase of the curriculum based on a previously taken course. See Procedure Section-Appendix E.
- 6.2. Inter-University Transfer Students (students not from SLU that transfer to the program in the preprofessional phase):
  - 6.2.1. The credit hours already completed will be articulated by the Office of the Registrar at Saint Louis University.
    - 6.2.1.1. Undergraduates attending a four-year college or university may transfer an unlimited number of credits to Saint Louis University.
    - 6.2.1.3. 30 of the last 36 credit hours of the undergraduate degree (BSES) must be taken at Saint Louis University.
  - 6.2.2. A student who transfers into the DPT program may petition to transfer up to 6 credits of coursework in the professional phase of the curriculum based on a previously taken course. See Procedure Section-Appendix E.
  - 6.2.3. CORE requirements:
    - 6.2.3.1. The student is required to complete (or have transferred the equivalency of) the SLU CORE curriculum.
    - 6.2.3.2. DPT 3214 (satisfying CORE 3500) is the only DPT specific CORE class required.
- 6.3. Intra-University Transfer Students without a bachelor's degree (students from SLU that transfer to the program during the pre-professional phase, e.g., change major):
  - 6.3.1. The student is required to take all courses\*\* in the pre-professional and professional phases of the DPT curriculum.
  - 6.3.2. The student is required to complete the SLU CORE curriculum.
  - 6.3.3. \*\*DPT 3214 (satisfying CORE 3500) is the only DPT specific CORE class required.

\*Included in science GPA calculation

Last revised 05/2024  
Last reviewed 08/2024

## 7. Bachelor of Science in Exercise Science (BSES) Degree Policy

- 7.1. The Bachelor of Science in Exercise Science (BSES) is available only to students enrolled in the Program in Physical Therapy or the Athletic Training Program.
- 7.2. While the degree is expected to be the first degree conferred in the freshman-entry Doctor of Physical Therapy (DPT) or Master of Athletic Training (MAT) curricula, there are circumstances in which the BSES degree may be completed and the DPT or MAT degrees not pursued. Such circumstances include, but are not limited to:



- 1) a student in good standing who voluntarily decides to withdraw from the Program in Physical Therapy or the Athletic Training Program following conferral of the BSES degree, or
  - 2) a student who has not met the academic eligibility requirements to continue beyond the BSES degree in either program.
- 7.3. Required courses that must be passed before the conferral of the BSES non-DPT degree:
- 7.3.1 DPT Pre-professional Core Curriculum (Appendix B)
  - 7.3.2 The specific courses, including, but not limited to, those listed on BSES non-DPT curriculum outline in Appendix A (substitutions must be approved by the Program in PT).

## **8. Time to Complete the BSES/DPT degree**

- 8.1. It is anticipated that a student entering the Program in Physical Therapy as a freshman will follow the prescribed curriculum outline, completing the Bachelor of Science in Exercise Science (BSES) in four years and the Doctor of Physical Therapy (DPT) degree requirements in two additional years for a total of six years from the date of initial matriculation. The maximum amount of time to complete the professional phase of the DPT Program is four and a half years. It is anticipated that a transfer student who enters the Program in Physical Therapy as a post-baccalaureate student will complete the DPT degree requirements in three years from the date of initial matriculation with a maximum of four and a half years for completion.
- 8.2. Pre-professional Phase: A student must have a minimum required science GPA of a 2.70 by the end of pre-professional phase to progress to the professional phase of the program. Students are highly encouraged to complete the required science courses except Exercise Physiology prior to the beginning of junior year.
- 8.3. Circumstances in which the time to complete the BSES and/or DPT degree may be extended include, but are not limited to:
  - 1) a D or F in a course requiring the course to be repeated with a C grade or better,
  - 2) an approved leave of absence from the University or program (not to exceed one academic year),
  - 3) reasonable disability accommodations that require a reduced load as approved by the Office of Disability Services in consultation with the Department of Physical Therapy & Athletic Training Accommodations Committee,
  - 4) withdrawal from a required course (with approval of the Program in PT) or
  - 5) documented extenuating circumstances (with approval of the Program in PT).

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## **Curriculum Procedure Section**

The following are documents/procedures related to the curriculum of the Program in Physical Therapy.

Appendix A: Curriculum Outlines

Appendix B: Program in Physical Therapy Pre-Professional Phase Course Requirements

Appendix C: Requirements for Choosing Pre-professional Phase Courses

Appendix D: Required Interprofessional Education (IPE) Courses

Appendix E: Procedure of Waiving a Course in the Professional Phase of the DPT Curriculum

Appendix F: Program in Physical Therapy Grading Scales

## **Appendix A: Curriculum Outlines**

See Program in Physical Therapy catalog webpage and/or Canvas for curriculum outlines:

DPT Freshmen Entry  
DPT Students Entering with a bachelor's degree  
DPT Freshmen Entry Honors Program Option  
BSES – Exercise and Wellness concentration

Additionally, any cohort specific curriculum differences are posted as unique curriculum outlines on the Department in Physical Therapy and Athletic Training Informational Canvas page.

## **Appendix B: Program in Physical Therapy Pre-Professional Phase Course Requirements\***

See Program in Physical Therapy Webpage and/or Canvas for course requirements.

Additionally, any cohort specific curriculum differences are posted as unique curriculum outlines on the Department in Physical Therapy and Athletic Training Informational Canvas page.

## **Appendix C: MATH 1400 Pre-calculus waiver:**

1. The Pre-Calculus requirement is waived for the student who meets the following. If Pre-Calculus is waived, the student does not have to replace the requirement with another class:
  - a. The student has earned a grade of C or better in college credit for Pre-Calculus or Calculus I or has AP credit posted for Calculus I.

## **Appendix D: Required Interprofessional Education (IPE) Courses**

IPE 2100 Interprofessionalism and Health Care Systems in a Global Society (3 credits)  
IPE 4200 Applied Decision-making in Interprofessional Practice (3 credits)  
IPE 4900 Integrative Interprofessional Practicum Experience (3 credits)\* 3 vs 2 *credits change effective 2023-2024*

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## **Appendix E: Procedure for Waiving a Course in the Professional Phase**

1. Requests to waive a course in the professional phase of the curriculum must be sent to the Program in Physical Therapy by Friday noon of the first week of the semester in order that the material can be reviewed, and an answer given to the student prior to the University deadline for withdrawal (without the “W” appearing on the student’s transcript).
2. To make an informed decision in the best interest of the student, the curriculum committee requires the student to submit, at a minimum, a course syllabus and course schedule to the Program in Physical Therapy. Other materials may be requested as needed, and the student may be asked to demonstrate proficiency of course content through examination or other means.
3. The student must fulfill course requirements until a final decision is made regarding the waiver.
4. After consulting with the appropriate faculty, the curriculum committee will make the final decision whether the course will be waived.
5. If more than two years have elapsed since a course was taken, the course may not be subject to waiver unless more advanced courses in the same topic have been taken in the past two years.

## **Appendix F: Program in Physical Therapy Letter Grading Scales**

The following grading scale is used for courses with a DPT prefix in the Program in Physical Therapy:

A:	93 - 100
A-:	91 - 92
B+:	89 - 90
B:	84 - 88
B-:	81 - 83
C+:	79 - 80
C:	75 - 78
D:	65 - 74
F:	Below 65

The following grading scale is used for courses with a EXSC prefix in the Program in Physical Therapy:

A:	92.00 - 100
A-:	90 - 91.99
B+:	88 - 89.99
B:	82 - 87.99
B-:	80 - 81.99
C+:	78 - 79.99
C:	72 - 77.99
C-:	70 - 71.99
D:	60 - 69.99
F:	59.99 and below

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# **Advising, Mentoring, and Registration Procedures**

## **Academic Advising**

An academic advisor is assigned to the student and will follow the student closely during the pre-professional phase of the program. Approval of courses taken at another institution is the responsibility of the professional academic advisor. Study abroad forms are signed by the professional academic advisor.

Registration and change of registration of students in the professional phase of the program is the responsibility of the Department Program Coordinator.

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## **Academic Mentoring Policy and Procedure**

A Physical Therapy faculty mentor is assigned to each student upon admittance to the Program in Physical Therapy. A faculty mentor serves as a resource for students and as a liaison to the Program in Physical Therapy.

Students meet with Program Faculty mentors annually during group meetings. Student attendance at the annual group meeting with faculty mentors is mandatory. Students are excused from these meetings only for extraordinary circumstances. If a student is unable to attend an annual faculty mentor group meeting, make-up of the meeting will be handled on a case-by-case basis.

Faculty and students are encouraged to have routine contact. Students should schedule individual meetings with their Faculty Mentor as needed. It is the responsibility of the student to initiate contact with their mentor.

Faculty documentation of individual student mentoring meetings is via the University EAB Navigate system.

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## **Registration Procedures**

Students should use the following procedures to register for classes:

1. Prepare a Registration Plan:
  - a. Freshmen Fall semester: Refer to curriculum outline and guidance of professional academic advisor.
  - b. Freshman Spring semester through junior Fall semester:

- 1) Review curriculum outline and degree evaluation to prepare for registration, to work towards completion of minor and all pre-professional phase courses.
  - 2) Create lists of classes you would like to take and back up classes in case those classes are full. These lists should be taken to the meeting with the professional academic advisor.
  - 3) Students who are abroad during the junior fall semester are to send an e-mail to their professional academic advisor.
- c. Junior Spring semester:
- 1) Review the degree evaluation and ensure that you have completed your minor and all pre-professional phase courses.
  - 2) Communicate with your professional academic advisor to confirm that the pre-professional coursework is completed.
  - 3) Follow the registration instructions provided by the Program in Physical Therapy Program Coordinator.
- d. Registration for Professional Year I through III: The registration plan and instructions are provided by the Program in Physical Therapy Program Coordinator. Students must follow these instructions carefully and in a timely manner.
2. Register in Banner.
- a. Undergraduate students through the first semester of junior year who experience problems with registration should contact their academic advisor.
  - b. Students in the second semester of the junior year registering for the Professional Year I summer and students in the professional phase of the Program in Physical Therapy who experience problems with registration should e-mail the Program in Physical Therapy Program Coordinator.

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### **Application to Transfer Course Credit from Another College or University**

It is the responsibility of the student who wishes to take courses at another college or university and transfer the credits to Saint Louis University to seek guidance from the student's professional academic advisor pertaining to proper procedures for application to transfer course credit from another college or university.

Grades below "C" are not acceptable and will not transfer into Saint Louis University. No more than 12 credit hours may be taken at another college or university in a summer term. Grades from courses taken at another college or university are not considered in calculation of the cumulative or semester GPA but are posted in the total number of credit hours. Grades for science courses approved and taken at another college or university are included in the science GPA calculation.

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## Academic/Clinical Regulations

### Policy and Procedures Concerning Academic Eligibility for DPT Curriculum

The Saint Louis University (SLU) Program in Physical Therapy academic eligibility policy serves as the criteria upon which decisions are made regarding student progression through the physical therapy curriculum. This policy is designed to encourage student success in the curriculum to prepare competent physical therapist clinicians. Students and faculty are responsible for familiarizing themselves with this policy and the associated procedures.

#### I. Definitions

- a. Phases of the Physical Therapy (PT) Program:
  - i. Pre-professional Phase: The six academic semesters beginning with the fall semester of the freshman year and ending with the spring semester of the junior year.
  - ii. Professional Phase: The eight academic semesters beginning with the professional year I summer and ending with the spring semester of the third professional year. During this phase, students enroll in courses specifically designed to prepare them as physical therapists. Refer to SLU Doctor of Physical Therapy (DPT) curriculum summary.
- b. Program Academic Probation: This student's academic performance is not acceptable and must improve to stay in the program.
- c. Academic Ineligibility: A student who is academically ineligible is one who has not met the program academic standards regarding GPA Requirements (Section II and Tables 1 -3) and/or Grade Requirements (Section III and Table 4). This student is dismissed from the Program in Physical Therapy but may be permitted to take certain DPT courses in order to complete degree requirements for the Bachelor of Science in Exercise Science degree (BSES). Refer to BSES degree policy in the DPT Curricular Policy section.

#### II. Grade Point Average Requirements

The GPA academic eligibility rules are presented in Table 1 for the pre-professional phase, Table 2 for science grade point average (GPA), and in Table 3 for the professional phase of the program.

- a. Pre-professional Phase: For Table 1, all GPAs that are listed are cumulative at the end of the specified semester. To enter the professional phase of the program, a student must have a minimum overall cumulative GPA of 3.00. If a student has an "I" in any course in the pre-professional phase, the "I" grade must either be resolved before beginning the professional phase or the student must seek permission from the Program to progress and complete an approved special circumstances form.
- b. Pre-professional Phase: A student must have a minimum science GPA of a 2.70 by the end of the pre-professional phase to progress to the professional

phase of the program. If this eligibility rule is not met, the student is dismissed from the program.

- i. For Table 2, the science GPA is defined as follows: The science GPA is the cumulative GPA of the following science courses Biology I (BIOL 1240/1245), Biology II (1260/1265), Chemistry I (CHEM 1080/1085 or 1110/1115), Chemistry II (CHEM 1480/1485 or 1120/1125), Physics I (1220/1235) & Physics II (1240/1255) (1310/1320 and 1330/1340 if premed), Human Physiology (PPY 2540), Basic Human Anatomy (ANAT 1000) and EXSC 3230 Exercise Physiology; including approved courses taken external to SLU at the same credit hour as per the original SLU course; if a course is retaken, the final grade earned is used for science GPA calculation. (see Application to Transfer Course Credit under Registration Procedures).
  - ii. If the lab portion of any of the above listed courses (bi) is a separate grade, the combined quality points and credit hours of the course grade and lab grade will be used in the science GPA calculation.
  - iii. For students bringing in Advanced Placement (AP) credit to meet science course requirements, a grade of “A” will be assigned to the respective course(s) for science GPA calculation.
- c. Professional Phase: For Table 3, the professional phase GPA requirements are defined as follows:
- i. For all professional phase students, the GPA listed is the semester GPA, no matter if the student is following a standard curriculum or an individual curriculum plan.
  - ii. If the student’s semester GPA drops below the minimum requirement, the first time the student will be placed on academic probation (unless the student has previously been on academic probation during the professional phase, then the student is dismissed.)
  - iii. If the student’s semester GPA drops below the minimum requirement a second time, the student will be dismissed.

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### III. Grade Requirements

- a. Pre-professional phase requirements: Students receiving a single “C-“, “D” or “F” grade in any required pre-professional phase course with a DPT, EXSC or IPE prefix is dismissed from the Program, with the exception of EXSC 3230 Exercise Physiology.
- b. Professional phase requirements:
  - i. A student receiving a single “C-“, “D”, “F”, or “U” grade for the first time in EXSC 3230 Exercise Physiology and all required courses in the professional phase of the program will be placed on program academic probation and must repeat the course.
  - ii. All DPT and other professional phase courses are offered one time per year. If a student is required to repeat a course, the student will be required to wait until the course is offered the following year. However,



students receiving a single “C-“, “D”, “F”, or “U” grade for the first time in any required course in the professional phase of the program may progress on an individual curricular plan as determined by the Program in Physical Therapy. Students on an individual curricular plan must successfully complete the repeated course and all required courses with a minimum grade of “C or S” and maintain semester GPA requirements.

- iii. Note: The repeated course and grade will replace the original course grade for calculation of cumulative GPA.
- iv. A student receiving a “C-“, “D”, “F”, or “U” grade in a repeated course is dismissed from the Program in Physical Therapy. Refer to Appeal Process (Section VII).
- v. A student receiving any combination of 2 or more “C-“, “D”, “F”, or “U” grades in the required professional phase courses in one semester or across multiple semesters in the professional phase is dismissed from the Program in Physical Therapy. This policy applies to all professional phase grades on the transcript, regardless if the course was repeated with a C grade or better. Refer to Appeal Process (Section VII).

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#### **IV. Program Academic Probation Standing**

- a. Definition: a student who has not met the minimum GPA academic standard as defined in Section II and Tables 1-3, or who has not met the Grade Requirements as defined in Section III and Table 4.
- b. At that time if the student does not meet the minimum academic eligibility requirements, the student is placed on program academic probation.
- c. When a student is placed on program academic probation, the student will be notified in writing by the Program in Physical Therapy.
- d. A student on program academic probation is responsible for arranging a minimum of one meeting with their faculty mentor during the semester. Appropriate strategies to improve academic performance will be discussed with the student.
- e. Each student is allowed one semester on academic program probation (due to not meeting GPA or grade requirements) in the pre-professional phase and one semester on academic probation in the professional phase. A student is dismissed from the program if there is a second program academic probation (due to not meeting GPA or grade requirements) within the same phase of the program, see Tables 1, 3, and 4. In these cases, the student is ineligible to continue in the Program in Physical Therapy. Refer to Appeal Process (Section VII).
  - i. Probation status is not carried forward from the pre-professional phase to the professional phase. If the student is able to progress to the professional phase, they start the professional phase in good standing with the program.

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## **V. Program Academic Progression Rules**

- a. In order to progress to the professional phase of the program students must have:
  - i. a minimum of 3.00 overall cumulative GPA.
  - ii. a minimum core science GPA of 2.70 as described in Section II.
  - iii. completed and passed all required prerequisite courses for the professional phase.
  - iv. completed their minor or the equivalent of a minor.
  
- b. In order to progress to the post-baccalaureate component of the professional phase of the program, students must have:
  - i. meet the requirements for semester GPA as described in Table 3.
  - ii. completed all requirements for a bachelor's degree.
  - iii. completed curricular requirements for a minor or equivalent of a minor.
  - iv. successfully completed all required courses.

## **VI. Program Academic Graduation Requirements for the Doctor of Physical Therapy Degree**

The student must have:

- a. meet the requirements for semester GPA as described in Table 3.
- b. have successfully completed all required courses.
- c. have attained a satisfactory (S) grade for all clinical education courses as specified in the SLU Program in Physical Therapy Clinical Education Policies.

## **VII. Student Appeal Process**

- a. Grade Appeal: If a student believes that course policies and procedures as stipulated in the course syllabus were not followed in assigning the final grade for a course, the following steps should be followed in sequence:
  - i. Student discusses with the course coordinator the concerns about the grade and reasons he/she believes the grade was not assigned correctly. The course coordinator renders a decision regarding the grade appeal as the instructor of record in that course.
  - ii. If the dispute is not satisfactorily resolved, the student may present their appeal in writing to the chairperson of the department in which the course is offered. The chairperson reviews the case and renders a departmental decision regarding the grade appeal.
  - iii. If the dispute is not satisfactorily resolved at the departmental level, the student may present their appeal in writing to the Associate Dean of Students and Academic Affairs of the college. The dean is the final arbitrator in the grade dispute.
  - iv. All pre-professional junior grade appeals must be initiated within 30 days of the course grade being posted and must be resolved within 30 days of the initiation of the appeal. Please see the Saint Louis

University Academic Affairs policy, graduating student exception - <https://catalog.slu.edu/academic-policies/academic-policies-procedures/grade-appeal/#:~:text=Students%20must%20initiate%20a%20grade,college%2Fschool%20of%20the%20course.>

- v. If a student is simultaneously appealing a course grade, the course grade appeal must be resolved prior to the dismissal appeal being considered by the Dismissal Appeal Committee. However, the grade appeal does not have to be resolved prior to student notification of the dismissal.

b. Dismissal Appeal

Definition: The student has the right to appeal dismissal from the Program in Physical Therapy.

Process:

1. Program Dismissal Appeal: A full description of the appeal process is available in the Dismissal Appeal Committee (DAC) Policies and Procedure's document. The appeal gives the student the opportunity to explain circumstances or conditions which adversely impacted their behavior and their plan for academic success.
- c. College of Health Sciences Academic Grievance Policy: An academic grievance can be filed with the Doisy College of Health Sciences dean only after a student has completed all program/departmental processes. A student files an academic grievance based on the following grounds:
- a) Program policies were not followed
  - b) The student was not informed of the program policies
  - c) No appeal was allowed
  - d) Procedural infractions occurred
- vi. Dissatisfaction with the Dismissal Appeal Committee decision is not grounds for appeal. If the student believes their case meets the requirements (listed in a. through d. above), they should follow the process that is described in the Doisy College of Health Sciences Grievance Policy. See the policy in the Doisy College of Health Sciences section of this handbook.  
<https://www.slu.edu/doisy/pdf/dchs-academic-grievance-policy.pdf>

Policy Revision: The Program in Physical Therapy reserves the right to revise this policy.

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Last reviewed 08/2024

**Table 1: Grade Point Average (GPA) Academic Eligibility Rules: Pre-professional Phase**

	Freshman Fall	Freshman Spring	Sophomore Fall	Sophomore Spring	Junior Fall	Junior Spring
<b>MINIMUM ELIGIBILITY</b> (Cumulative GPA)	<b>2.30</b>	<b>2.50</b>	<b>2.50</b>	<b>2.70</b>	<b>2.85</b>	<b>3.00</b>
Program Probation <sup>a</sup> (Cumulative GPA)	< 2.30	2.30 – 2.49	2.30 - 2.49	2.50 - 2.69	2.70 - 2.84	NA
Program Dismissal (Cumulative GPA) <sup>b</sup>	No Minimum Cumulative GPA Requirement	< 2.30	< 2.30	< 2.50	<2.70	<3.00

Notes:

All GPAs are rounded to two digits to the right of the decimal point, for example, 2.667 rounds to 2.67 and 2.695 rounds to 2.70.

<sup>a</sup>The student is allowed 1 probationary period with a cumulative GPA below minimum eligibility.

<sup>b</sup>A student with a second cumulative GPA below minimum eligibility is dismissed from the program.

\*\*If a student is dismissed, appeals the dismissal and the appeal is granted, the student remains on probation until they enter into the professional phase.

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**Table 2: Science Grade Point Average (GPA) Academic Eligibility Rules: Pre-professional Phase**

	Freshman Fall	Freshman Spring	Sophomore Fall	Sophomore Spring	Junior Fall	Junior Spring
<b>MINIMUM ELIGIBILITY Science GPA</b>	NA	NA	NA	NA	2.70*	2.70*

Notes:

All GPAs are rounded to two digits to the right of the decimal point, for example, 2.667 rounds to 2.67 and 2.695 rounds to 2.70.

Grades for science courses taken at another college or university are included in the science GPA calculation. (as stated above under Registration procedures – Application to Transfer Course Credit section)

**\*A student must have a cumulative science GPA of 2.70 by the end of the pre-professional phase to progress to the professional phase of the program. If this eligibility rule is not met, the student is dismissed from the program.** \*\*If a student is dismissed, appeals the dismissal and the appeal is granted, the student remains on probation until they enter into the professional phase.

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**Table 3: Semester Grade Point Average (GPA) Academic Eligibility Rules: Professional Phase (Professional Year (PY) I – III)**

	PY I/ Senior Summer	PY I/ Senior Fall	PY I/ Senior Spring	PY II Fall	PY II Spring	PY III Summer	PY III Fall
<b>MINIMUM ELIGIBILITY Semester GPA</b>	<b>2.00</b>	<b>2.70</b>	<b>2.70</b>	<b>2.70</b>	<b>2.70</b>	<b>2.70</b>	<b>2.70</b>
Program Probation (Semester GPA <sup>a</sup> )	< 2.00	<2.70	<2.70	<2.70	<2.70	<2.70	<2.70
<sup>a</sup> The student is allowed 1 probationary period with a semester GPA below the minimum.							
Dismissal (Semester GPA) <sup>b</sup>	NA	< 2.70	< 2.70	< 2.70	< 2.70	< 2.70	< 2.70
<sup>b</sup> A student with a second semester GPA below the minimum is dismissed from the program.							

Notes: All GPAs are rounded to two digits to the right of the decimal point, for example, 2.667 rounds to 2.67 and 2.695 rounds to 2.70. GPA requirements apply to students on individual curriculum plans regardless of number of course credits taken. \*\*If a student is dismissed, appeals the dismissal and the appeal is granted, the student remains on probation for the remainder of the professional years.

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**Table 4: Program Academic Probation and Dismissal based on Semester GPA and Course Grade Requirements for the Professional Phase (Professional Year I – III)**

Grades of Required Professional Phase Courses	Semester GPA		
	Meeting GPA	1 <sup>st</sup> time not meeting GPA	2 <sup>nd</sup> time not meeting GPA
Meeting course grades: C or better, or S	Good Standing	Probation*	Dismissal**
Not meeting: One (1) course grade of C-, D, F or U	Probation*	Probation* (if same semester) Dismissal** (if different semesters)	Dismissal**
Not meeting: Two (2) or more course grades of a C-, D, F or U	Dismissal** (even if same semester)	Dismissal**	Dismissal**

Notes: \*If a student is placed on probation, they remain on probation for the remainder professional years. \*\*If a student is dismissed, appeals the dismissal and the appeal is granted, the student remains on probation for the remainder of the professional years. S=Satisfactory; U=Unsatisfactory

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## **Program in Physical Therapy Dismissal Appeal Committee Policies and Procedures**

**Guiding Principle:** The guiding principle of the Program in Physical Therapy Dismissal Appeal Committee is to consider the best interest of the student, Saint Louis University (SLU), the physical therapy profession, and the public-regarding student academic and professional behavior progression decisions.

### **Fundamental Activities to Achieve Guiding Principle:**

1. Provide due process for students in the Program in Physical Therapy.
2. Determine whether student dismissal appeals are granted or denied.
3. Consider pertinent information when making determination of granting or denying appeals of dismissal from the program.
4. Establish conditions for progression in the Program when a dismissal appeal is granted.
5. Monitor the compliance of a student meeting conditions of progression.

**Meetings:** The Dismissal Appeal Committee is convened, as needed, to consider student dismissal appeals, typically, at the end of each semester. At least one other meeting occurs per academic year to review committee specific policies and procedures. Additional meetings may be called by the Dismissal Appeals Committee Chairperson or by the Department Chairperson.

**Membership:** The Dismissal Appeal Committee is comprised of faculty members from the Department of Physical Therapy and Athletic Training appointed by the Department Chairperson. At least three voting members of the Dismissal Appeal Committee must be present at all meetings when a dismissal appeal is considered. At the discretion of the Dismissal Appeal Committee Chairperson, a designated staff member or a department faculty Dismissal Appeal Committee ex-officio or both, may be present at meetings considering a dismissal appeal to assist with the process and procedures but do not have voting privileges.

**Policy and Procedures Concerning Academic Eligibility:** Refer to so named policy in Saint Louis University Program in Physical Therapy Student Handbook.

**Policy and Procedures Concerning Professional Behavior:** Refer to so named policy in Saint Louis University Program in Physical Therapy Student Handbook.

**Academic or Professional Behavior Dismissal Appeal:** If a student is dismissed from the Program in Physical Therapy due to academic or professional behavior issues, or both, the student has the right to appeal the dismissal. If a student is simultaneously appealing a course grade, the course grade appeal must be resolved prior to the dismissal appeal being considered by the Dismissal Appeal Committee. However, the grade appeal does not have to be resolved prior to student notification of the dismissal. Refer to Course Grade Appeal Policy.

### **Dismissal Appeal Committee Procedures**

1. Identification of students who are ineligible to continue due to Program dismissal. The Assistant Program Director, Dismissal Appeal Committee Chairperson and designated Program administration staff meet to review the academic eligibility data and professional behavior eligibility for all students in the pre-professional and professional phases of the Program (as described in the Policy and Procedures Concerning Academic Eligibility document and the Policy and Procedures Concerning Professional Behavior document). The purpose of the meeting is to identify students who are subject to Program dismissal. The Program Director is then notified of all students who are ineligible to continue in the Program.

2. Student Notification of Program dismissal. Student notification of Program dismissal occurs in two steps:
  1. Initial notification. Identified students are contacted by the Assistant Program Director or Dismissal Committee Chairperson or both (depending on availability) either in person, by telephone, or University EAB messaging system.
  2. Dismissal letter notification. A follow-up e-mail is sent to the student, with an attached dismissal letter notifying the student of their dismissal from the Program, the right to appeal the dismissal, and the dismissal appeal process. The dismissal letter is signed by the Assistant Program Director and the Dismissal Appeal Committee Chairperson. The email communication and attached dismissal letter is copied to the Program Director, student's faculty mentor, student's academic advisor (if applicable), and the designated Doisy College of Health Sciences personnel. Dismissed undergraduate students of the Doisy College of Health Sciences, also are sent the "next steps" process document. The student is asked to acknowledge receipt of the dismissal letter notification by replying to the e-mail.

If known at the time of the initial e-mail notification, the student is provided with the list of Dismissal Appeal Committee members who will decide their case if they choose to appeal. The student may request substitution of one (1) Dismissal Appeal Committee member, including the Dismissal Appeal Committee Chairperson. Depending on availability of Dismissal Appeal Committee members, the request may not be honored.

3. Student dismissal appeal.
  - A dismissal appeal request must be made to the Dismissal Appeal Committee Chairperson within 48 hours following emailing of the dismissal letter.
  - Students requesting to appeal their dismissal must complete the Dismissal Appeal Form in advance of the Dismissal Appeal Committee meeting and confirm the form is received by the Dismissal Appeal Committee Chairperson. The deadline for receipt of the Dismissal Appeal Form is stated in the dismissal letter.
  - The date of the Dismissal Appeal Committee meeting is stated in the dismissal letter. If known at the time sent, the time of the meeting is also stated in the dismissal letter.
  - Program dismissal is upheld if the student fails to submit the Dismissal Appeal Form by the deadline stated in the dismissal letter.
4. Dismissal Appeals Committee Meeting.
  - If a Dismissal Appeal Committee member believes they cannot fairly review the evidence and render a decision, they should recuse themselves from the meeting.
  - The Dismissal Appeal Committee members review:
    - The student's Dismissal Appeal form
    - Pertinent information, which may include but is not limited to, the academic record, professional behavior record, and mentoring record
  - The Dismissal Appeal Committee meeting activities (e.g. review of information, discussion, vote) are confidential.
  - The student is requested to be available by phone during the scheduled meeting. Dismissal Appeal Committee members may query the student.
  - A maximum of two written character witness statements solicited and shared by the student are allowed.
  - The student or their representative may not attend the Dismissal Appeal Committee meeting.
  - Audio or video recordings of the meeting are not allowed.
  - Legal representation during the meeting is not allowed.

5. Decision.
  - The Dismissal Appeal Committee makes a majority decision to grant or deny the dismissal appeal.
  - When a dismissal appeal is granted, the Dismissal Appeal Committee establishes conditions the student must meet to progress in the Program.
  - The outcome of the meeting is recorded on the Dismissal Appeal Committee Summary Form which is kept in the student's file.
  - When the dismissal appeal request is denied and the student believes that stated policies and procedures were not followed, the student can file an academic grievance with the Doisy College of Health Sciences as stipulated in the College Academic Grievance Policy.
  
6. Student Notification of the Dismissal Appeal Decision. Student notification of the dismissal appeal decision occurs in two steps:
  1. Initial notification. The student is contacted by the Assistant Program Director or Dismissal Committee Chairperson or both (depending on availability) via telephone and is informed of the decision of the Dismissal Appeal Committee.
  2. Appeal decision letter notification. A follow-up e-mail with an attached dismissal appeal letter notifying the student of the dismissal appeal decision is sent to the student. The dismissal appeal letter is signed by the Assistant Program Director and the Dismissal Appeal Committee Chairperson. The dismissal appeal decision letter is copied to the Program Director, student's faculty mentor, student's academic advisor (if applicable), and the designated Doisy College of Health Sciences personnel.
  
7. Compliance with Conditions for Progression.
  - If the dismissal appeal request is granted, the conditions for progression and recommendations will be outlined in the appeal decision letter.
  - The student must meet the conditions stated in the appeal decision letter.
  - At the end of each semester, the Assistant Program Director or Dismissal Appeal Committee Chairperson or both assisted by a designated staff member will review the students who have had their appeal granted over the past year and assess whether the students have met the conditions of their appeal.
  - Failure to meet the conditions set in the decision letter will result in Program dismissal.
  
8. Faculty Notification.
  - The Dismissal Appeal Committee Chairperson reviews the decisions of the Dismissal Appeal Committee in a Program meeting closest to the Dismissal Appeal Committee meeting date.

**Last revised 08/2024**  
Last reviewed 08/2024



## **Confidentiality of Records**

Program in Physical Therapy student records are available for review by that student in accordance with federal law and University policy. The records are released to third parties (such as parents/guardians and spouses) only with the written consent of the student and a signed FERPA form on file in the Office of the Registrar as documented in Banner or through My SLU Share within Banner. Once signed, the FERPA release is active (unless otherwise revoked by the student) until the student graduates with the DPT degree. A student can change their FERPA release status by changing it in My SLU Share. Program in Physical Therapy faculty members and College/University officials will have access to student records as necessary for the performance of their duties. Additional information regarding student FERPA rights is available at <http://www.slu.edu/registrar/third-party-access/ferpa-and-saint-louis-university.php>.

All electronic student records specific to the Program in Physical Therapy are kept on a secure, password-protected server.

Students upload confidential information required for clinical education onto a web-based password-protected clinical education software.

Students requesting references which may disclose FERPA protected information are asked to complete the Recommendation/Evaluation Authorization and Waiver form (#26) available on the Registrar's [website](#)

Last reviewed 08/2024

## **National Physical Therapy Examination (NPTE) Preparation**

As the DPT Program in Physical Therapy is accredited by the CAPTE, students successfully completing the curriculum are eligible to take the National Physical Therapy Examination (NPTE). To assist students in preparation for this exam, a practice exam may be required of all students in the final year of the Program in Physical Therapy. The results of the exam can be used by students in early identification of areas for additional NPTE preparation.

The Program in Physical Therapy may offer a required NPTE preparation course through an external provider. The Program in Physical Therapy does not endorse such courses as a guarantee of a passing score on the NPTE.

Last reviewed 08/2024

## **Student Access to Laboratories Outside of Scheduled Class/Lab Time**

All students in the Program in Physical Therapy have card access to the Allied Health Building using their SLU-issued identification card. Card readers are located at each of the building entrances for building access.

Open Lab Policy

Room 1062 (Cavallo Lab) in the Allied Health Building is available to students in the professional phase for practice when classes or labs are not in session. The following rules apply to use of the open lab:

1. Use of the lab is strictly restricted to students in the Department of Physical Therapy and Athletic Training. The access code to the room should not be shared outside of the department.
2. The lab is available to Department of Physical Therapy and Athletic Training students for practice during times when classes or labs are not meeting in that lab.
3. For safety and security reasons, no student is permitted to work alone in the laboratory.
4. Students are welcome to bring their own exam kits into the lab; other than skeletal models in the room, no other departmental equipment should be used during unsupervised times.
5. Professional behavior is expected in the lab at all times.
6. Tables should be cleaned following use and the last people to leave should make sure that the lights are turned off and all doors closed. All tables must be left in proper position in the room.
7. Departmental safety guidelines in the PT & AT Student Handbooks and all course policies are to be followed at all times.
8. No food or drink with the exception of water in a closed container is allowed in the lab.
9. There will be occasions when the lab will not be available for practice as a result of set up for lab practical exams, competencies, or other room use. This will be communicated by signage on the lab door.
10. In order for students to access laboratories during business hours but outside of scheduled class/lab time, students must check with a department administrative staff member to see that there is not a lab in session.
  - Students may sign out a lab key from a Program in Physical Therapy administrative staff member or use the keypad for Lab 1062 as described below.
  - Once the student unlocks the lab, they must return the key to a Program in Physical Therapy administrative staff member.
  - Students must leave the lab as they found it. This includes cleaning equipment, returning chairs to their original location, and disposing of linens appropriately.

Last reviewed 08/2024

### **Leave of Absence Policy**

A student may request a leave of absence for personal, medical or academic reasons, for a period not to exceed the total of one academic year for the duration of the DPT curriculum. Leave of absence requests beyond a total of one academic year must be approved by the Program in Physical Therapy.

If the leave of absence involves leaving the Program in Physical Therapy for one to two semesters and remaining at Saint Louis University as a student not following the physical therapy curriculum outline, the student must complete a Program in Physical Therapy "Leave of Absence Request form." The form must be approved by the

student's faculty mentor, and the assistant Program Director of the Program in Physical Therapy. Copies of the approved Program in Physical Therapy Leave of Absence Request form will be sent to the student and the student's academic advisor and uploaded to the student's academic file.

If the leave of absence involves leaving Saint Louis University for one or two semesters, the student must complete both the Program in Physical Therapy "Leave of Absence Request form" and the Saint Louis University Request for Leave of Absence form. The student should see their academic advisor as well as the Program in Physical Therapy Program Coordinator to complete the appropriate paperwork.

The student must consult with financial aid services and SLU registrar. Please see the University Student Handbook for additional important information on policies, procedures, and forms.

Students taking a leave of absence from Saint Louis University should check with their academic advisor regarding permission to take courses at another college or university during the time of the leave of absence. The summer semester is not included in the leave of absence time. <https://catalog.slu.edu/academic-policies/academic-policies-procedures/leave-absence/>

The student must provide written notification of their intent to return to the Program in Physical Therapy at least 30 days prior to the anticipated date of reentry. If a student does not provide such written notification, they will be ineligible to continue in the Program in Physical Therapy

Last revised 08/2022  
Last reviewed 08/2024

## **Withdrawal Policy**

If it becomes necessary for a student to withdraw from the Program in Physical Therapy, it is important for the student to reach and notify all appropriate parties and follow appropriate procedures. This would include their academic advisor, faculty mentor, the Program Coordinator, and the Assistant Program Director.

Please see the University Student Handbook for additional important information on policies, procedures and forms.

In all instances of withdrawal from Saint Louis University, the Assistant Program Director should be notified in writing (email or letter).

Students who are withdrawn from the Program in Physical Therapy without a leave of absence are not eligible for reinstatement in the Program in Physical Therapy but could re-apply and would be treated as a new application, subject to the admission requirements in place at the time that they would want to return to the Program in Physical Therapy.

Last revised 08/2022  
Last reviewed 08/2024

## Professional Behavior

### Physical Therapy Core Values

The Physical Therapy Core Values are foundations for physical therapists' professional behavior and decision-making. Students self-evaluate and measure their development of professional behavior using the Physical Therapy Core Values and the Academic Professional Behavior Assessment (APBA) form. These concepts are presented in the Student and Professional Development courses and utilized in mentoring and professional formation meetings.

Last revised 08/2022  
Last reviewed 08/2024

### Attendance Policy

Students are expected to follow the University attendance policy, <https://catalog.slu.edu/academic-policies/academic-policies-procedures/attendance/>, and the attendance policies for each course as outlined in the course syllabi. Students on the intercollegiate Division I athletic teams are excused for travel and competitions, but missing class to attend a practice session is not an excused absence. Athletic Department confirmation of absences must be provided and discussed in advanced with the course coordinator. There are no excused absences for students involved in club sports. These students must discuss such circumstances with individual course coordinators.

Last updated 08/2024  
Last reviewed 08/2024

### Use of Electronic Devices

Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that interrupts either the instructor's ability to teach, or student learning, is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom. Students who engage in disruptive behaviors will be asked to leave the classroom. Follow these simple regulations to avoid the inappropriate use of technology in the classroom:

1. All cell phones must be turned off or set to vibration mode while in class unless otherwise directed by the course instructor.
2. If you are waiting for a critical health or family-related call, please inform the instructor prior to the start of class. Please sit in the last row of class in order to avoid disturbing your classmates.
3. Cell phone or other devices use is not permitted during class time unless approved by course instructor for course activities.
4. Laptop computers are to be used for note-taking or classroom activities as directed by the instructor. Non-course use of computers during class time may result in a professional behavior warning.

## Mass Communication

Mass Communication with students from or managed by the Program in Physical Therapy is generally for disseminating department and programmatic information to students. Any additional mass communication through the Program in Physical Therapy will be decided ad hoc by the Program in Physical Therapy administration.

Written 05/2024  
Last reviewed 08/2024

## Social Media

Electronic communication and networking through social media sites are now a recognized form of daily communication. The Program in Physical Therapy has expectations for responsible and ethical behavior with this form of communication. These guidelines are intended to protect the privacy and confidentiality of patients/clients, students, faculty and staff, clinical instructors and clinical sites. This policy is only intended for those internet activities that associate or identify a student with Saint Louis University and the Program in Physical Therapy, and/or use a sltu.edu e-mail address. For additional information concerning the Saint Louis University Social Media Guidelines, go to <https://www.slu.edu/marcom/guidelines-policies/social-media-guidelines/index.php>. The American Physical Therapy Association also has developed social media guidelines for students and physical therapists. These are available at <https://www.apta.org/social-media/succeeding-on-social-media>.

Program in Physical Therapy Social Media Guidelines:

1. You are responsible for anything you post. The content of your postings should always be respectful and free from offensive language or images.
2. Remember that social media content becomes searchable and can be shared. This content then leaves your control forever.
3. You must comply with HIPAA policies at all times; violation of such could not only result in legal action against you but could result in failure of a course or clinical experience. Absolutely no reference to patients, clinical sites, or clinical instructors is permitted, even if names are not given or you believe you have masked the identifying information.
4. Be aware that copyright protection laws are in place and posting without permission of copyrighted material is a form of plagiarism. You should always cite references and adhere to copyright laws.
5. Be aware that academic integrity policies apply to social media postings.

Violation of this policy may result in a professional behavior sanction, ranging from a professional behavior warning to program dismissal.

Last reviewed 08/2024

## **Dress Regulations**

Students are expected to follow dress regulation policies for each course as outlined in the course syllabi, and for clinical education experiences as indicated by the Director of Clinical Education (DCE). The student may be asked to leave the class, clinic, or lab if in violation of dress regulations; this absence will be considered an unexcused absence.

Last reviewed 08/2024

## **Use of Tobacco and Eating**

Saint Louis University is a tobacco-free campus.

Absolutely no food, drinks or water are allowed in the Doisy College of Health Sciences student computer lab. No food or drinks other than water are allowed in all physical therapy labs or the Allied Health Building auditorium (1043), but water in a spill-proof container is permissible.

Last reviewed 08/2024

## **Professional Behavior Policy**

Physical Therapy is a human service profession. One of its central tenets is the value of human dignity. This value is reflected in conduct that demonstrates sensitivity to the physical and psychological well-being of others and honesty in all endeavors. The Program in Physical Therapy endorses the philosophy and behaviors embodied in the Mission Statement of Saint Louis University, the Code of Ethics and Core Values of the American Physical Therapy Association. The Program expectations of the student's professional behaviors are based on these documents and the University, College, and Program policies and procedures.

No code of ethics or professional standards can address every possible scenario that may arise in the future. However, students are educated in acceptable professional behaviors and as such, are expected to conduct themselves in a manner that is consistent with the following minimal standards:

1. develop a knowledge of self,
2. demonstrate good judgment,
3. conduct themselves in an ethical manner including but not limited to:
  - a. maintenance of confidentiality,
  - b. honesty concerning personal, and medical information,
  - c. academic integrity,
4. commit to fulfilling professional responsibilities,
  - a. understand and execute student policies and procedures,
  - b. meet faculty and staff requests and expectations in a timely manner,
5. demonstrate respect for self and others including but not limited to:
  - a. provisions for the physical safety of others,
  - b. respect for the psychological welfare of others including respectful communication.

The Professional Behavior Policy applies to students in the pre-professional and professional phases of the curriculum. Professional behavior is expected when students are participating in all aspects of courses, (e.g., lecture, discussion, lab) and all clinical experiences.

### **Formative Assessment: Academic Professional Behavior Assessment (APBA)**

- I. At least one time each semester course coordinators will review student professional behavior using the categories listed on the APBA form (see Appendix A). Concerning behaviors are behaviors that are inconsistent with the University's mission and vision and include but are not limited to academic dishonesty, disrespectful behavior, repeated tardiness, or putting others at risk.
  1. If there is an identified professional behavior concern, the student will be notified, and a mandatory meeting will be requested with a faculty member designated to administer the Professional Behavior Policy. Additionally, the relevant faculty or staff member(s) will document behavior concerns on the

APBA form. The outcome of the meeting will include one of the following next steps:

- i. No follow-up action
  - ii. Professional Behavior warning #1
  - iii. Professional Behavior warning #2 = Professional Probation
  - iv. Professional Behavior warning #3 = Program Dismissal
2. Each time a student receives a Professional Warning the following actions will be taken, as appropriate:
- i. The student will be required to complete or revise a Professional Behavior Improvement Plan. The Plan must include self-reflection using the APBA form, see Appendix A, goals and identify strategies to meet these goals.
  - ii. The Warning and Professional Behavior Improvement Plan will be documented in the student record.
  - iii. The student's faculty mentor will be notified.
  - iv. If a professional behavior is reported and deemed to be egregious, the process for addressing egregious behavior is outlined below in section 2.
  - v. If the faculty member designated to administer the Professional Behavior Policy recuses themselves from a particular case, the Chair of the Student Affairs Committee will appoint another member of the Student Affairs Committee to work with the student.
  - vi. The Professional Behavior Policy does not preclude the faculty member, the Lab TA, or the faculty mentor from meeting with the student to discuss the observed professional behavior issue.
    - i. The student will continue on their plan, including meeting with faculty, until 100% of the student's goals identified in their plan are acceptably achieved, as assessed by faculty and student.
  - viii. The student must have utilized at least 2 identified strategies towards their goals and no further professional behavior concerns have been raised.
  - ix. If the student's goals identified in their plan are not achieved in the agreed upon time frame set by faculty and student, the student will be issued a second Professional Warning.
  - x. If a student receives a second Professional Warning the student will be placed on Professional Probation. The student will be notified of their probationary status.
  - xi. If a student receives a third Professional Warning, the student will be dismissed from the Program in Physical Therapy. The decision for dismissal will be conveyed in writing to student in a timely manner.

## II. Egregious Behaviors:

- A. The individual who experienced or witnessed the egregious behavior must report this behavior to a faculty member. The relevant individual, faculty



- member, and/or staff member(s) will document the behavior concern(s) on the APBA form. The student identified as having engaged in an egregious behavior will be required to complete self-reflection using the APBA form. A meeting will be required between student and representatives of the Student Affairs Committee (e.g. faculty members of the student affairs committee, Assistant Program Director, Faculty mentor, etc.) to obtain further information.
- B. If said representatives of Student Affairs Committee deem student behavior to be egregious through this process, the student will be subject to probation or dismissal from the Program.
  - C. Examples of egregious behaviors include but are not limited to the following:
    - 1. Endangering another individual
    - 2. Allegations of violations of academic integrity
    - 3. Fabrication/falsification of patient or research records
    - 4. Extreme disrespectful actions/words toward another individual

If a behavior is consistent with the reporting guidelines of Title IX policy, appropriate University process will be followed. See Student Handbook Title IX policy section.

If a behavior is consistent with the reporting guidelines of the Academic Integrity policy, appropriate University process will be followed. See Student Handbook Academic Integrity section.

#### Dismissal Appeal

The student has the right to appeal dismissal from the Program in Physical Therapy. See Student Handbook Dismissal Appeal section.

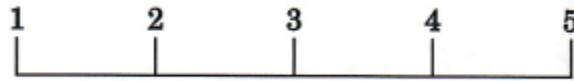
Last revised 08/2024  
Last reviewed 08/2024

## **Appendix A: Academic Professional Behavior Assessment (APBA) Form**

Physical Therapy faculty and clinicians nationally agree that development and assessment of professional behaviors should be an important part of the physical therapy curriculum. The purpose of this checklist is to effectively measure and provide feedback about behaviors that will influence an individual's ability to meet expected role requirements as a student and an entry-level professional physical therapist. The professional behaviors presented below are not meant as a portrayal of personality but as the necessary abilities required for professional clinical performance.

This assessment will be completed by instructors at the midterm and end of each semester and can be used to determine course grades that relate to professional behavior. Results from all course instructors will be combined and documented to serve as a tool to monitor student professional development over time. As necessary, students will receive advising regarding their professional behavior from a representative of the student affairs committee.

Students will be evaluated according to the following 5-point scale:



**Students are evaluated according to the following 5-point scale:**

- 1 - rarely demonstrates ability
- 2 - demonstrates occasionally, needs substantial improvement
- 3 - not entry-level, but making steady progress, requires minimal cues (responds to feedback, progressing)
- 4 - entry-level, demonstrates consistency
- 5 - exceeds entry level competency

It is expected that students will progress to a level of "3" or "4" by the beginning of their 1st Full-time Clinical Experience. If the student fails to meet acceptable professional levels indicated by more than 1 instructor per semester per year, please refer to the policy above.

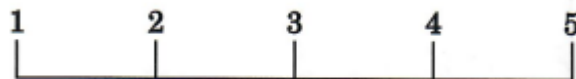
### **I. Professionalism**

In academic/clinical work the student ...

**Yes / No**

- Dresses appropriately and projects a professional image
- Abides by set policies and procedures
- Shows respectful verbal communication
- Shows respect for all
- Takes responsibility for actions
- Demonstrates dependability
- Is punctual
- Meets deadlines
- Acts ethically

**Overall Professionalism (type number here or mark on line below):**



**Comments:**

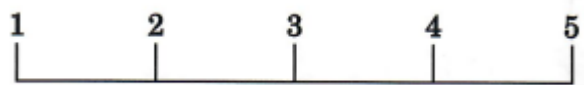
**II. Problem Solving**

In academic/clinical work the student ...

**Yes / No**

- Critiques their own skills
- Applies feedback
- Implements solutions
- Appropriately reconciles differences of opinion
- Deliberates the consequences of a solution
- Accepts designated workload without complaint
- Gives constructive feedback

**Overall Problem Solving (type number here or mark on line below):**



**Comments:**

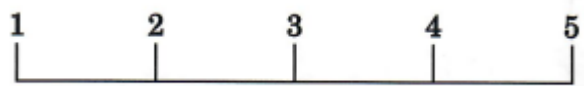
**III. Effective Use of Time and Resources**

In academic/clinical work the student ...

**Yes / No**

- Creatively uses resources
- Coordinates schedule effectively
- Budgets time effectively

**Overall Effective Use of Time and Resources (type number here or mark on line below):**



**Comments:**

**IV. Interpersonal Skills**

In academic/clinical work the student ...

**Yes / No**

- Demonstrates active listening
- Engages in tasks equally with others
- Initiates appropriate verbal communication
- Uses nonverbal communication that is consistent with the intended message
- Motivates others
- Presents information in a logical articulate manner
- Demonstrates a positive attitude towards learning

**Overall Interpersonal Skills (type number here or mark on line below):**

A horizontal line with five vertical tick marks labeled 1, 2, 3, 4, and 5 from left to right.

**Comments:**

**V. Working Relationships**

In academic/clinical work the student ...

**Yes / No**

- Receives feedback without defensiveness
- Demonstrates flexibility
- Shows effective collaboration to accomplish tasks
- Demonstrates the ability to work well with colleagues

**Overall Working Relationships (type number here or mark on line below):**

A horizontal line with five vertical tick marks labeled 1, 2, 3, 4, and 5 from left to right.

**Comments:**

Dorsey, LL, Kelly, PV, Luetkemeyer, PB, Lojovich, JM. Use of an Academic Professional Behavior Assessment and Intervention to Promote Professional Socialization. *Journal of Allied Health*, 47(3):210- 217a, 2018.

This tool also is loosely based on the following:

May, et al. Model for Ability-Based Assessment in Physical Therapy Education. *J PhysTherapy Ed*. 1995;9;3-6.

Jette, D., Portney, L. Construct Validation of a Model for Professional Behavior in Physical Therapy Students. *Phys Ther* 2003,1,3; 432-442.

University of Florida Dept. of Physical Therapy. Professional Abilities.

May WW, Kontney Land Inglarsh A. Professional Behaviors for the 21<sup>st</sup> Century 2009-2010. Unpublished work

## Student Responsibilities

### Receipt of Policies and Procedures

Each student must sign the “Receipt of Policies and Procedures” form at least once per academic year. This indicates the student’s knowledge of policy location and acknowledgement of his or her responsibility to read through the policies and procedures of the Program in Physical Therapy. The acknowledgement reads as follows:

- *I have attended an informational session or viewed an online recording regarding the Student Handbook of the Program in Physical Therapy. I understand the Student Handbook is available to view on the University website. I recognize it is my responsibility to be familiar with these policies and to review them every year. If questions or problems arise regarding these policies, I should contact my faculty mentor.*

Last reviewed 08/2024

### Physical Therapy Course Fees

Semester course fees may be assessed based on printing and/or other course materials needed. Course fees are assessed each semester through Student Financial Services and students are responsible for paying course fees as well as tuition and any other fees assessed by the University.

Last reviewed 08/2024

### Course and Instructor Evaluation

Faculty and students share the responsibility and accountability for the teaching and learning experiences at Saint Louis University. Therefore, students are given the opportunity to provide constructive anonymous evaluations of individual courses and faculty in the Program in Physical Therapy. This feedback is provided to the faculty member and the chair/program director for the Program in Physical Therapy purposes of faculty and course development and promotion/tenure decisions. Course and core faculty evaluations for all non-clinical education courses are completed for each course at the end of the semester in which the course is taught. Adjunct faculty evaluations are completed based on procedures determined by the Program in Physical Therapy. Students are encouraged to provide additional feedback as requested by the core faculty members.

Last reviewed 08/2024

## **Class Cancellation**

The Program in Physical Therapy follows the University class cancellation policy for all class and laboratory sessions. [Students can call \(314\) 977-SNOW \(977-7669\)](#) for up-to-date information on the status of classes during any emergency situation. In the event of an individual class cancellation, a good faith effort will be made to contact students via Saint Louis University e-mail.

The cancellation of clinical time due to an emergency situation (i.e. weather conditions, power outages) is at the discretion of the student's clinical instructor. Students must contact their clinical instructors to determine if the situation will alter the normal clinical schedule. For additional information, see the Clinical Education policies.

Last reviewed 08/2024

## **Transportation**

Students must take the University shuttle or provide their own transportation to the Doisy College of Health Sciences. Students must provide their own transportation to off-site labs, and to clinical experiences. Students should be aware of and follow the University's parking regulations. [See the University web page for regulations, University shuttle routes, and parking permit information.](#) Students are expected to plan their transportation to arrive to class, lab or clinical experiences on time.

If a student has a safety concern on campus the Department of Public Safety will provide a [ride](#). The phone number is 977-RIDE.

Last reviewed 08/2024

## **Address and Phone Updates**

It is the student's responsibility to update their phone numbers and addresses in Banner. It is important that students contact the University Registrar's office to change their cell phone number and current home address/phone number.

Last reviewed 08/2024

## **Student Activity Form**

Each student is responsible for their "Student Activity Form" which documents their involvement in extracurricular activities including service and clubs/organizations, leadership, employment, tutoring/teaching assistants, research activities, and awards/recognitions. Each student is responsible for updating their record each semester beginning in the freshman year. This document is used as a resource for faculty and students in scholarship applications, determination of awards/recognitions letters of recommendation, and resume preparation.

Last reviewed 08/2024

## **Employment**

While the faculty recognizes the importance of employment for the student's financial welfare, the student's primary responsibility is to their academic career. This responsibility includes a priority given to appropriate and timely class attendance and completion of course assignments. Employment responsibilities are to be considered secondary.

A student who is employed by a physical therapy department will not be assigned to that department for clinical experiences. Students may not display their Saint Louis University identification card or their SLU clinic name badge in clinical settings outside of their Clinical Education assignments.

Last reviewed 08/2024

## **Safety**

The Program in Physical Therapy is committed to the safety of the students. Safety is a collaborative effort by the faculty and students. Students must adhere to course policies regarding safety as well as the following issues as related to safety in the classroom and lab:

1. Students are required to report any equipment that are malfunctioning so that the instructor can tagged for repair.
2. Unsafe behavior both in and out of class/lab will not be tolerated. Students who demonstrate unsafe or disruptive behaviors may be asked to leave the class/lab and may be subject to a professional behavior sanction.
3. Students are required to dress in attire which does not interfere with academic activity. Students should refer to each course syllabus to determine the appropriate attire for a specific academic activity.
4. Appropriate safety measures are required during gait/balance activities.
5. Students are responsible for prompt reporting of any acute adverse health event (injury or illness) associated with a Program in Physical Therapy class or lab session to a course instructor or, in the event of an adverse health event during a clinical experience, to the director of clinical education. Depending on the nature of the event, an incident report may be necessitated. For access to this form, contact the assistant director of the Program in Physical Therapy or the director of clinical education (DCE). If this form is not available, students must download the Saint Louis University Incident Report from the current PT Clinical Education Canvas page.
6. It is the responsibility of the student to report relevant health information if it results in the student not being able to perform a lab activity. At the discretion of the faculty member, a written note from a physician may be required outlining activity



precautions and guidelines. Students should ask for consent from their class partners and be knowledgeable regarding contraindications and precautions for procedures. Student “patients” should be proactive in protecting themselves and others.

7. Students are asked to keep classroom/lab traffic areas free of personal belongings. Traffic areas also should be clear of unnecessary equipment, supplies, electrical cords, water spills, and so on. Students are expected to clean up their area after a procedure is completed.
8. Students will be instructed on the proper storage of lotions, gels, adhesives, and other topical agents to minimize contamination, drying or premature aging of the substance. It is the responsibility of the student to notify the course instructor and the Office of Disability Services of allergies or reactions to these products.
9. To provide an optimal learning environment which is safe, clean, and comfortable, students are expected to participate in routine lab cleaning procedures following the completion of each lab. Procedures are posted in each of the labs and performed by students at the completion of each lab. Cleaning materials are stored in the lab with labels. Material Safety Data Sheets for hazardous chemicals are available in each lab.
10. “Universal Precautions” is an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for blood-borne pathogens. Gloves and masks are available for use to clean up any bodily fluids that may contaminate equipment or supplies.
11. Failure to comply with proper safety procedure may result in a professional behavior sanction.
12. Course coordinators may implement other safety precautions.

Last revised 08/2024

## **CPR and First Aid Certification**

In order to meet the requirements for clinical sites, CPR certifications must be completed by the end of the fall semester, professional year I. It is the student’s responsibility to maintain CPR certification throughout the Professional Phase of the Program in Physical Therapy. Students are strongly encouraged to secure certification through the American Heart Association (AHA) but will accept certification from other sources such as the American Red Cross. If a clinical site does require CPR certification through AHA, it will be the responsibility of the student to secure this certification if not already certified. Special circumstances may require annual certification due to individual clinical site requirements. The CPR course must include the review and in-person performance of skills for infants, children, and adults. Courses completed entirely on-line are not acceptable. It is the student’s responsibility to complete, pay for, and upload documentation of their certifications to the clinical

education database. Students with expired CPR will not be allowed to enter the clinic or continue on a clinical placement. First Aid Certification is recommended, but not required unless specified by a clinical site.

Last revised 08/2024

## **Physical Examination**

In order to meet the requirements for clinical sites, proof of a current physical examination must be submitted by the end of the fall semester, professional year I. The packet includes a physical examination, record of immunizations required by Saint Louis University and recommended for health care professionals, and either a single test for tuberculosis (TB). Students may be required to obtain titer results to confirm immunization based on specific site requirements. It is the student's responsibility to arrange an appointment with their physician and upload a completed Student Health Record to the clinical education database. In subsequent semesters, the medical information required may vary depending on the requirements of a student's clinical sites. All students are required to complete at least an annual test for tuberculosis (TB) through either a tuberculin skin test or QuantiFERON Gold TB test by the end of the fall semester, professional year I. In subsequent years, students must obtain an annual test for TB during the professional phase of the Program in Physical Therapy. Students with positive tuberculin skin test or QuantiFERON Gold TB test results will be required to complete an annual system review with the Student Health nurse at SLU. Each student is responsible to review the requirements of each clinical location they are assigned and meet any additional requirements of the facility. Failure to complete all physical examination requirements of the Program in Physical Therapy and clinical sites may result in the inability of the student to successfully progress in the Program in Physical Therapy.

Last revised 08/2024

## **Criminal Background Check and Drug Screening**

A mandatory Criminal Background Check must be completed for each student during the fall semester, Senior/Professional Year I. The Director of Clinical Education will provide directions on the process to complete the Criminal Background Check. The student is responsible for the cost of the Criminal Background Check. The Criminal Background Check must be completed prior to the start of the first clinical experience. Additional Criminal Background Checks may be required later in the Program in Physical Therapy depending on the requirements of clinical sites.

***Adverse findings on a Criminal Background Check may limit or prohibit a student from participating in clinical experiences depending on the offense and clinical site requirements. Inability to participate in clinical experiences due to adverse findings on the Criminal Background Check will result in the inability of the student to successfully progress in the Program in Physical Therapy.***

Drug screening may be required prior to the start of a clinical experience depending on the individual requirements of clinical sites. Students assigned to a clinical site which

requires the verification of a negative drug screen prior to the start of a clinical experience must complete this based on directions from the Director of Clinical Education. Students are responsible for the cost of the drug screen.

Last reviewed 08/2024

## **Health Insurance**

Saint Louis University requires all full-time undergraduate, graduate, and professional students, including medical students, to have basic health insurance. Information on university health plan enrollment and waivers is at: <https://www.slu.edu/life-at-slu/student-health/university-health-plan/pdfs/24-25-aetna-waive-enroll-guide.pdf> Students must upload a copy of the front and back of the health insurance card to the clinical education database. Please see the clinical education handbook for complete details.

Last reviewed 08/2024

## **Malpractice Insurance**

Students are covered by Saint Louis University malpractice insurance for all forms of clinical practice. All students must complete acknowledgement of the scope of practice guidelines as well as training on the Critical Incident Form.

Last reviewed 08/2024

## **HIPAA and OSHA Bloodborne Pathogens policy**

All students in the professional phase of the Program in Physical Therapy will complete Health Information Portability and Accountability Act (HIPAA) and Occupational Safety and Health Administration (OSHA) training annually beginning with professional year I. This will be coordinated by the department administrative person assigned to clinical education. Students are expected to follow HIPAA and OSHA guidelines during all patient/client encounters.

Last reviewed 8/2024

## **Policy for Use of Information Other Than Protected Health Information Obtained from Clinical Sites**

Information obtained by students or faculty from external sources is a matter of academic integrity. Examples of this type of information would include, but are not limited to, home exercise programs, rehabilitation protocols, instructions for equipment use, and administrative policies and procedures. Sources of information used should be cited on the document and/or in any formal presentation.

Last reviewed 08/2024

## **Student Locker Use Policy**

The Doisy College of Health Sciences provides a limited number of lockers for student use during the day. Students put their own lock on the locker during use. The lock and items must be removed at the end of each day. Students found not in compliance with this policy may find their locks cut and items removed.

Last reviewed 08/2024

## **Pledge of Integrity**

Each year, students will be asked to sign a Pledge of Integrity that states the following:

### ***What do the faculty expect of you in terms of integrity?***

- 1. You are honest and fair in all academic and clinical aspects of our programs.*
- 2. You have high expectations of each other and do not permit others to engage in actions that are breaches of integrity.*
- 3. You understand from faculty what is and is not allowed on a test or assignment and you follow those instructions.*
- 4. You clarify with faculty if you do not understand what is or is not allowed on a test or assignment.*
- 5. You will use technology and social media in appropriate and educational ways in the classroom and clinic as allowed by the faculty member/clinical instructor.*
- 6. You are a champion for life integrity.*

### ***What can you expect of the faculty in terms of integrity?***

- 1. Faculty will be honest and fair in all academic and clinical aspects of our programs.*
- 2. Faculty will be clear in expectations on tests and assignments.*
- 3. Faculty will expect students to be aware of and responsible for compliance with academic integrity policies.*
- 4. Faculty will make good faith efforts to minimize the opportunities for students to be dishonest on tests and assignments.*
- 5. Faculty will use technology and social media in appropriate and educational ways in the classroom and clinic.*
- 6. Faculty will be champions for life integrity.*

*I commit myself to honoring and promoting integrity in all of my academic and clinical efforts while in the professional PT and AT programs at Saint Louis University; I will abide by the Doisy College of Health Sciences Academic and Professional Integrity Policy and I understand that the breach of this policy will result in programs sanctions including program dismissal.*

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## Student Confidentiality Agreement

Each year, students will be asked to sign a Student Confidentiality Agreement form that states the following:

- *I have been asked by the Program in Physical Therapy at Saint Louis University to abide by the American Physical Therapy Association Profession Core Values for the Physical Therapist. Embedded in these core values is the obligation to maintain the confidentiality of all information. I understand that the Program in Physical Therapy reminds its students of their confidentiality obligation on a periodic basis to help ensure compliance.*
- *I agree to maintain confidentiality of all information, data, and the like in electronic, paper, or verbal form that is considered by the Program in Physical Therapy to be private and confidential. Such information includes, but is not limited to, information contained within the individual file folders located in the locked file cabinet of the Department's reception area, test/quiz scores, laboratory practical results, health information, criminal background checks, and transcripts. I agree not to reveal, disclose, or otherwise allow any other person(s) to gain access, directly or indirectly, to confidential information.*
- *I understand that I will be subject to disciplinary action if I violate this Confidentiality Agreement. Disciplinary action may include dismissal from the Program in Physical Therapy. By my confirmation below, I commit to maintaining confidentiality.*

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