Program Handbook
2018-2019

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Doctor of Physical Therapy Program Background

Mission
In accordance with the mission of the University of Dayton and the School of Education and Health Sciences, the fundamental purpose of the Program in Physical Therapy is to provide high quality physical therapist education in the context of the Catholic faith. The physical therapist professional education program at the University of Dayton graduates knowledgeable, service-oriented, self-assured, adaptable, reflective, practitioners who by virtue of critical and integrative thinking, lifelong learning, and ethical values, render independent judgments concerning patient/client needs that are supported by evidence; promote the health of the client; and enhance the professional, contextual, and collaborative foundations for practice. The program faculty and graduates contributes to society and the profession through practice, teaching, service, leadership and administration, and the discovery and application of new knowledge about physical therapy. The program offers an education with structured and varied experiences of sufficient excellence and breadth that allows for the acquisition and application of essential knowledge, skills, and behaviors that can be applied to the practice of physical therapy. (Adapted “A Normative Model of Physical Therapist Professional Education, 2004”)

Program Goals and Expected Outcomes
The mission of the UD DPT program as well as the history and foundation from the AU MPT program, including the activities of the program, core faculty, and students, has been considered in developing the current program goals and expected outcomes. The goals and objectives are congruent with the mission of the University of Dayton and the SEHS, The UD mission is characterized by the motif “Learn, Lead, and Serve.” Specifically, excellence in the quality of care, equality of care, promotion of the profession, life-long learning and living a balanced life of service are all reflected in the challenges that are issued to students and faculty through the UD mission. The current DPT faculty and administration believe that both the university’s mission and that of the DPT program, along with its professional goals and objectives, are compatible with the vision of the physical therapy profession.

Program Goals: The University of Dayton Physical Therapist Education program will provide an education to prepare the graduate to provide effective, ethical physical therapy services to all clients, and communities, and areas of need. Program goals and outcomes are as follows:

I. The UD DPT program goals related to Teaching and Learning are:
a. The program will provide an education that promotes for effective, evidence-based, ethical physical therapy service to all clients, communities, and areas of need.
b. The program will provide an education and opportunities that fosters the development of essential professional and ethical behaviors.

c. The program faculty will maintain current clinical/content expertise through active clinical involvement and/or professional development activities.

These goals are measured by the following outcomes:
1. The graduation rate will be equal to or higher than the national average.
2. The pass rate on the NPTE will be equal to or higher than the national average.
3. The employment rate will be equal to or higher than the national average.
4. Fifty percent or greater of graduates (with greater than one year post-graduation) will become clinical instructors.
5. Seventy five percent or greater of the core faculty will hold a terminal degree (PhD or equivalent).
6. Sixty percent or greater of the eligible core faculty will be board-certified specialists.
7. Greater than 10% of graduates will be involved in teaching within the physical therapy profession as indicated in the 3 Year Graduate Survey.
8. Eighty percent or greater of responses to teaching and learning related questions on the UD DPT Graduate Surveys will be scored 4 or 5 (on a 1-5 scale).

II. The UD DPT program goals related to professional Leadership and Advocacy are:

a. The program will encourage faculty and students to assume leadership roles within the profession and the community.

b. The program will encourage and provide opportunities for faculty and students to advocate for positive change for the profession of physical therapy.

These goals are measured by the following outcomes:
1. One hundred percent of eligible faculty and students will be members of the APTA.
2. Eighty percent or greater of faculty will be members of other professional organizations as documented on their CV.
3. Thirty five percent or greater of program graduates will be members of the APTA as indicated in the UD DPT 3 year graduate survey.
4. Ten percent or greater of program graduates or faculty will hold leadership positions in the Physical Therapy profession as indicated in the UD DPT graduate surveys.
5. Ten percent or greater of program graduates will hold employment positions that involve supervisory duties as indicated in the 3-year UD DPT graduate surveys.
6. Eighty percent or greater of responses to leadership and advocacy
related questions on the UD DPT Graduate Survey will be scored 4 or 5 (on a 1-5 scale).

III. The UD DPT Program Goals related to Scholarship are:
   a. The program faculty and students will be committed to lifelong learning.
   b. The program faculty and students will demonstrate critical analysis and reflective thinking.
   c. The program will contribute to the advancement of knowledge through scholarship.

These goals are measured by the following outcomes:
1. Program faculty will average one peer reviewed publication annually.
2. Program faculty will average one peer reviewed presentation annually.
3. The collective core faculty will disseminate at least 9 scholarly products as described in the Characteristics of Scholarship document outlined by CAPTE.
4. One hundred percent of student will complete a graduate research project under the mentorship of program faculty.
5. One hundred percent of students will present research at a professional meeting.
6. Eighty percent or greater of responses to scholarship related questions on the UD DPT Graduate Survey will be scored 4 or 5 (on a 1-5 scale).

IV. The UD DPT Program Goals related to Service are:
   a. The program faculty and students will demonstrate a commitment to the community through service.
   b. The program faculty and students will demonstrate integration of the Marianist charisms in the practice of physical therapy.

These goals are measured by the following outcomes:
1. One hundred percent of students will demonstrate evidence of participation in at least eight hours of community service each year as documented by the UD DPT office.
2. The program faculty will demonstrate evidence of at least 25% of their faculty workload in university and community service during their annual review.
3. The program will offer at least one Chapel service per month as documented by the UD DPT office.
4. Eighty percent or greater of responses to service related questions on the UD DPT Graduate Survey will be scored 4 or 5 (on a 1-5 scale).
Background Information

The University of Dayton

- One of the nation’s ten largest Catholic universities and Ohio’s largest private university.
- A university founded in 1850 by the Society of Mary (Marianists), a Roman Catholic teaching order of priests and brothers.
- A residential learning community with more than 70 academic programs in arts and sciences, business administration, education and allied professions, engineering and law.
- A diverse community committed to educating the whole person and to linking learning and scholarship with leadership and service.
- A vibrant living-learning environment, where modern campus housing blurs the line between living and learning.

The Department

The University of Dayton Doctor of Physical Therapy Program is a part of the Department of Physical Therapy which is administered under the university’s School of Education and Health Sciences (SEHS).

The Doctor of Physical Therapy Program

In 1994, Andrews University joined together with the Greater Dayton Area Hospital Association (GDAHA) in a cooperative effort to bring physical therapist education to Southwest Ohio. The charter class, which consisted of 38 Master of Physical Therapy (MPT) students, graduated in October 1996. Since then, over 350 students have completed the course of study and graduated with the MPT degree. In late 2003, Andrews University made a decision to consolidate its physical therapist education to the main campus; therefore, the Class of 2005 was the tenth, and final, class accepted into the MPT program. Throughout 2005, discussions took place between Andrews University, GDAHA, and the University of Dayton regarding a transfer of the physical therapist program to the University of Dayton campus. With this transfer, the degree offering was upgraded to a Doctor of Physical Therapy.

Accreditation

The University of Dayton has been accredited by the North Central Association of Colleges and Schools since 1928; the School of Education and Health Sciences have also been accredited by the National Council for Accreditation of Teacher Education since 1955. The DPT Program is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) and the Ohio Board of Regents.
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<td>Ph.D. Loma Linda University</td>
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**Associated and Adjunct Faculty**
Two significant groups of faculty support the efforts of the full-time faculty. There are over 40 associated and adjunct faculty members from the medical and allied health professions, including physical therapy, who come on-site to serve as PBL tutors, lab instructors, and lecturers. The clinical faculty is comprised of Center Coordinators of Clinical Education (CCCEs) and Clinical Instructors (CIs) at the various clinical facilities where UD has contracted to send our students during their 38 weeks of full-time clinical practice.

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Section 1: Grading Processes

1.1 Grading System
The program’s grading system registers the level of the student knowledge and competency; it is not intended to generate competition between the individual students.

Letter Grades
Letter Grades are used for lecture, laboratory, and tutorial courses.

CR/NC Grades
CR/NC (credit/no credit) grades are used for clinical experiences. Credit/no credit grades do not contribute to the calculated grade point average.

Deferred Grades
University of Dayton issues grades on a semester system; however, due to the modular curriculum organization of the DPT Program, some modules do not end precisely on the University’s semester calendar. In such cases, DGs (deferred grades) are submitted to the registrar’s office until the courses are completed. At the completion of such modules, course grades are submitted and the DGs are replaced with letter grades.

Incompletes
Incompletes may be issued by an instructor if emergency extenuating circumstances warrant this; however, it should be noted that incompletes are rare and not issued in situations where students do not have sufficient time to make up the incomplete prior to advancement to the next module or clinical assignment.

Withdrawals
Withdrawals are handled on an individual basis. Policies governing withdrawals are stated in the University of Dayton Student Handbook. Drop/Add dates for each semester are listed on the academic calendar, which is available through the Office of the Registrar.

1.2 Grade Issuance
Each student is responsible for monitoring their own performance during individual courses, clinical rotations, and cumulatively for the program. They can expect timely posting or reporting on all methods of student evaluation. For individual course assignments, quizzes, and exams, timely reporting or posting is deemed to be within one week of the evaluation date. Delays or exceptions are to be communicated to the students by the individual course instructor. Completed course grades are reported on the University’s semester calendar. Student evaluation with respect to professional attitudes and behaviors is an ongoing process which typically will be reported on a modular or semester basis. If the faculty deems the issue warrants immediate attention, the student will be contacted by the course instructor, program advisor or department chair.
Posting Scores
Student project, quiz, or exam scores may be posted on Isidore or sent via email.

Course Grades
Course grades are determined by respective instructors in consultation with the Physical Therapy Faculty Council for all courses except DPT 951-954 (Clinical Rotation I-IV). Clinical Rotation grades are determined by the ACCE in consultation with the clinical instructor or in consultation with the Physical Therapy Faculty Council, as needed. Explanation of the grading process for each course is detailed in the respective course outline. The Registrar will arrange for grades to be distributed confidentially. Grades cannot be disclosed over the telephone. Faculty members may release final course grades prior to their release by the Registrar.

Grade Problems
Only the instructors are allowed to discuss grades with the student(s). Please do not contact the physical therapy program office to inquire about individual class grades. Any grades given to the student by means other than the official university grade sheet are considered unofficial and are not binding. Grade issues not resolved by the respective instructor must be taken to the Physical Therapy Faculty Council. The program administrative assistant will add you to the Physical Therapy Faculty Council meeting agenda upon request.

1.3 Grade Requirements for Advancement

Module Advancement
All coursework (lectures and laboratories) scheduled within each academic module must be successfully passed before advancing to the sequential academic module. Successful completion at the graduate level is defined as a minimum grade of “C” (2.0) in each course.

Clinical Advancement
Each clinical rotation must be successfully completed (passed) before the successive clinical rotation. Successful completion is defined as a “CR” grade for each individual clinical rotation. (See section 6.2).

1.4 Grade Minimums

Course Grades
The DPT courses require at least a "C" (2.0) grade. Anything below a “C” (2.0) is not considered a passing grade.

Clinical Grades
Clinical rotations are graded with Credit/No Credit (CR/NC) grades and must be passed with an "CR” grade. Further information regarding clinical grades can be found in the Clinical Education Handbook.
Core Module GPA
Any student failing to achieve the minimum 2.0 cumulative GPA for Core Module I will be dismissed from the program. The student may petition the Physical Therapy Faculty Council for permission to start over the following year.

Cumulative GPA
A cumulative overall GPA of "B" (3.0) is required by the University in all graduate work. The student is given only one semester to return his or her cumulative grade point average to 3.0 or above.

1.5 Academic Disqualification
Students may be disqualified for any of the following reasons:
- Failure to achieve a minimum of 2.0 GPA for Core Module I
- Failure to return the cumulative GPA to 3.0 within one semester
- A single course grade below “C”
- More than 16 credits below “B-“ (this includes “NC”)
- A no credit “NC” grade for clinical rotation
- Cheating or plagiarism

1.6 Student Counseling Services
In keeping with the University’s dedication to educating the whole person, the Counseling Center is designed to assist students in self-development. Graduate and law students may find a time when they need an "objective third party" with whom to express their feelings and thoughts about personal situations. Difficulties with decision-making, interpersonal relationships, loneliness, family-marital issues, career choice, and insomnia are some concerns that postgraduate students may encounter. The center provides an atmosphere in which these, or any other issues, can be discussed freely and openly. Students decide to what extent they want to divulge personal information. Strict professional confidentiality is maintained at all times. No information regarding conversations leaves the center without the student’s permission except in the case of life-threatening situations.

All undergraduates, graduate assistants, and law students pay an initial student fee to cover the cost of these services; however, graduate students are not initially charged a fee for these services. As a result, if a graduate student chooses to use the center and its facilities, a fee for each individual session and/or a fee for each group session will be charged. This fee is payable at the time of services or can be charged to the individual’s student account, which is paid through the Bursar. Full-time students can be seen on a non-time-limited basis. Making an appointment is customary and can be scheduled over the phone; however, should an emergency arise, no appointment is necessary and students will be seen as soon as possible. For more information or to schedule an appointment, please contact the Counseling Center at 937-229-3141 or visit: https://udayton.edu/studev/health_wellness/counselingcenter/index.php
1.7 Learning Teaching Center
The work of the LTC is focused on improving the learning skills of students, faculty, and staff. As a major part of the Learning Village, the LTC shares a mission of initiating, enabling, and sustaining innovations that enhance academic excellence at UD. The LTC provides the following services:

- Disability Services
- The Write Place (staffed by an exceptionally talented pool of undergraduate tutors from a variety of disciplines, the Write Place can assist UD students with a wide array of writing assignments)
- Disability Testing Services (ADD, Psychiatric Disorders, Specific Learning Disabilities, Systemic/Chronic Health Conditions)
- Drop-In Tutoring
- Ryan Harris Adaptive Learning Lab & Assistive Technology (state-of-the-art technology and technical training for students with disabilities)
- Computer Initiative
- Computer Training
- Computer Ethics

To learn more about the services offered by the LTC to students, please visit:
http://ltc.udayton.edu/

1.8 Exceptions, Remediation, and Readmission

Exceptions to Grading Policies
Exceptions are made only by the department chair and/or the Physical Therapy Faculty Council. Some decisions will require an action by a higher council or administrative approval.

Remediation
Remediation plans may be possible in some circumstances. It is not, however, automatic. It must be approved by the Physical Therapy Faculty Council after recommendation from the respective instructor and the student's academic advisor. In the meantime, it may be necessary for the student to be formally dropped from the program. This will occur if the coursework in question needs to be repeated the following year. Repeated/remedial work must meet the grade level which has been established by the Physical Therapy Faculty Council. Being out for a year may, among other things, require that the student repeat his or her most recent clinical rotation. The Physical Therapy Faculty Council may request that the student undergo testing and remedial/refresher work in clinical or other related courses to upgrade professional and/or clinical knowledge and skills prior to repeating or making up any clinical assignments.

Readmission
Readmission to the program after the remediation process requires the approval of the Physical Therapy Faculty Council. Any student who is not enrolled in the program for four or more semesters or who drops out of the program twice will be required to reapply through the
standard application process. The student is responsible for any admission fees associated with the application process. The application will be considered by the Admissions Committee along with any and all other applicants who may be applying at that time.

Repeat Courses
As part of remediation or readmission, a student may be required to repeat a course. Courses that are repeated to improve a student’s GPA must be those that were below the “B” (3.0) grade level. Repeat grades will be averaged with original grades when establishing cumulative GPA.

1.9 Waivers
Due to the nature of the DPT Program and the integrated, problem-based learning curriculum, waivers are normally not considered for required coursework in this program.

1.10 Grading Policies
Examinations
Students are required to pass all written exams at with a minimum score of 75% prior to receiving a grade for the course. Students failing to achieve this level of proficiency may receive an incomplete grade (I) for the course and will be required to complete remediation work. The application of this policy will be left to the discretion of each individual instructor for his or her courses. The final examination may be listed in the respective course outline; otherwise, final examination times can be located on the semester/module class schedule. Students are not to request the instructor to change the previously scheduled examination time. Exceptions for taking the final examination(s) are made only by the Chair of the Department of Physical Therapy. Travel arrangements made prior to the issuance of the printed examination schedule for any given semester are made at the student's own risk and will not be considered as a reason for requesting an alternate final examination date/time. Exams may be scheduled up until 1:00 p.m. on the last day of finals week (as designated in the University of Dayton academic calendar). Unless printed in the course outline or module schedule, examination times are unofficial. Please keep these things in mind when making travel arrangements.

Assignment Deadlines
Assignments turned in or completed late will not be accepted. The deadlines for assignments as given by course instructors are absolute deadlines; students should plan for the unexpected. An illness right before the deadline does not constitute a valid excuse for incomplete work. If a student discovers a conflict with a due date, it is the student’s responsibility to contact the instructor to try to resolve the conflict. This should be done as soon as possible once an assignment has been given.
Clinical Skills
One or more clinical skills exams will be administered during each didactic module. Students receive evaluation criteria for each skill during labs prior to the exam. Points are deducted for failure to satisfactorily apply each criterion. Additionally, points are deducted when cuing is required from the instructor. These exams must be passed with an 80% minimum score. A student failing to achieve this score will be informed within 24 hours. Areas of remediation will be identified and a retake exam will be scheduled. Upon successful completion of the retake exam, the student will be given a passing grade of 80%. Additionally, if a student makes an error on the exam that could be deemed as potentially harmful to a patient, the examiners have the right to immediately terminate the exam. The student would be notified of this error and would then be scheduled for a retake.

Clinical Performance
See Student Clinical Education Handbook.

Academic Integrity
In harmony with its mission statement, the University of Dayton expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters. (Please see the University Bulletin regarding more specific information and procedures for petitioning). Academic dishonesty includes (but is not limited to) the following acts:

- Falsification of official documents.
- Plagiarism: copying published work, and/or failing to give credit properly to other authors and creators.
- Misuse of copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University).
- Using media from any source or medium, including the Internet (e.g., print, visual, images, and music) with the intent to mislead, deceive, or defraud.
- Presenting another’s work as one’s own (e.g., homework assignments).
- Using materials during a quiz or examination other than those specifically allowed by the teacher or program.
- Stealing, accepting, or studying from stolen quizzes or examination materials.
- Copying from another student during a regular or take-home test or quiz.
- Assisting another in acts of academic dishonesty (e.g., falsifying attendance records or providing unauthorized course materials).

Grading Scale
This is the general program grading scale. However, individual faculty members have the option to modify this grading scale downward for their courses. Course outlines contain the actual grading scale that will be utilized for each course.
1.11 Requirements for Graduation

Cumulative GPA
A cumulative GPA of at least 3.0 or better. Each student must successfully complete all required DPT courses as outlined on the three-year curriculum summary in Appendix VII.

Research Projects
Students must have satisfactorily completed their Research Projects by the dates assigned. Graduation will be delayed if the student does not have his or her Research Project completed by the deadline.

Program Comprehensive Exam
Students must satisfactorily complete the program comprehensive exam held during the finals of Advanced Therapy Module I. (See section 6.3).

Clinical Experience
It is the student's responsibility to see that all clinical rotations are completed on time and evaluation forms are returned to the Academic Coordinator of Clinical Education (ACCE) within the deadlines as provided by the ACCE. The student's graduation will be delayed if the clinical rotation is extended beyond the graduation date or if the required evaluation forms are not received by the deadline.

Fundraising Events
Each class establishes their own account with the University of Dayton bursar. Students will participate in various fundraisers to raise money for their class. The money is utilized for their graduation banquet or student continuing education.

Service Commitment
Service commitment is part of the mission of the University of Dayton. Community service is also part of the physical therapy program's mission and a core value of the profession. Therefore, each student is expected to demonstrate and document his or her service hours while enrolled in the DPT Program, utilizing the following guidelines:
• Each student is required to have a minimum of 12 hours of community service per year. At least one activity needs to be external to the department (in the community) such as in soup kitchens, nursing homes, community-based events, etc.

• Hours do not rollover from one year to another.

• This service outreach can be provided for anyone or organization for which you do not receive payment, including working with activities at the university.

  Examples:
  • Volunteer activities with your church
  • Working at a community event (i.e., MS Walk, Relay for Life)
  • Volunteering for the OPTA
  • Helping with Christmas on Campus
  • Serving as Subject for Research Project

  Local agencies you might want to contact:
  • Miami Valley Hospital
  • Good Samaritan Hospital
  • Catholic Social Services
  • Habitat for Humanity
  • Dayton Children’s
  • Good Neighbor House

• Service hours no longer need to be pre-approved. If you have any questions as to whether your activity will count toward service hours, please contact Dr. Donahoe-Fillmore.

• The faculty reserves the right to deny service hours if the activity completed (i.e., washing mom's car, weeding sister's garden, etc.) did not reflect what we consider to be community service.

• Community service forms may not be signed by family.

• Community service forms are to be verified and turned in during the semester the service is rendered. Forms are due Friday of finals week by 5:00 PM. If a student fails to turn in the necessary documentation prior to the end of the semester, he or she will not be given credit for those hours.

• Penalty: For each hour that a student fails to complete and properly document within an academic year, he or she will be required to perform one additional hour. For example, if a student has three outstanding hours at the end of an academic year, he or she will be required to complete six hours within a time frame to be determined by the Physical Therapy Faculty Council.
• All service commitments must be completed prior to leaving for the final clinical rotation.

A Community Service Award will be given at the end of the 3rd year to the student who has exceeeded in providing exceptional service. If you would like to be considered, please turn in all of your hours to Vicki.

Faculty, staff, and students are encouraged to work together to keep each other informed of service opportunities. Avoid waiting until the last minute to fulfill this program requirement—you’ll save yourself and the staff a lot of frustration.

**GRE Testing Scores**

Students must have a GRE score on record at the university unless otherwise discussed.

**Composite Photograph**

Students must have their photograph taken for the class composite picture. The appointments for the setting are arranged by the office coordinator and paid for by the Doctor of Physical Therapy Program. If desired, students may order and pay for individual packages. Retakes or special scheduling to meet individual needs will be at the student’s expense.

**1.12 Licensure**

Students will need to obtain the appropriate forms for the state board for which they would like to apply. Forms which require any of the following criteria must be submitted at least one month prior to the date needed:

- University seal or official signatures
- All forms pertaining to physical therapy state licensure
- Verification of specialty content areas (i.e., blood borne pathogens)
- Graduation verification

Requests for official transcripts can be made online. Please refer porches.udayton.edu and click into the Flyers Student Services tab on the left and click into the Request Official Transcript tab or click on the log in direct link below.

https://appprod.udayton.edu:9000/prod/rtscrd.p_crdcall_trn

While the program staff will work with students to facilitate application for licensure, the process is ultimately the student’s responsibility.

Information is available online through the Federation of State Boards. Students may access this information by visiting: www.fsbpt.org/. The information contained on this website is very extensive. A Candidate Handbook is available and details policies and procedures associated with the test.
1.13 Letters of Recommendation

A student requesting recommendations from faculty or requesting verification of program participation is responsible for:

- Initially contacting the appropriate faculty or staff person from whom a letter or signature is requested.
- Providing the appropriate forms necessary for request.
- Picking up the letter of recommendation or signed forms and personally mailing these items in a timely fashion.
Section 2: Academic Advisors

2.1 Assignment of Advisors
Students will receive the name of their advisor prior to the start of classes. If faculty changes occur, students will be assigned to a new advisor on an as-needed basis.

2.2 Changing Advisors
If a student wishes to change the academic advisor to whom he or she has been assigned, a request may be submitted to the program director in writing.

2.3 Advisor/Student Responsibility
Faculty advisors are available to counsel and assist students with academic, clinical, professional, and student life issues. It is the student’s responsibility to contact his or her advisor when academic performance does not meet the program guidelines outlined in Section 1.

Advisors familiarize themselves with and respect recommendations and actions taken by the Physical Therapy Faculty Council and/or the Physical Therapy Admissions Committee. University policies and input from faculty and administration are taken into consideration when working with the student.

The advisors will receive a file copy of all academic notices sent to the student or faculty actions regarding the student.

2.4 Research Project Advisor
Full-time faculty will serve as Research Project advisors. Clinicians and adjunct faculty may serve as co-advisors if agreed upon by all parties involved. Faculty advisors are responsible for clarifying guidelines, facilitating the petition process when necessary, working cooperatively with their groups, and returning reviewed materials in a timely manner. If a group feels that the advisor is not fulfilling the requirements of this obligation, they should first attempt to resolve this issue with the appointed advisor. If this process is not successful, they should address the problem immediately with the program research coordinator in order to seek resolution.
Section 3: Academic Terms/Registration

3.1 Class Standing
Class standing is as follows:

- Year 1: Freshman
- Year 2: Junior
- Year 3: Senior

3.2 Program Calendar
Pertinent dates for the first two years of the program are given in Appendix IX. The third year will be given to students when the University of Dayton releases the official academic calendar for 2014–2015. Additional copies of the program calendar may be requested through the front office.

3.3 Registration Procedures
Due to our modular schedule, the DPT Program staff will register students for courses. However, it is the student’s responsibility to ensure that he or she is eligible to be registered for courses. This means all university financial obligations must be met (i.e., parking tickets, tuition, library fees, etc.).

3.4 Student Schedules
These include lecture, laboratory, tutorial, TBA, final examinations, and program student activities for the module.

Schedule Distribution
Schedules for each module will be emailed to students prior to the start of classes. The DPT Program staff will make every effort to send the schedule out as far in advance as possible. For insurance purposes or verification of full-time enrollment, students may print an official University of Dayton schedule from Porches (porches.udayton.edu) with your Novell username and password. Once you have logged in, click the Life @ UD tab. In the upper, left-hand corner, click Banner Self-Service. Then select Student > Registration > Student Schedule. Select the desired term from the drop down box and click submit. This will show your official UD schedule, including the total number of credits for which you are registered.

Module Resource/Exam Periods
These are the same as regularly scheduled class and all students are expected to be in attendance. These sessions are used to schedule meetings with the program director, staff, or ACCE. They are also used to schedule special lectures or labs, guest speakers, and
examinations. The number of module resource/exam periods will vary depending on the faculty and program needs for that module.

Schedule Changes
Unforeseen circumstances arise on occasion and may necessitate schedule changes. Therefore, course and activity schedules are subject to change prior to or during any module. A verbal announcement and/or e-mail will notify the student of any changes to be made. Every attempt will be made to minimize the number of schedule changes. Students are requested and expected to maintain flexible personal schedules in order to adapt to changes in class schedules. See section 4.2 for information regarding inclement weather or other emergencies.

Work Schedules
Class and lab schedules vary. As noted in section 3.4, schedule changes may be necessary. Therefore, work schedules will need to be flexible. Due to the nature and intensity of the program, it is recommended that a student work no more than 10 hours per week. Due to the problem-based curriculum format, there will often be large blocks of open time in the module schedules; these are not intended for scheduling work. These blocks of time are scheduled with the intention of allowing students sufficient time to conduct independent study and research, including the use of area resources. Again, it is recommended that a student plan to work no more than 10 hours per week, and that work schedules remain flexible. Most students within the program do not try to maintain outside jobs.
Section 4: Attendance

4.1 Attendance Requirements
Continued enrollment in the Doctor of Physical Therapy (DPT) Program requires attendance at all scheduled classes, laboratories, tutorials, and scheduled meetings; punctuality is expected. Being prompt in meeting appointments, classes, labs and clinical assignments is a valued professional behavior. A student who is identified as having difficulty at school or in the clinic with this behavior may jeopardize his or her standing within the program and may be asked to withdraw.

4.2 Uncontrolled Situations
Classes or events canceled due to inclement weather, physical plant problems, or other uncontrollable situations will be rescheduled.

A notice of canceled classes due to inclement weather will be reported on local radio, television, and local media websites. It is the student’s responsibility to check the aforementioned sources for notification of canceled classes.

The administrative staff will make an effort to notify students via e-mail as soon as possible when a class is cancelled due to inclement weather or other reasons.

If notice of a class cancellation is not posted, students are to wait quietly, prepared to begin class until dismissed by either the course instructor or by program administration. Ultimately, it is each individual student’s responsibility to decide whether inclement weather is severe enough that personal travel would pose undue risk.

4.3 Absences
Regular and punctual attendance is expected except in case of an emergency (i.e., illness, weather, or death in the immediate family). The program administration does not differentiate between excused and unexcused absences. Unless otherwise stated, if a student misses more than 10 percent of a course for any reason (including participation in DPT sponsored events), he or she has failed to attend class regularly. Faculty members are responsible for monitoring student attendance. To this end, a faculty member may disqualify a student from taking the final examination, drop him or her from the class roll, or reduce his or her grade by one or more increments (including an “F”), for failing to attend class regularly. A faculty member may adopt a more stringent policy by providing the class with written notice at onset of the module. It is the responsibility of the student to notify the DPT Program (937-229-5600) as soon as possible if they will be absent from class. Please make every effort to contact the administrative staff as well as the course instructor prior to the start of your class. Students are responsible for all class and laboratory material presented during their absence.
As much as we value families, it must be made clear that as a professional you must plan appropriately so that your family responsibilities do not interfere with your punctual attendance in classes, labs, and clinical assignments. Exceptions to this policy should be rare and for extreme emergencies only. If you have children, please make dependable arrangements in advance. Children are not to be brought to the facility for lectures, labs, etc., nor are they to be brought to the facility during non-regular operating hours.
Section 5: Clinical Education

Clinical education, comprised of four clinical rotations, is an integral portion of the DPT Program. These experiences take the student out of the classroom and into a patient care setting. The student learns to apply his or her newly acquired knowledge and skills to patient care. During these clinical affiliations, students will learn and practice: examination, evaluation, physical therapy intervention, and the responsibilities associated with clinical supervision and management. Clinical experiences are administered in a carefully controlled setting under the guidance and supervision of qualified physical therapy clinical instructors.

5.1 Student Clinical Education Syllabus

Students must read and follow the guidelines for clinical education as specified in their Student Clinical Education Handbook. If a personal problem should arise that could affect the student's clinical schedule or experience, refer to the section entitled “Student Guidelines for Clinical Education.”

5.2 Clinical Rotations

Clinical rotations occur following the respective didactic module. The student will practice his or her newly acquired professional knowledge and skills in selected patient-care environments under comprehensive but progressively decreasing guidance and scrutiny of the supervising clinical instructors. Formal documentation indicating the successful completion of these four experiences and indicating entry-level competencies in all areas being evaluated is required prior to graduation from the program. If a student receives an unsatisfactory grade on a clinical rotation, they may have an opportunity to repeat the rotation. However, a second unsatisfactory grade will result in automatic dismissal from the program. If a student receives an unsatisfactory grade for a clinical rotation, one of the following decisions will be made by the Physical Therapy Faculty Council:

- Make-up time for unexcused and/or excessive absences or tardiness
- Spend additional clinical time in the same or different facility to improve skills required to meet course objectives and/or enhance professional and ethical standards
- Arrange for more didactic work to be completed prior to a further clinical experience
- Dismissal from the Doctor of Physical Therapy Program

An effort will be made to provide local sites (within a 90-mile radius of the school). Due to the limited number of sites, some students may be required to fulfill clinical rotation obligations outside of the local area. **Students are responsible for all transportation and commuting expenses, as well as possible housing and meal arrangements.**

5.3 Clinical Assignments

The DPT Program has current contracts locally, statewide, and nationally. Clinical rotations are generally scheduled 3 to 6 months prior to commencement of the assignment. Students are
not allowed to select or develop clinical sites outside the guidelines as stated in the *Student Clinical Education Handbook*. It is the ACCE’s responsibility, in conjunction with the student, to insure that each pupil gains clinical experience with three primary settings: general medicine/acute care, neurology, and orthopedics. Once the arrangements for clinical placements become finalized they are considered the same as a firm contract. **Changes in clinical assignment will only be made in emergency situations. The student must petition and gain approval from the Physical Therapy Faculty Council.**

### 5.4 Health and Safety Program Requirements

Assurance of student health and safety is integral to the University of Dayton Doctor of Physical Therapy Program’s commitment to its academic and clinical communities. Interactions with healthy and vulnerable populations demand a minimum set of health and safety measures for prudent and practical purposes:

- for the protection/well-being of our students, faculty, and staff,
- for the protection/well-being of the many vulnerable persons and populations we will encounter in the classroom and the clinic,
- to meet requirements demanded by our clinical partners and enable our access to their environments during clinical and non-clinical classes.

In order for the DPT Program to allow a student to participate in any UD DPT class, the student must provide evidence of the following health and safety items:

**Prior to the first day of class of year one**

- Completed *Student Questionnaire* with updated contact information including, but not limited to, cell phone number, local address, emergency contact information, and any known allergies
- Completed *UD Address Change Form*; must contain local address
- Proof of current health insurance coverage (a copy of your health insurance card front and back)
- Completed Physical Exam by a licensed physician, nurse practitioner, or physician assistant using the *UD Physical Form*.
- Proof of Mantoux Two-Step TB Test and Chest Radiograph (if indicated). The Mantoux TB Test is the sub-dermal TB Test administered/placed on the inside of your forearm. The Two-Step TB Test involves the administration/placement and reading of one TB Test, followed by the administration/placement and reading of a second TB test one week later. **Continuous evidence of the absence of active tuberculosis is to be maintained throughout the DPT Program via annual TB testing completed prior to the one-year anniversary of the most recent TB test/chest radiograph.**
- Evidence of Immunization (Immunization Record) or Immunity (Results of a Titer/Blood draw measuring immunity) to the following:
  - Measles, Mumps, and Rubella (MMR): series of 2 immunizations
  - Oral Polio Vaccine (OPV): minimum of 4 doses
o Diptheria, Tetanus, and Pertussis (DTaP or Tdap) within the last 10 years
o Hepatitis B: series of 3 immunizations over a period of 6 months. Series must be started, but not necessarily completed prior to Orientation. Third component of series must be completed by the first day of class of the Winter/Spring Semester, first year.
o Varicella (chicken pox): immunization, immunity via titer/blood draw, or diagnosis or verification of history of varicella or herpes zoster by a health care provider

• Federal Bureau of Investigation (FBI) background check and fingerprint background check completed in your state of residence (Example: Ohio = BCI&I, Michigan = Michigan Record Check). Please keep in mind that it can take up to a month to receive the results of these background checks.

Prior to the first day of class of years two and three
• Proof of Mantoux One-Step TB Test and/or Chest Radiograph (if indicated) completed within one year of the prior-to-year-one Two-Step TB Test or the prior-to-year-two One-Step TB Test. If not completed within one year of the prior-to-year-one Two-Step TB Test or the prior-to-year-two One-Step TB Test, another Two-Step TB Test is required. Continuous evidence of the absence of active tuberculosis is to be maintained throughout the DPT Program via annual TB testing completed prior to the one-year anniversary of the most recent TB test/chest radiograph.
• Completed UD Address Change Form; must contain local address
• Proof of current health insurance coverage (a copy of your health insurance card front and back)

Prior to the first class after 12:00AM November 1 of years one, two, and three
• Influenza vaccination

Any student not providing evidence of having met each requirement by the noted time will not be allowed to participate in program classes. Likewise, any student falling out of compliance with these requirements at any time during the academic year will not be allowed to participate in program classes. Such student will be asked not to return to the Department of Physical Therapy or any Department functions with UD DPT community and clinical partners until evidence of having met each requirement is received by UD DPT. Any missed days due to non-compliance with these requirements will be managed in accord with the UD DPT attendance policy.

Exceptions to this Health and Safety Program Requirement policy will only occur in extremely extenuating circumstances. The student must petition and gain approval from the Physical Therapy Faculty Council.
Section 6: Tests, Quizzes and Examinations

6.1 Modular Comprehensive Examinations
At the end of each module, students will typically have a comprehensive written exam. A student failing to pass this exam with the minimally required passing score will be required to do remediation as determined by the instructor or Physical Therapy Faculty Council.

Only the test, or quiz and writing utensil are permitted in the test taking area unless otherwise specified by the professor. All other materials or personal belongings should remain outside the classroom. Some personal belongings may be placed at the front or side of the room or in an area designated by the instructor/proctor. All test or quiz materials must be turned in before leaving the classroom.

During the exam:
No hat or headgear will be permitted, unless it is worn for religious purposes.
Any electronic devices, unless used for medical purposes, must be left with personal belongings and must be set to operate in "silent" mode.

No bathroom breaks will be allowed during a test or quiz lasting up to two hours.
Students are required to keep their eyes on their own work, shield their work from the view of others, and otherwise avoid any appearance of suspicious behavior.

Allegations of cheating are investigated and if substantiated, then the actions detailed below will be taken:

First offense: Student will receive a failing grade for the test or quiz.
Second offense: Student will be dismissed from the DPT program.

Clinical skills exams are comprehensive and must be passed at a minimal level of 80%. Failure to perform at this level will require remediation as determined by the course instructor. This often means the student must retake the clinical skills exam.

6.2 Module Completion and Program Evaluation
Program evaluation is an important component of the academic and professional success of students and faculty. Completion of evaluations is strongly encouraged. All course, instructor, and program evaluations are confidential. Student Evaluations of Teaching (SET) are available online at www.udayton.edu/ltc/set/. Instructions and deadlines are disseminated by the University via email. In general, these evaluations are open 10 days prior to the last day of class (not including finals week) and close on the last day of classes (prior to the start of finals week).

6.3 Program Comprehensive Examination
The Program Comprehensive Examination is comprised of a written, multiple choice test. This exam is given during Advanced Therapy I Module. Its purpose is to facilitate personal
assessment and program assessment of each student’s preparedness to advance onto the final clinical rotation. It requires students demonstrate an ability to clinically reason and problem-solve, integrating all of his or her learning to this point. It further requires the student to demonstrate self-directed, independent learning skills. The exam must be passed with a 70% or higher. Students who pass on the first attempt will be permitted to take the NPTE prior to graduation. Failure to perform at the minimal passing level will necessitate retake and the potential of a personal remediation plan by the student in consultation with his or her advisor.

6.4 Grading

Minimal standards of performance as stated earlier in Section 1: Grading Processes are required for the comprehensive examinations.
Section 7: Student Rights

7.1 Grievance

A student who feels he or she has a legitimate grievance concerning a grade or treatment in a particular class may appeal to the instructor, professor, or clinical instructor of that class. If a satisfactory solution to the problem cannot be reached, the student may take his or her complaint to the department chair.

If employed as a student worker, a complaint concerning treatment at work should also be handled through the normal channels of the organization beginning with the direct supervisor.

In addition, any person may submit to the APTA Commission on Accreditation in Physical Therapy Education (CAPTE) a complaint about an accredited or developing program. Complaints must allege violation of one or more of the following:

- One or more of the Evaluative Criteria for Accreditation
- CAPTE’s statement on Academic Integrity in Accreditation
- CAPTE’s statement on Integrity Related to Program Closure

Note: a copy of these documents may be obtained by contacting the Department of Accreditation.

The American Physical Therapy Association
Attention: Department of Accreditation
1111 North Fairfax Street
Alexandria, VA 22314-1488
Fax: 703-684-7343
E-mail: accreditation@apta.org

Procedure

For complaints that fall outside the realm of due process:

1. A complainant shall discuss the potential grievance with the appropriate faculty, staff, or advisor. If the problem is not satisfactorily resolved, the complainant must attempt to make the issue known to the department chair. If the problem is unusually sensitive and the complainant has concerns about discussing it with university administrators, the complainant may instead seek consultation from one of the University grievance officers.

2. The complainant who wishes to initiate formal process must file with the department chair a written and signed complaint specifying the name(s) of the person(s) involved, the date(s) of the incident(s) in question, and/or a description of the complaint. This formal complaint must be filed within six (6) months of the most recent incident.

3. Within seven (7) calendar days of the receipt of a formal complaint, the department chair will initiate an investigation of the facts and circumstances of the complaint and present for review to the DPT faculty. At the conclusion of this review, the department chair prepares a report which either calls for a summary of action, a formal hearing, or dismisses the complaint. While there is no set time in which an investigation must be completed, the
department chair will attempt to conclude it as promptly as possible. The report will be sent to the complainant, the party against whom the grievance was brought, and the appropriate administration. A good faith effort shall be made to assure that this report is treated confidentially.

4. Records shall be kept by the program and shall be unavailable except by order of the department chair or higher administration.

5. Appeal process for the dismissal of complaint
   - A complainant may appeal the faculty’s decision to dismiss her or his complaint by writing to the department chair within ten (10) working days of the date of the notification letter. The department chair will review the record and either confirms the decision of the grievance officer, or orders a formal hearing.

7.2 Discrimination and Harassment (Including Sexual Harassment)
The University and the program reaffirm the principle that its students, faculty, and staff have a right to be free from discrimination, including sexual discrimination, in the form of harassment or sexual harassment by any member of the University community. Students who believe that they have been sexually harassed should refer to the on-line Community Standards and Civility link: https://udayton.edu/studev/dean/civility/sexual_harassment_misconduct.php for more in-depth policy information.

If you or someone you know has been the victim of any form of sexual harassment, by any member of the University community you are encouraged to file a formal complaint or report by contacting the University’s Title IX Coordinator, or Christine Schramm, Dean of Students and Deputy Title IX Coordinator during regular business hours (Monday through Friday 8:30 a.m. to 4:30 p.m.). Students may also consult with the Dean of Students (229-3311) or with the University grievance officer regarding their complaints. If a student speaks with a DPT faculty member, that faculty member is obligated to report the student concern to the Title IX coordinator. That faculty member is to not share this information with other faculty, and the student still has the option as to how much the concern or allegation is pursued.

7.3 Injury Sustained in Class, Laboratory, or Clinical Assignment
University of Dayton’s general liability loss insurance and the student insurance requires that the incident be reported promptly and accurately. The procedures to follow are:

Campus
Report the injury to the respective teacher or laboratory instructor right away. If serious, call for medical assistance immediately. As soon as possible after the injury, meet with the office coordinator and complete an incident report.

Clinical Education Site
- Seek medical treatment if:
  - You have had contact with: blood or bodily fluids, an open wound, mucous membranes OR
Your on-site supervisor or campus instructor/coordinator asks you to seek medical evaluation/treatment OR
You feel that medical evaluation/treatment is needed. In general, medical treatment would be needed for the following:
- Contamination situations: You have had contact with blood or bodily fluids, an open wound, or mucous membranes
- Injuries: You have been injured, i.e. fall, sprain, over-stretch, fracture, etc.

Use the following procedure:
- Report the incident to your on-site supervisor. Use the incident report form required by your clinical site AND the University of Dayton incident report form.
- Report the incident to the ACCE.
- Follow the instructions given by your on-site supervisor and by the ACCE. Each student is responsible to take the University’s incident report form to the clinical site. One will be provided to you by the ACCE.

7.4 Problem Resolution
It is hoped that problems will be resolved at the lowest administrative level possible. If a solution is not reached at that particular level, the next level should be sought. The first contact should be with your faculty advisor. If possible, the advisor should follow through the progressive administrative steps with the advisee until a resolution is attained. Should the student not be comfortable with his or her advisor, he or she may go to the next administrative level for assistance. This person will then follow through with the student.

A graduate petition form may be required at any level. The petition will require approval at respective administrative levels prior to the final solution.

7.5 Special Problem Considerations
Because the program is intense and lasts three years, it is possible that problems/situations that require special consideration could arise. The following list gives a few, but is not limited to these categories.
- Physical Therapy Program Issues
- Student Policies
- Schedules
- Academic & Research Project
- Clinical Issues
- Teacher/Student Relations
- Family/Personal Issues
- Medical/Pregnancy
- Business/Financial

The problems/situations may be short-term, long-term (original goals are still expected to be fulfilled), or permanent (final goals may be altered). Because of risk to the student or to others,
the student’s status in the physical therapist education program may need to be put on hold until the problem/situation is resolved.

7.6 Risk Situations
If the situation shows a potential risk to the student (and/or to an unborn child, if applicable) the program director and/or ACCE will review known potential risks with the student (and the student's spouse, if applicable). However, in both the academic and clinical environment it is the student’s responsibility to be accountable for his or her own health and safety. If current personal illness or injury contraindicates participation in a required activity, it is the student’s responsibility to make the department chair, faculty, ACCE and clinical instructors aware of his or her needs.

Dropping Out
If the student chooses to drop out of the program until the situation is resolved, the policy as outlined in the Student Clinical Education Handbook will be followed for exiting and reentering the program. (The program's faculty council reviews these situations.) A statement from the student's physician will be necessary to document the reasons.

Informed Consent
Having been informed of the potential risk, if the student chooses to continue in regular standing in the program he or she will:

- Furnish a statement from the student’s physician (signed by the physician). This document will indicate the physician’s recommendation(s) with any noted comments or limitations.
- Provide a signed Informed Consent Form (the signature of the spouse will also be required if pregnancy is involved). These will be required for each academic semester and/or clinical experience and are obtained from the ACCE or the program administrative assistant.
- If the student is aware that they have been exposed to an infectious disease, such as chicken pox, which they knowingly have not yet had, he or she will share this information immediately with the program director and/or the ACCE. If the student is in the clinic at the time, the Clinical Instructor (CI) and Center Coordinator of Clinical Education (CCCE) must also be informed. The student may be asked to take a blood titer test to ascertain if he or she is a potential carrier of the disease. It may be necessary for the student to drop out of school temporarily (or longer) and arrange makeup time. A clinical experience may require rescheduling. A rescheduled or added clinical experience may result in a delayed graduation date.
- Any change noted by a student in his or her physical condition which has the potential of influencing their skills and/or judgments or endangering the safety or well-being of themselves, their unborn child, or those they are working with must be reported immediately to the program director and/or ACCE (and CI, if applicable).
Section 8: Campus Ministries

CAMPUS MINISTRIES MISSION:
“Campus Ministry at the University of Dayton, inspired by the University’s Catholic and Marianist Tradition, strives to form persons and communities in a lived faith, expressed in worship, in challenging and compassionate relationships, and in commitment to justice and service, especially to those marginalized by society.”

Multiple opportunities are provided for individuals seeking to meet their spiritual needs on the University of Dayton campus. Schedules for mass, Bible study groups, and other denominational services are posted on the University website at:
https://udayton.edu/ministry/liturgy/mass_schedule.php
https://udayton.edu/ministry/about/index.php

Residence life campus ministry consists of full time staff and graduate assistants who are persons of faith and commitment. As such, these campus ministers accompany, encourage and support students in areas of personal growth and spiritual development. Campus Ministers collaborate with the Residential Programs Staff to create welcoming communities where students can "learn, lead and serve" in keeping with the philosophy of the University. Campus Ministers also sponsor religious services and programs within each residential area that embrace faith and religious diversity. In addition, residence area ministry includes prayer services, faith-sharing groups, monthly ministry information sessions, pastoral counseling, and service projects. Retreats happen within residential areas too! For more information, see the Campus Minister(s) in your area.

At times, individual faculty and staff may include prayer and/or a brief devotional in their classes. Our intention is not to offend anyone; we anticipate that you will be comfortable with this or you would not have chosen to attend a Marianist institution of higher education.
Section 9: Program Policies, Procedures, and Office Personnel

9.1 Bulletin Boards
Bulletin boards are maintained by program administration. Bulletin boards are provided for student information and should be checked daily for new information.

Program Bulletin Boards
The program bulletin boards are located near the student mailboxes. These bulletin boards are reserved for information posted by the faculty or staff.

9.2 Program Office Personnel
The Department of Physical Therapy is under the University of Dayton School of Education and Health Sciences. Administrative personnel have responsibilities vital to the day-to-day operations of the program, as outlined below.

If you have any questions regarding the following, please see:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course evaluations</td>
<td>Lori</td>
</tr>
<tr>
<td>Program scheduling</td>
<td>Lori</td>
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<tr>
<td>Textbooks/Supplies</td>
<td>Lori</td>
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<tr>
<td>The security system/FlyerCard access</td>
<td>Lori</td>
</tr>
<tr>
<td>Making appointments with the department chair</td>
<td>Lori</td>
</tr>
<tr>
<td>Class account inquiries</td>
<td>Lori</td>
</tr>
<tr>
<td>Expense reimbursement (travel, research)</td>
<td>Lori</td>
</tr>
<tr>
<td>Admissions</td>
<td>Trista</td>
</tr>
<tr>
<td>Preparation for clinical rotations</td>
<td>Trista</td>
</tr>
<tr>
<td>Processing clinical paperwork and forms</td>
<td>Trista</td>
</tr>
<tr>
<td>Equipment check-out</td>
<td>Vicki</td>
</tr>
</tbody>
</table>

9.3 Program Office Hours
DPT office hours: Monday through Friday 8:30 AM to 4:30 PM.

Students needing general assistance during these hours should go to the front office. Students that need to see specific office personnel (about clinical education, program issues, etc.) should feel free to contact staff as needed.
9.4 Administrative Office Area
Students are not to be in the administrative space beyond the reception area unless they have a previously scheduled appointment with a faculty member. Due to the increased number of students coupled with the confidential nature of materials, the administrative area is not to be used as a shortcut or pass through between rooms. A three hole punch and stapler are available to students near the student mailboxes, so faculty/staff supplies and/or equipment is not to be used.

9.5 Faculty Office Hours
Faculty who have offices in the physical therapy facility will post their office hours near their door or identify them on their course outlines. Contact the faculty person directly during the posted office hours or sign up on their bulletin board, if applicable, to make an appointment. Appointments with the department chair are made through the office coordinator, Lori Mann.

The student needs to remember that each of the faculty have numerous responsibilities besides teaching and advising. These may include, but are not limited to: clinical practice, research, consulting, university committee appointments, OPTA & APTA, external scholarly activities, marketing, etc. DO NOT expect the faculty to always be available on a drop-in basis or in a sudden, last-minute crisis. Plan ahead and sign up for appointments in advance.

9.6 Photocopiers and Fax Machines
Photocopiers are available throughout the campus for student use. In addition, fax machines are available on campus for student use. Students are not permitted to use the DPT photocopier or fax machine.

9.7 Student Printing
For information about printing at Roesch Library, please visit the following link: http://library.udayton.edu/services/computer.

9.8 Student Mailboxes
Student mailboxes are located by the entrance to PT Lab 1 and are assigned by the program administrative assistants for the purpose of:

- Teachers returning assignments or leaving messages for the student(s).
- Communicating official program messages.
- Distributing student mail that comes in through the Physical Therapy Program.
- Relaying incoming telephone messages for students.

Students, faculty, and staff are asked to respect the privacy and confidentiality of the individual boxes. Students are encouraged to check their mailboxes several times each day and before leaving the building at the end of the day.

9.9 Outgoing Mail
United States Postal Service mailboxes are available at designated locations throughout the campus.
9.10 Telephones

Outgoing Calls
All calls are discouraged during lab and class time. Absolutely no calls are permitted in the office/administrative area (which includes the conference room) except in extreme emergencies.

Incoming Calls
Written phone messages will be placed in student mailboxes or the student may be paged, if necessary. Students should check their mailboxes several times daily. Only in an emergency will the student be called from a class or laboratory (sudden accident, illness, or death of a family member).
Section 10: Use and Care of Facilities

First impressions are extremely important and we have many visitors--prospective students, research subjects, clinical patients, clinicians, guest lecturers, and family/friends of current students. We all tend to judge the quality of the program and students by the appearance of the facility. This section contains guidelines that we hope will help us project a professional, high-quality image.

10.1 Food

No food or drink is allowed in classroom or lab areas. Eating is restricted to the lounge and outdoors only. A lounge area is available on the second floor of the College Park Center for student use.

10.2 Facility Hours

During normal operating hours, the facility is open, supervised, and available for student use as long as there are no scheduled activities that would pose a conflict. The administrative area (faculty and staff offices, workstations, etc.) is designed so that the faculty and staff can get the work done for which they are responsible. This is most efficiently done in a quiet, undisturbed environment. It is requested that students refrain from unnecessary idle visitation with faculty and staff unless they have indicated that they have a few minutes to talk. It is further expected that the students will limit use of the administrative area unless they are there to make an appointment or keep an appointment.

Students may access the College Park Center building, elevators, and limited portions of the facility with their FlyerCard during the following times: Monday through Friday 6:00 a.m. to 10:00 p.m. and Saturday through Sunday 8:00 a.m. to 8:00 p.m. These hours are herein referred to as building hours of operation.

During non-regular operating hours, the following areas are off-limits, unless prior permission is received from faculty or staff:
- Administration area and locker rooms
- Research lab
- Conference room

All other areas of the facility are available to students during the building hours of operation. This includes the:
- Anatomy Lab
- Physical Therapy Lab
- Tutorial Rooms
- Restrooms
- Resource Room
- Break room (near vending machines)
Your building access will not be terminated during breaks; however, you will not have access on university holidays when the entire university is closed. If you have a special access request, it must be communicated to Lori in advance.

**10.3 Guests**
Facility use is restricted to students, faculty, and staff during non-regular operating hours. DO NOT bring friends, family, children, or significant others into the facility except when it is a designated function to which they are invited. For their own safety, students are discouraged from studying or working alone in the facility during non-regular operating hours. During non-regular operating hours, access to the facility is gained by One Card access.

**10.4 Children**
We value you and your families. However, the facility is not set up or designed to accommodate children other than for instructional purposes. This is a professional education program. Appropriate plans should be made for the care of your children at home, at a babysitter’s residence, or at a daycare center. Please do not bring your children or infants to school unless you are coming to pick something up and aren’t planning to stay. It is appropriate to bring your family to picnics, potlucks, and other program events, if you so choose.

**10.5 Lab Usage**
- Practice may only be done by and on students who have performed the laboratory procedures previously and who have had the theory in the classroom.
- Cadaver dissection during non-regular operating hours requires special arrangements with the anatomy professor.
- Research must only be conducted by faculty, students, or trained technicians, and must be approved by the research coordinator. Student research involving human subjects should not be conducted without the knowledge and permission of the research coordinator and your research advisor. This includes arrangement for supervision as necessary.

**10.6 Program Equipment**
No program equipment is to leave the building without permission of program faculty or staff. Proper checkout is required. Select items may be checked out for academic use, community service, or research projects. Many items are generally kept in a locked storage space for controlled use during class/lab; however, arrangements can be made with the office staff to have access to this equipment during non-regular operating hours for use within the facility.

Unless permission is otherwise granted due to extenuating circumstances, all borrowed equipment must be returned and checked in within 24 hours, unless it is checked out on a Friday, in which case it must be returned by 9:00 a.m. on the following Monday morning. Students will be charged a $25 fee for each day that the equipment is past due. All fines must
be paid to the program or grades will not be released to the Registrar and the student will not be registered for the next term’s classes.

It is requested that the students do not use the program exercise equipment specifically cycle ergometers, treadmills, etc. for personal fitness or conditioning. This can add significantly to the wear of the equipment. Students are, however, encouraged to utilize this equipment to practice exercise instruction. For general student use, recreation facilities are located at the RecPlex. For more information on workout facilities as well as athletic activities, go to: http://www.udayton.edu/~recsport/.

10.7 Student Lockers
Lockers are available for first-year students. All remaining lockers will be offered to current students on a first-come, first-served basis. If desired, a combination lock may be used to secure personal property; however, the combination must be provided to program administration, as directed. It is expected that lockers will be kept neat and clean, and free from the following: wet/soiled clothes and towels, perishable food items, and controlled substances. Program administration reserves the right to obtain access to all lockers, if necessary, to ensure student, faculty, and staff safety.

10.8 Lab/Classroom Reservations
Instructional activities take precedence over all other facility use. However, students may request use of the physical therapy facility for extracurricular activities. Facility use is scheduled through the program administrative assistant.

10.9 Parking
All students must obtain a parking permit from The University of Dayton’s Department of Public Safety Parking Services. Parking permits cost $195/year, which may be billed to your student account. You may go online to obtain a parking permit by going to:

https://udayton.edu/publicsafety/parking/student_permit_information.php

10.10 Bicycles
All bicycles operated or parked on the University campus by student, faculty, or staff must be registered with the University Department of Public Safety. There will be no charge for registration. For more information on registering a bicycle, visit the Public Safety site online.

10.11 Pets
Pets are not allowed in the facility.

10.12 First-Aid
Several first-aid kits are located within the facility. In addition, a doctor is available at the University Student Health Center in Gosiger Hall from 8:30am-5:00pm. The phone number there is: 229-3131. For more information about fees and services provided, please go to:
10.13 Program Safety

The University of Dayton has a Department of Public Safety available to all students, faculty, staff, and guests. Please go to their link for more information on the services available: https://udayton.edu/publicsafety/

Campus Safety

Escorts are provided free of charge to U.D. students every night between 7:00 p.m. and 3:00 a.m. The Escort Service operates between U.D. Campus buildings and the student residences in the immediate campus area. The service offers one way rides for up to two students at a time in our luxurious new vehicles, "Mom's Limo" and "Mom's Limo II" which have been generously donated by the U.D. Mother's Club. This service is operated by the University of Dayton Student Security Program and sponsored by the Department of Public Safety at extension 9-2124.

Emergency Evacuation Plan

The University of Dayton Doctor of Physical Therapy Program, in conjunction with the University of Dayton Environmental Health & Safety/Risk Management Office, has prepared a comprehensive Emergency Evacuation Plan (EEP) for students, faculty, and staff. Please refer to Appendix I for the entire document. General tips for fire and tornado safety are listed below; however, the EEP contains all information related to emergencies and/or evacuation.

Fire

- The facility is a smoke-free facility.
- Do not overload outlets or run extension cords under carpets.
- Familiarize yourself with the use of fire extinguishers, but never fight a fire alone. Do not use a fire extinguisher unless properly trained.
- Do not block fire extinguishers, stand pipes, or sprinkler heads.
- Report missing, used, or damaged fire extinguishers to building management.
- Report broken or defective electric fixtures, switches, or outlets to the program administration management and discontinue use until proper repairs are made.
- Do not block or prop open fire doors.
- Report broken exit lights or alarms to building management.
- Place shredded paper in a fire resistant bin.
- Maintain clear aisles and exit ways.
- Check fire doors for automatic closing devices and latching hardware.
- Keep fire exit doors unlocked.
- Use approved cans for storing flammable liquids.
- Remove excessive combustible storage and trash. Good housekeeping is fire prevention.
- Report all fires, even small fires, to UD Public Safety (911 or 229-2121, then notify building management).
General Tips for Evacuation

- Upon the discovery of fire, remain calm.
- Alert other occupants by pulling a manual fire alarm pull station.
- Check to see that other employees, students, and guests are aware of an evacuation.
- Do not take personal belongings.
- Close your doors.
- Do not use elevators.
- In an orderly manner, descend the stairs and exit the building. Walk a safe distance away from the building and meet at the designated site.
- Do not talk during the evacuation. Listen for instructions.
- Select an alternate escape route in the event your designated exit is blocked by smoke or fire.
- If you become trapped in an office, close the door and seal off cracks, signal fire fighters for rescue and wait.
- Do not re-enter the building until the fire chief issues an “all clear.”

Tornado

Tornado warning: By definition, a tornado warning is an alert by the National Weather Service confirming a tornado sighting and location. The weather service will announce the approximate time of detection and direction of movement. Winds will be 75 mph or greater. Public warning will come over the radio, TV, or five minute steady blasts of sirens by the municipal defense warning system. Tornado warning sirens are tested monthly.

- Action to take:
  - Get away from the perimeter of the building an exterior glass.
  - Leave your exterior office or classroom area and close doors.
  - Go to the center corridor and protect yourself by putting your head as close to your lap as possible, or kneel protecting your head.
  - Stairwells are safe. If crowded, move down to a lower level for shelter. Do not use the elevator.
  - Do not go to the first floor lobby or outside the building.
- If you are trapped in an outside office:
  - Seek protection under a desk.
  - Keep calm.
  - Keep your radio or television tuned to a local station for information.

Inclement Weather

See section 4.2: Uncontrolled Situations.
Section 11: University of Dayton Resources

11.1 Women’s Center
The Women’s Center at the University of Dayton (229-5390) is an educational space that serves to enhance the climate for women and men on campus. Located on the second floor of Alumni Hall, the Center advances the full and active participation of female students, staff and faculty who learn and work at the University of Dayton, while promoting campus and community conversations on the role of women in society and the world. The Center accomplishes this mission by facilitating and coordinating programs and initiatives which: promote the physical and psychological well-being of women through education, support services and referral; provide an ongoing assessment of the campus climate for women; promote the active and full participation of UD women through service, education, mentoring, networking and advocacy; inculcate leadership skills; address gender-related topics; provide information to the campus community on women’s issues; provide a place to build a community of scholarship to advance research on women and gender; create a welcoming and safe space for persons of different racial, social, gender, religious, and cultural backgrounds; call women and men of all faiths to explore and incorporate faith-based living into their everyday lives. Connected, distinctive, and community-building, the UD Women’s Center strives to promote equality, understanding and mutual respect and to foster a strong educational community in which women and men are supported, challenged and prepared to learn, lead, and serve.

11.2 Student Health Center (located in Gosiger Hall)
Graduate students are charged for each Health Center visit because they do not pay a Basic University Fee. The charge for a physician consultation is $45 to $75, depending on the length of visit and the type of services provided. All students are charged for:

- Medicines dispensed
- Laboratory tests
- X-Ray examinations

All charges incurred are reported to the Bursar and entered on the student’s account with the University. The Health Center handles no money and all charges are payable at the Bursar’s office. The hours of operation at the Student Health Center are: Monday through Friday 8:30 AM to 6:00 PM, with a doctor available from 8:30 AM to 5:00 PM. Please note that summer hours are: 8:00 AM to 4:00 PM.

11.3 Computers

Program Computers
Computers are available for student use in the program resource center. Our computers are intended to provide the student with an on-campus resource in which to accomplish the various assignments, projects, and other professional and academic tasks necessary for successful matriculation through our program.
Computer Requirements for the DPT Program

DPT students are required to have a notebook computer. The minimum windows notebook based technology requirements are listed below. Tablets are not considered a primary computer for DPT needs. For more information about notebook requirements you may go to the following website under UGIT computer programing & printing.

https://udayton.edu/udit/computing_printing/student_computer_program.php

<table>
<thead>
<tr>
<th>Operating System</th>
<th>Windows 8.1 or 10 Professional or Enterprise/Education edition preferred, Win 7 SP1 acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memory</td>
<td>4 GB Recommended</td>
</tr>
<tr>
<td>Storage</td>
<td>500 GB minimum, SSD preferred 5</td>
</tr>
<tr>
<td>Video</td>
<td>VGA and/or HDMI video output or adapter for presentations</td>
</tr>
<tr>
<td>Networking</td>
<td>Wireless, Wired Ethernet LAN Card</td>
</tr>
</tbody>
</table>

Internet Access

Students are required to have regular access to the Internet and their email account through the Gmail system.

University E-Mail Account

Each student is assigned a university e-mail account. For more information on how to set up your 2 Factor authentication please click on the following link for information:

https://udayton.edu/udit/safe-computing/yosc/2fa_join.php

Important department and program messages are sent to university e-mail accounts; therefore, all students are responsible for checking their university e-mail account daily. This applies while the student is on clinical rotations. Additionally, we suggest periodically checking email accounts during university breaks. Furthermore, it is the responsibility of each student to maintain adequate data storage space and ensure that they do not exceed the allotted quota. If emails are returned to sender for that reason, it is the responsibility of the student to contact his or her classmates for messages that may have been missed. E-mail forwarding is available to students through address@udayton.edu; however, the student assumes all risk and responsibility for messages that may not be received when forwarding messages.

Books, Journals, and Multimedia Resources

A physical therapy intensive resource area is housed within the facility. The materials are available on an honor-system basis and are not to leave the resource room.

In addition, the Roesch Library is part of Ohio's pioneering OhioLINK project, linking the library resources of over 80 of Ohio's public and private academic and research libraries and the State Library of Ohio. A delivery system among these institutions provides rapid delivery of requested materials, usually within three days. The library is an associate member of the Center for Research Libraries, giving it access to hundreds of additional specialized collections. The library
is an active member of the Library Division of the Southwestern Ohio Council for Higher Education, which furthers access to regional libraries. Graduate students also have direct, on-site borrowing privileges with all OhioLINK libraries and with nearly all of the Southwestern Ohio Council for Higher Education libraries.

Students enrolled in the DPT program also have access to libraries at the Greater Dayton Area Hospital Association member hospitals, as well as Wright State University libraries.
Section 12: Student Participation in Lectures and Labs

12.1 Human Subjects in Lecture/Lab
All students enrolled in the program will be expected to act as subjects for purposes of instructor demonstrations in classes and labs and on clinical rotations. Students have an obligation to each other to act as subjects for purposes of practice during the skill development phases of the program. Recognizing this need and expectation within the program, all faculty, contract teachers and students have three primary obligations with respect to skills instruction, demonstration and practice:

- Each person is responsible for his or her own well-being. If you have any health reason or otherwise feel you should not participate as a subject for purposes of demonstration or practice of a physical therapy skill or modality, you are responsible to bring this to the attention of the course or lab instructor and your lab partner.
- If you are responsible for teaching a skill which requires demonstration, such demonstration should only be attempted if you are clinically proficient at teaching and demonstrating the skill.
- If you expect to practice a skill on a classmate, there is an obligation to respect the rights of the partner and to discontinue a procedure upon request. Further, you should not request the right to practice a skill or modality procedure on a classmate until the appropriate preliminary study has been done and appropriate instruction has been received. Therapeutic modalities and equipment are not to be used by the students without prior approval of the appropriate instructor. Non-students may be used for demonstration purposes provided they are accompanied and supervised by their attending physical therapist and have signed an informed consent which identifies the potential risks associated with his or her participation. At no time should students practice on non-program participants, nor should they bring them to the facility for such purposes. Minors who are brought to the facility for purposes of demonstration must be accompanied by a parent or legal guardian. The parent or legal guardian must sign an informed consent making him/her aware of the potential risks associated with the minor’s participation.

Students must complete a release of liability form, found in Appendices I and II.

12.2 Anatomy Lab
Risk potentials and the necessary precautions relative to maintaining adequate protection for skin, eyes, airways, etc., relating to air quality, embalming fluid, body fluid and tissues, dissecting tools, are presented to the students by the laboratory instructor. The students are responsible for knowing and practicing all precautions.

The human anatomical specimens being studied or dissected must always be treated with dignity and respect. These represent persons who, even after death, are contributing to the cause of education. The Wright State University Anatomical Gifts Program has provided the students and the University of Dayton with a most unique contribution to their training.
Ethical considerations require that proper precautions be taken to protect the privacy of human anatomical materials. Success in continuing to have access to human cadavers depends, in large measure, on our good ethics and discretion. Visitors are not allowed in the anatomy laboratory except by specific permission from the anatomy instructor and/or the program director.

A list of precautions is published in the anatomy course syllabi. Precautions will be posted in the anatomy laboratories. These will be reviewed and discussed with the students by the respective instructor.

These precautions include, but are not limited to the following:

- Anatomy students are required to wear a full length white lab coat whenever working with the cadavers or any other human material (hearts, brains, etc.)
- When handling human anatomical subjects, students are required to wear either vinyl or latex examination gloves.
- The specimens, embalming and moistening solutions, if used properly, should pose no health hazards to the student. Death from an infectious disease is cause for rejection of a specimen. The embalming fluid contains a solution of 8% formaldehyde, alcohol, and water. The moistening solution contains fungi-static and surfactant-like compounds. The MSDS sheets for these solutions are on file in the program office and are posted in the laboratory. The instructor will review the MSDS sheets with the students and point out their locations. Each student must then take responsibility for being knowledgeable with respect to their content and location.
- The anatomy laboratory has an independent air exchange system. This system is activated by the labeled switches in the laboratory. The students are made aware that these switches must be turned on whenever anatomical specimens are opened for study.
- Sometimes it is necessary for the student to remove a skeletal structure (clavicle, rib, or mandible) from a cadaver. This requires use of an autopsy (Stryker) saw. Students are not allowed to use these saws without prior training and approval by the anatomy laboratory instructor. Any use of the saw requires that the operator wear a dust/mist respirator and a plastic face shield protecting against the potential spray of miscellaneous fluids or dust particles. **FLUSH EYES IMMEDIATELY IF CONTAMINATED** and notify the laboratory instructor.
- Should a student cut him or herself with a bone fragment or while dissecting, they should take normal precautions by washing the wound thoroughly and notifying the laboratory instructor. First aid materials are readily available in the lab.
- Instruments dropped on the floor must be washed immediately and rinsed with the alcohol provided. Tub covers which have fallen on the floor must be placed in the lab sink and the laboratory instructor(s) must be contacted for a replacement. Failure to follow these procedures may result in mold growth on a specimen, rendering it unsatisfactory for further study.
- At the end of each laboratory session the specimen must be draped with the terry cloth toweling and the tub cover, if appropriate.
Section 13: Financial Information

13.1 Physical Therapy Advance Deposit
The advance deposit is an interest-earning deposit which confirms for the accepted student a position in the new class beginning the same year. The principal plus interest will be credited to the successful student’s tuition account following registration of the second academic term of the program. Students completing the first academic term of the physical therapy program on academic probation need to clear probation before receiving the deposit credit into their tuition account. This can occur during the next academic term following their return to good and regular standing. This fee is otherwise forfeited.

13.2 Tuition
Current tuition for the 2015-2016 school year is $31,815. Tuition is billed over three semesters ($10,605) for fall, spring, and summer semesters. Contact the Bursar’s Office for answers to specific questions. Tuition fees are set by the University and are not guaranteed for the duration of an individual student’s education.

13.3 Additional Costs
Professional education programs of this magnitude have many added costs, some of which are covered by tuition. However, there will be some specific expenses which the student will be responsible for and should be aware of. These include such things as:
- Textbooks
- Photocopying
- Travel expenses
- Clinical expenses
- Lab attire
- Personal expenses
- Personal physical therapy equipment, i.e., goniometer, tape measure, gait belt, etc.
- Graduation fees and announcements
- License exam application fees

13.4 Financial Aid
The University of Dayton’s Financial Aid Office processes all financial aid applications for the physical therapy students. All financial aid questions should be directed to this office. Students desiring financial aid for the upcoming academic year should complete a Free Application for Federal Student Aid (FAFSA) as soon after January 31 as possible.

13.5 Medical Insurance
All University of Dayton, Doctor of Physical Therapy students are required to carry current major medical health insurance coverage. All full-time students are eligible for the student accident and sickness insurance plan, which protects students at school, at home, while traveling, and during vacations. Participation in intramural athletics is covered. The annual
premium is payable to the insurance company at the beginning of the fall term. Each student receives information about the insurance program late in the summer. Further details and limits of coverage are published in a brochure available at the Health Center. Claim forms may be obtained at the Health Center by students who sign up for the student health insurance. The student is responsible for filing a claim within ninety (90) days of the accident or illness.
Section 14: Professional Associations

14.1 Membership

First Year Students
All full-time students in the physical therapist education program are enrolled as student members of the American Physical Therapy Association (APTA). The annual student membership fees (national and chapter dues); paid by the program, entitle the student to all student member privileges and benefits. This includes a subscription to the professional journals and bulletins. Students may also enroll in specialty sections as student members. The student will pay the optional specialty section dues to the office coordinator by check or credit card. The first year application forms for membership will be distributed during orientation and should be given to Lori Mann in order to activate membership.

Second Year Students
Renewal forms for the second year are sent directly from the APTA to the student. It is the responsibility of each student to maintain current contact information with the APTA. In order to have the APTA membership paid for by the university during the second year of the program, each student must fill out and turn in renewal forms to the office coordinator prior to the assigned deadline. Students are requested and expected to attend the local district and state professional meetings when their academic/clinical schedules permit.

Third Year Students
Renewal forms for the third year are sent directly from the APTA to the student. It is the responsibility of each student to maintain current contact information with the APTA. In order to have APTA membership paid for by the university during the third year of the program, each student must fill out and turn in renewal forms to the office coordinator prior to the assigned deadline. Students are requested and expected to attend the local district and state professional meetings when their academic/clinical schedules permit. Graduating students are eligible for a significant discount for the APTA professional membership for one more year after graduation. Graduates are encouraged to continue active participation in the professional organization after graduation.

14.2 Travel to Professional Conferences
Any student wishing to attend a state or nationally sponsored conference must submit a written request to the faculty by the announced deadline. The request should outline why they would like to attend the conference and what knowledge/content would apply to them at their current time in the program. Also, a statement that they have received clearance from current instructors (including CCCE and clinical instructors, if applicable) is to be included. The student must be in good academic standing and must maintain such standing prior to attending the conference. They must also have a B+ average in the current module.
Faculty will review requests. Program funds may be available to assist the student with travel and registration.

Once approved, the student must attend the following while at the conference:
- Poster presentation on at least one session when presenters are available
- At least one research platform session
- Section business meeting (recommended you accompany faculty member if one is attending the same meeting)
- View exhibit hall
- At least 12 hours of continuing education courses (applies to national conference)

Upon return, the student(s) will present a summary to class/faculty and provide written reflection of experience within three (3) weeks.

If a student receives department funds from the program director to defray the cost of travel and registration, the student is responsible for turning in all receipts, etc. to Lori Mann within five (5) business days upon return. Failure to turn in all required documentation may delay reimbursement. Reimbursement may not be processed if a substantial amount of time passes before the student submits proof of travel expenses.
Section 15: Professional Recruitment and Career Services

15.1 Heath Careers Fairs
The University of Dayton DPT program may participate in local or regional health career fairs. Students are encouraged or may be required to attend or volunteer their services for these events.
In addition, the University Career Fair is held during the first and second semesters and is open to all students and alumni, including all majors. DPT seniors and juniors are required to attend the fall University Career Fair. Companies in attendance typically are looking for part-time, co-op and full-time employees. Dress professionally and bring copies of your resume.

15.2 Facility Recruitment Activities
Recruitment activities of facilities wishing to come to campus to talk with the physical therapy students will be coordinated by the program's ACCE, in consultation with the program director and department chair.

15.3 Professional Recruiting Organizations
Students should be cautious about signing on with professional recruiting organizations. It is the student's responsibility to thoroughly investigate any organization with which they may intend to sign a binding contract. The term "professional recruiting organization" does not include the particular hospital or clinic that may work with the individual student on an amortized student assistance program. Talk to the department chair if you have a question concerning this advice.

15.4 Career Services at the University of Dayton
The University of Dayton offers a variety of career services to the graduate student. These services include but are not limited to:
- Career advising
- Workshops
- Career fair
- Hire a Flyer (online resume referral system)
- Alumni Career Network
- On-Campus recruiting

15.5 American Physical Therapy Association Job Bank
The American Physical Therapy Association has a job bank available on its website for companies to post available positions. Additionally, job seekers can post their resumes for employer review. This information may be accessed through the APTA website at www.apta.org. Choose Job Bank from the top menu bar.
15.6 American Physical Therapy Association Career Resources

In addition, the American Physical Therapy Association has several resources available for assisting physical therapists in obtaining appropriate post-graduation employment.

15.7 Tools for the Job Search (as adapted from the APTA website)

Resume Writing Tips

Landing your dream job in physical therapy today demands that you stand out in a crowd. Putting some extra time into the process will ensure that competitive advantage.

**Take some time for personal reflection.** Before taking a pen to your existing resume, spend some time reviewing the position description from a personal perspective. Such reflection will help you determine if this position is a good fit and is keeping with your career goals.

**Focus on your achievements** rather than a straight listing of job duties. This should be easy for physical therapists that are “pros” at documenting patients’ results in terms of measurable outcomes. Do the same on your resume. Take a look at each position you have held and consider how you performed the job in a way that made you stand out, what were the results or benefits of your efforts, and how you were recognized for your achievements. List your accomplishments for each position using strong action verb phrases and quantifiable results. Avoid declarative sentences using “I.” Instead of “I initiated…” or “I managed…” leave out the “I” and get right to the action verb. Also, avoid passive constructions, such as “was responsible for managing.” It’s more efficient and more active to say, “managed.”

**Tailor your resume.** Avoid vague, general resumes that cover several areas of interest. With today’s technology, you can easily tailor the objective statement on your resume to suit a specific job or practice setting.

**Highlight APTA involvement.** A recent employment survey conducted by APTA found that APTA members were more likely to be employed on a full-time basis (77.5%) compared with nonmembers (58.1%). In physical therapy, commitment to the profession matters and will often give you an edge. List all involvement from district newsletter editor, to chapter legislative committee, to Physical Therapy manuscript reviewer, to national office. Also, be sure to demonstrate your commitment to the profession by listing any other relevant volunteer activities and professional affiliations.

**Be concise.** You’ve probably heard that you shouldn’t make your resume too long. The same goes for not making it too short. Don’t make the mistake of cramming all of your information onto one unreadable page or losing valuable accomplishments in an effort to keep it short. If your career and accomplishments warrant more than one page, go for it. Just make sure that any information you put on your resume is necessary and will help you land the job. If you fill your resume with wordy, irrelevant information, you will likely not make the cut. When figuring out appropriate length, the factors to be considered are years of experience, scope of accomplishments, education, and professional activity. But if you do go longer, you can still keep it readable.
Make your resume an easy read. Help out the manager (and give yourself an edge) who is wading through a stack of resumes. Use standard margins (1” on the top and bottom and 1.25” on the sides), give the reader some breathing room with white space between sections, and emphasize the start of new sections with bold typeface. Keep your typeface simple and professional.

Don’t include personal information. It is no longer considered professional to include such information as marital status, hobbies, health, or height and weight.

Get a second opinion. Ask one or more colleagues who can offer an objective opinion to take a look at your resume. Try to seek those who have management or hiring experience.

The Cover Letter
Do you need a cover letter? Absolutely. This is the proper introduction to your resume. Knowledge about the facility, why you would be a good fit and your personality should come through. And it should be concise and consistent with your resume. A cover letter typically includes an introduction; two or three paragraphs of detail that highlight your qualifications, and a conclusion that takes action. A cover letter should be written in business format, and whenever possible, addressed to a specific person.

Introduction. Introduce yourself and why you are writing. If you are responding to an advertisement, state that. If you are applying through a contact, mention the person’s name.

Show Interest. State your interest in the facility and the position. Show that you’ve done some research on the facility.

Highlight your qualifications. Highlight your resume and draw attention to your most recent qualifications and accomplishments relevant to the position. Make a statement about what you can offer this potential employer.

Close assertively. Close by restating your interest, and ask for an interview appointment. And then follow up!

Use the above as a guide to your cover letter. But don’t allow your letter to sound like a form letter. The cover letter that will make the best impression is one that is personal and shows your personality.

Interviewing Techniques
First, some basics:

- Arrive on time, and make a professional appearance. Being late or inappropriately dressed can lead to a negative first impression.
- Bring a copy of your resume and anything else that lends itself to “show and tell” such as a budget, a manual, or in-service handouts you developed, a research project you conducted, or an article you wrote.
- Do your homework and learn as much as you can ahead of time about the facility where you are interviewing including, position job description; job objectives - current year; department objectives - current year; organization mission, vision, goals, and objectives; and organization’s annual report.
While you never want to appear rehearsed on an interview, take time to consider possible questions and your responses. Here are some typical questions:

- What are your strengths?
- Weaknesses?
- Tell me about yourself.
- Why do you want this job?
- Where do you see yourself in five years?
- How do you work under pressure?
- What accomplishments are you most proud of?
- What would you offer this facility?
- Why do you want to leave your current position?

In considering your responses, assess your qualifications, accomplishments, and career goals — and exude your confidence in them. Don’t be afraid to propose new ideas.

In addition to preparing for questions about yourself and the position, give some thought to your views on the profession and the current health care environment. Today’s employers are looking for physical therapists that have a handle on the big picture.

And don’t forget to consider what questions you would like to ask. This is a great way to learn more about the position and to show your interest. To respond to an interviewer that she has covered everything and you have no questions actually gives the impression that you haven’t done your research. Some sample questions:

- What are the key responsibilities of this position?
- What are the specific objectives for this position for the current year?
- What is your level of employee/patient satisfaction?
- How do you allow for employee input?
- How do you support employees in developing career ladders?
- Who will be my immediate supervisor?
- How do you handle patient complaints?

Always follow your interview with a timely thank you note that restates your interest in the position. Send a note to each person who interviewed you.

**Negotiating the Job Offer**

One sure-fire way to take the discomfort out of the job offer negotiation is to view the process as a win-win situation, rather than two parties as antagonists. Remember, the person(s) you are negotiating with may end up being your supervisor or a colleague. Each of you want the same outcome—they want you working for their organization and you want the position. They will respect you for seeking job-acceptance terms that meet your needs; but only if you do so in a mutually beneficial scenario. Here are some tips for making that happen.

**Continue to put your best foot forward.** Once you receive the offer, continue to make a good impression on the employer. This is not the time to get too laid back or overly confident.
You want to take the driver’s seat in a way that doesn’t offend those who are handing it over. Make it clear that you are pleased to receive the offer, and let the employer know that you will need time to consider all factors involved in the decision. Decide upon a mutually agreeable date by which they can expect to hear from you.

**Consider your total compensation package.** While salary will most likely be the focal point of the job offer, take the time to consider other factors such as medical, dental, and disability benefits; any other "flex" benefits; retirement and savings plans; and sign-on bonus (if there is one). Will the organization pay for and allow you time away from work for continuing education courses and professional meetings (such as chapter and section meetings and APTA Annual Conference)? Do they offer tuition reimbursement? Will they pay for professional association membership dues? All of these factors make up your total compensation package and should be weighed in your decision. If attractive enough, they may even offset a salary that doesn’t quite meet your expectations.

**Think beyond compensation.** Does this job offer you more than an attractive compensation package? Consider your career goals. Is the position within an area of physical therapy that you are interested in and/or that you have been seeking to gain experience? Will you be working with professionals who are high achievers? Will you have the opportunity to launch a new program? Will you be encouraged and mentored in the area of clinical research? How the position meets your individual career goals may be just as important as salary and benefits. And don’t forget to think long-term. The job’s potential to foster your career development can have an impact on your future earnings potential.

**Do your homework.** If after you consider all factors, you decide you still want to negotiate salary, make sure you are prepared. Find out what physical therapists in similar positions in that geographic area are being paid. You probably don’t want to ask for a salary that is too far out of line with that, unless you are confident you have something extraordinary to offer the employer. Be prepared to present your case when asking for more money. It could be that you have another job prospect offering more money. Or you may feel strongly that your experience, education, and accomplishments warrant a higher income. Explain your position without backing the employer into a corner. You want to leave your options open.

Keep in mind that salary negotiations do not always go in favor of the applicant, even if the employer wants you very badly. It could be that the organization makes their first offer their best offer. If it becomes clear that there is no flexibility in the salary offer, you need to be prepared to make a decision. Will you decline the offer? Or are you willing to accept their salary? If you decide you still want the job, you may want to try negotiating for other terms that are important to you such as vacation time or flexible hours, payment of membership dues, or support for professional development. Ask if performance appraisals are tied to salary increases. If so, you may try negotiating for an earlier review. This may allow you to increase your salary—based on your performance—relatively quickly. Once an organization has invested the time and energy in making you an offer, they are usually willing to "give" in some areas in order to hire you.
If you decline the offer, do so in a way that doesn’t burn any bridges. After all, physical therapy can be a small world. And if you do accept the offer—even if all of your terms were not met—let your new employer know you are excited about the road ahead and that you are with them 100%. Good luck in your new job!
Section 16: Research Projects

Working in groups, you will be asked to develop a research project proposal. The project will be in collaboration with faculty, focusing on faculty interests, and you will be assigned a faculty advisor (see section 2.4).

Topics will be discussed in Research I with IRB proposals being developed in subsequent research classes. All projects will culminate in a professional presentation and a publishable manuscript.

See Appendix IV and V for forms that may be used during data collection.
Section 17: Student Council

17.1 Purpose
The purpose of the student clubs is to foster socialization of the student with his or her new profession, peers, faculty, and program administrative staff. Recreational, religious/social activities, fundraisers, special projects, and other ideas are carried out by the student clubs.

17.2 Organization and Election of Officers
The organization of the student officers will take place in the fall semester of the first year. All students have the opportunity to run for an officer position with the exception of those students who have been or are on academic probation. The positions will be elected by majority vote from the class. Each class has the option of electing new officers in the second and third year. Offices and duties may include but are not limited to the following:

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<th>OFFICE</th>
<th>DUTIES</th>
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<tr>
<td>President</td>
<td>• Work together cohesively with other officers to accomplish goals</td>
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<td>Vice President</td>
<td>• Oversee class activities with other class officers</td>
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<td></td>
<td>• Facilitates and plans fundraising activities including annual pasta luncheon and annual golf outing</td>
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<td>• Coordinates other fundraisers including but not limited to: clothing sales, etc.</td>
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<td>• Serve as a student representative at faculty members one time per month (only 1 officer needs to attend)</td>
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<td></td>
<td>• Attends annual curriculum meeting (only 1 officer needs to attend)</td>
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<td>• Acts as a liaison between faculty members and classmates</td>
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<td>• As 2nd year students, attend the graduating class graduation banquet in May</td>
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<td>• Plans graduation banquet with other class officers</td>
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<td>• Serves as safety monitor and alternate safety monitor (duties are outlined in the Emergency Evacuation Plan- see Appendix I for more information)</td>
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<td>• Estimated time commitment: 10-20 hours/ week depending on fundraising activities</td>
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| Secretary/Treasurer           | - Works with the office coordinator to keep track of all class accounts and reimbursements  
- Work with co-presidents to keep records of fundraising events  
- Other activities that classes have done in the past: send e-mail to class following class officer meetings, send e-mails updating class on funds, update calendar on DPT floor, etc  
- Help with planning and executing of class fundraisers  
- Estimated time commitment: 1-5 hours max during fundraising events |
| Religious Activities Leader   | - Develops religious activities that are open to the student body: 1st, 2nd, and 3rd year classes (i.e. bible studies, prayer meetings). This role is shared between the 3 religious coordinators from all 3 classes.  
- Assist with planning the monthly DPT fellowship gatherings with faculty  
- Activities other classes have done in the past: Christmas Outreach Program and/or UD’s Christmas on Campus, Random Acts of Kindness Program and other community service ideas  
- Help with planning and executing of class fundraisers  
- Estimated time commitment: 1-2 hours/week (except time on clinicals) |
| Social Activities Leader      | - Plans and executes social activities for the class  
- Works with other social coordinators to plan class interactive activities including DPT Christmas party, Bowling night, and annual picnic, etc  
- Helps with planning and executing of class fundraisers  
- Upon graduation, helps faculty and staff with alumni reunion activities  
- Estimated time commitment: 1-2 hours before events |
| APTA Representative           | - Attends the APTA/OPTA Student Conclaves, held annually, as a student representative  
- Promotes APTA participation through encouragement of attendance at district and other APTA meetings  
- Participates in monthly conference calls with Ohio Student SIG  
- Coordinate post-conference presentations with other students who attended conference  
- Activities other classes have done in the past: e-mail class with updates from APTA or OPTA  
- Help with planning and executing of class fundraisers  
- Estimated time commitment: 2-3 hours per month |
17.3 Faculty Advisor
Each class will have a full-time DPT faculty advisor. The program director appoints the faculty advisor for each class. Lori Mann will set up the class account with the Bursar. The faculty advisor will periodically audit the class account, and counsel the class and class officers regarding student issues. Additionally, the faculty advisor oversees the planning and execution of the graduation banquet and hoods each graduate during the commencement ceremony. Faculty advisors will attend one officer meeting each module.

17.4 Physical Therapy Faculty Council

Privilege
One of the class co-presidents is invited to represent his or her class on the Physical Therapy Faculty Council. This is a privilege which can be removed if confidentiality is not maintained.

Voting
Class representatives are allowed one vote total. If a conflict between representatives occurs, the vote will be given to the representative whose class is most closely associated with the subject matter.

17.5 Fundraising
Each club has a treasury of club funds which is maintained in a student club account. Withdrawal of funds requires the signature of the club’s treasurer, administrative assistant, or faculty sponsor. Class funds are withdrawn through the Bursar’s office. Receipts are required to account for all class fund spending. Documentation is to be turned into the program administrative assistant who will periodically audit the account and bring any discrepancies to the attention of the class treasurer.

17.6 Cohort Funds
Each cohort has an officer position of treasurer that oversees the class funds. The class funds are maintained in a student club account at the Bursar office on UD’s campus. Withdrawal of funds requires the signature of the club’s treasurer, administrative assistant, or faculty sponsor. Receipts are required for all transactions. All documents are to be kept organized and to be turned into the program administrative assistant who will periodically audit the account and bring any discrepancies to the attention of the class treasurer.
Section 18: Professional Behavior

We have tried to choose applicants who will appropriately represent health care, the physical therapy profession, the university and this department. The student is expected to exercise a professional and Christian manner in action and in word. The physical therapy faculty supports the standards of the University of Dayton, the Marianist traditions, and the physical therapy profession. The physical therapist education faculty, staff, and clinical instructors expect the student to be self-motivated in their search for professional knowledge, skill, and understanding. Students are expected to use professional courtesy and self-discipline in all communication. Program expectations regarding behavior and character are the same as an employer-employee relationship. This should be reflected in attitude, punctuality, integrity, safety, responsibility, accountability, and a demonstrated interest/concern for others regardless of gender, race, lifestyle choices, etc. Each student is expected to recognize the rights and privileges of all others in the use and care of the facility, equipment and educational resources.

18.1 Egregious Actions

Any attitude, action or the creation of any situation which would bring disciplinary action or dismissal in the workplace will be reason for discipline or dismissal from this professional education program. This includes the use of alcohol and drugs, stealing, harassment (See Section 7.2), and academic dishonesty. If verifiable evidence is found that a student has been stealing, this is cause for immediate dismissal from the program. Harassment - creating an unpleasant or hostile situation, especially by uninvited and unwelcome verbal, written, or physical conduct – is cause for immediate dismissal from the program. Should any questionable student conduct occur, it will be brought to the attention of the respective student's faculty advisor who will discuss it with the student. If the problem is not resolved, the department chair will be notified. The department chair will contact the student and discuss appropriate behavioral modifications.

Academic dishonesty is a serious offense and could result in the immediate dismissal from the program. Academic dishonesty includes but is not limited to: falsifying records or official documents, plagiarism, presenting assignments and reports which are not the student’s own work, stealing or using exams and quizzes for study purposes against the will of the instructor, and/or working from or copying from another student’s quiz or exam. Students who knowingly collaborate in such activities are also culpable. (See Section 1.10)

If a student is caught engaging in such an offense, it is punishable by warning, assigned seating during examinations, receipt of a lower or failing grade, and finally dismissal from the program. Faculty will first discuss the issue with the student. Then, depending upon the gravity of the situation, the incident may be discussed with the Chair of the Department of Physical Therapy and/or the Dean of SEHS. Communication with any of these faculty or administrators regarding academic dishonesty will be placed in writing and the student will be asked to sign a copy. Policies governing student academic dishonesty for the university can be found in the University of Dayton Student Handbook.
18.2 Professional Behaviors Development

The University of Dayton Physical Therapy Program believes in the premise that professional behavior is equal in importance to cognitive knowledge and psychomotor skills. The following 10 Professional Abilities (as developed at the University of Wisconsin) have been identified as essential professional behavior for the physical therapy profession:

1. **Commitment to Learning**: Self-assess, self-control, and self-direct; identify needs and sources of learning; continually seek new knowledge and understanding.
2. **Interpersonal Skills**: Interact effectively with patients, families, peers, other health care professionals and the community; deal effectively with cultural or ethnic diversity issues.
3. **Communication Skills**: Communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. **Effective use of time and Resources**: Obtain the maximum benefit from a minimum investment of time and resources.
5. **Use of Constructive Feedback**: Identify sources of and seek out feedback; to effectively use and provide feedback for improving interpersonal interaction.
6. **Problem-Solving**: Recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7. **Professionalism**: Exhibit professional conduct and represent the profession effectively.
8. **Responsibility**: Fulfill commitments and be accountable for actions and outcomes.
9. **Critical Thinking**: Question logically; identify, generate and evaluate elements of logical argument; differentiate facts, illusions, assumptions; distinguish relevant from irrelevant.
10. **Stress Management**: Identify sources of stress and to develop effective coping behaviors.

Additionally, the APTA has identified five performance criteria that are considered foundational elements in clinical practice. These criteria are components of the Clinical Performance Instrument (CPI), which is used to assess student performance during clinical experiences. **Unresolved difficulties with these items during a clinical may warrant extension, termination, and/or remediation of a clinical experience.** Termination of a clinical experience may result in dismissal from this academic program. These “Red Flag” items include:

1. **Safety**: Practices in a safe manner that minimizes risk to patient, self, and others.
2. **Communication**: Communicates in ways that are congruent with situational needs.
3. **Professional Behavior**: Demonstrates professional behavior in all situations
4. **Clinical Reasoning**: Applies current knowledge, theory, clinical judgment, and the patient’s values and perspective in patient management.
5. **Accountability**: Practices in a manner consistent with established legal and professional standards and ethical guidelines.
Sample behaviors for each of the Professional Abilities and APTA CPI Red Flag items are provided in each of these source documents. Additionally, UD faculty have identified a sampling of behaviors in the classroom that are indicative of need for development of these skills:

<table>
<thead>
<tr>
<th>APTA Red Flag Skill</th>
<th>Professional Abilities Skill</th>
<th>Sample Observed Classroom Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td></td>
<td>Hyperfocus on clinical pathology or procedure to the neglect of safety awareness</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication; Interpersonal Skills</td>
<td>Verbal communication • Inappropriate content • Inappropriate tone Non-verbal communication • Body positions express lack of engagement • Lack of eye contact • Inappropriate facial expressions</td>
</tr>
<tr>
<td>Professional Behavior</td>
<td>Professionalism</td>
<td>Aloof, disruptive, distracting, disrespectful, sleeping, too comfortable/ too informal, overstaying welcome, arrogance, overly quiet, inadequate participation, withdrawn from/uninterested in classmates, apathy, poor initiation</td>
</tr>
<tr>
<td>Clinical Reasoning</td>
<td>Critical thinking; Problem Solving; Use of Constructive Feedback</td>
<td>Poor articulation of critical thinking via written, laboratory, and/or practical examinations and classroom discussion</td>
</tr>
<tr>
<td>Accountability</td>
<td>Responsibility Stress Management Effective Use of Time and Resources Commitment to Learning</td>
<td>Inconsistent in timely completion of assignments.</td>
</tr>
</tbody>
</table>

Throughout this academic program, to promote preparedness for clinical practice, each student will be monitored for appropriate development of these skills. Should any concerns with appropriate performance of these skills occur, it will be brought to the attention of the respective student’s faculty advisor who will discuss it with the student. If the problem persists, the faculty advisor will consult the faculty board to develop a proactive intervention plan to complete prior to the student’s next clinical. Interventions may include professional skills coursework, peer mentoring, and other opportunities to develop identified skills. **Failure to demonstrate necessary growth or change in these areas when identified by the faculty could result in dismissal from the program.**
Section 19: Student Dress

Because the University of Dayton is a Marianist institution and because the program facility is located within a professional campus, students are requested to have dress and accessories that reflect professional clinical standards. Clothing should be modest, neat, clean, and in good condition.

19.1 Anatomy

Students are required to have their own scrubs for anatomy. The scrubs are not to be worn outside the anatomy lab. Each student is responsible for maintaining the cleanliness of his or her scrubs through regular laundering.

19.2 Labs

The in-house clinical laboratory attire will include shorts and T-shirts for women and men. Some labs will require the women to have a halter top or bathing suit top for activities dealing with the neck, back, shoulders and abdomen. **Do not come to any lab unprepared. Always be dressed so that you will be comfortable disrobing as necessary to fully participate in lab activities.** Laboratory attire is not to be worn in the classroom unless a class/lecture is combined with laboratory or research activities. Laboratory attire is not acceptable outside the facility. For changing and storing lab attire, students are assigned lockers in their respective locker rooms. These facilities are provided for changing and storing lab attire.
Section 20: Related Personnel

20.1 Rights
Information on the policies, procedures, and practices protecting the rights, safety, dignity, and privacy of patients, clients, and other individuals involved with the program can be found on the University of Dayton’s policies website: https://udayton.edu/policies/All%20Policies/index.php

In order to protect the rights of all parties involved when participating in instructional-related activities, participants will be required to sign a “Release of Liability Form” (found in Appendices I and II) prior to the onset of participation.

The dignity of each participant in the physical therapy program will be held in the highest regard at all times and in all situations, with respect for each individual.

20.2 Confidentiality
Information on the university policies concerning confidentiality may be obtained from the University of Dayton Policies website at: https://udayton.edu/policies/All%20Policies/index.php

All lab participants and human subjects will be requested to fill out a “Release of Medical Information” form (found in Appendix IV of this handbook), which will provide each individual the opportunity to protect or share their personal information, as appropriate.

20.3 Safety
The University strives to maintain the highest level of safety for all of its students, faculty, staff, and guests, which is coordinated through the University of Dayton Department of Public Safety (accessed online at: https://www.udayton.edu/policies/studentdevelopment/publicsafety/public-safety-policy.php

For more information on services and safety procedures, individuals may access these resources. In addition, section 10.13 of this handbook may be referred to for program-specific safety information.

20.4 Permission to Photograph
In order to protect individual rights, a release form for permission to photograph (Appendix V) will be provided to each volunteer, student, and other program participants who may be participating in any type of activity where photographic or digital imaging equipment may be used. For more information on general University policies, related personnel may contact: Joyce M. Carter, Vice President for Human Resources, St. Mary’s Hall, Room 118; 937-229-2554.
Section 21: Conclusion

The intent of these regulations and guidelines is to promote a safe, clean, professional environment conducive to the high standards of a quality physical therapist education. Following these guidelines will facilitate this goal for everyone. Attempting to function independently of these guidelines often results in further regulations for everyone. Any questions or concerns with the information set forth in the handbook can be brought to the attention of the program director or appropriate UD official.
Appendix I: Emergency Evacuation Plan (EEP)

University of Dayton’s Emergency Evacuation Plan
Building name: College Park Center/Department of Physical Therapy

Building Address: 300 College Park, Dayton, Ohio 45469

Emergency Coordinator(s): Lori Mann & Current Module Coordinators

Emergency Coordinator Phone Number: 229-5600

Designated Meeting Site(s) for Building are:
   After exiting College Park Center, turn right and walk toward the “S1” lot. All DPT students, faculty, and staff will meet at the opening of the freight bay where attendance will be taken to ensure that everyone is accounted for.

Date: 8/1/2015
EMERGENCY NUMBERS

PLEASE KEEP POSTED

University of Dayton Police Department
937-229-2121

Fire 911
Medical 911

Public Safety- 911 on campus phone or 937-229-2121
(x92121)

University of Dayton
Environmental Health & Safety/Risk Management
300 College Park
Dayton, Ohio 45469-2905
(937) 229-4503
(937) 603-6554
Section I: Purpose and Objectives

An Emergency Evacuation Plan (EEP) and adequate occupant familiarity with the building minimize threats to life and property. Since the potential of emergencies at College Park Center, such as fire, explosion, chemical releases and all other emergencies that would require employees to evacuate the building exist, it is essential that a plan be in place and practiced. In addition, the Occupational Safety and Health Administration (OSHA) Emergency Action Plan standard 29 CFR 1910.38(a) requires that College Park Center have a written Emergency Evacuation Plan (EEP). This plan applies to all emergencies where employees may need to evacuate for personal safety.

This EEP is intended to communicate the policies and procedures for employees to follow in an emergency situation. This written plan should be made available, upon request, to employees and their designated representatives by the Emergency Coordinator for the building.

Under this plan, employees will be informed of:

- The plan’s purpose,
- Preferred means of reporting fires and other emergencies,
- Emergency escape procedures and route assignments,
- Procedures to be followed by employees who remain to control critical plant operations before they evacuate,
- Procedures to account for all employees after emergency evacuation has been completed,
- Rescue and medical duties for those employees who perform them,
- The alarm system.

Lori Mann, Office Coordinator, (along with current module coordinators) will act as the Emergency Coordinator for this facility and have overall responsibility for the preparation and implementation of this plan.

Trista Cathcart, Admissions Coordinator, is the Alternate Emergency Coordinator.

The Emergency Coordinator will review and update the plan as necessary. Copies of this plan will be maintained in the DPT Front Office and available for download on the DPT website.
Section II: General Guidelines

The following guidelines apply to this EEP:

1. All personnel must be trained in safe evacuation procedures. Refresher training is required whenever the employee's responsibilities or designated actions under the plan change, and whenever the plan itself is changed.
2. The training may include use of floor plans and workplace maps which clearly show the emergency escape routes included in the EEP. Color-coding aids employees in determining their route assignments. Floor plans and maps should be posted at all times in main areas (i.e., stairwells, lobbies, elevator lobbies, and exit corridors) of College Park Center to provide guidance in an emergency.
3. Stairwells are the primary means for evacuation. Elevators are to be used only when authorized by a fire or police officer.
4. No employee is permitted to re-enter the building until advised by the Fire Department.

This EEP will be coordinated with efforts in connected buildings. Mutually beneficial agreements can be reached regarding Designated Meeting Sites and shelter in the event of inclement weather. Environmental Health & Safety/Risk Management is available for consultation to assist with the implementation of joint EEPs.
Section III: Responsibilities of Emergency Coordinator and Safety Monitors

The Emergency Coordinator is responsible for:

- Obtaining and posting floor plans and route evacuation maps.
- Overseeing the development, communication, implementation and maintenance of the overall EEP.
- Ensuring the training of building occupants, Safety Monitors, and Critical Operations Personnel, and notifying all personnel of changes to the plan.
- Maintaining up to date lists of building occupants, critical operations personnel, and any other personnel with assigned duties under this plan. Lists are included in Appendix I.
- In the event of a fire or other emergency, relaying applicable information to emergency personnel, occupants and Safety Monitors.
- Establishing Designated Meeting Sites for evacuees.

The Safety Monitors are responsible for:

- Familiarizing personnel with emergency procedures.
- Acting as liaison between management and their work area.
- Ensuring that occupants have vacated the premise in the event of an evacuation and checking assigned areas.
- Knowing where their Designated Meeting Site is and for communicating this information to occupants.
- Having a list of personnel in their area of coverage, so a head count can be made at their Designated Meeting Site.
- Ensuring that disabled persons and visitors are assisted in evacuating the building or sheltering in place and communicating their whereabouts to Emergency Responders.
- Evaluating and reporting problems to the Emergency Coordinator after an emergency event.
- Posting the "Area Evacuation Plan" (EEP Appendix III) in their work areas, communicating plan to occupants, and updating the plan annually.
Section IV: Alerting or Signaling Building Occupants in Case of Fire or Other Emergency

- In case of a fire, employees should sound the alarm by locating the nearest fire alarm pull station and/or calling Public Safety at 911 on a Campus phone or 229-2121 on a cell phone. The locations of the fire alarm pull stations are noted on the evacuation floor plans in EEP Appendix II. The fire alarm alerts building occupants of the need for evacuation and sends a signal to Public Safety that there is an alarm condition in the building.

- It may be necessary to activate additional fire alarm pull stations (generally located near stairwell exits), or shout the alarm, if people are still in the building and the alarm has stopped sounding, or if the alarm does not sound. This can be done while exiting.

- Persons discovering a fire, smoky condition, or explosion should pull the fire alarm pull station. Any pertinent fire or rescue information should be conveyed to Public Safety. All emergency telephone numbers are listed at the beginning of this EEP.

- To report all other emergencies, employees should call Public Safety. State your name, your location, and the nature of the call. Speak slowly and clearly. Wait for the dispatcher to hang up first. On occasion the dispatcher may need additional information or may provide you with additional instructions.
Section V: Evacuation Procedures for Building Occupants

- When the fire alarm sounds, all personnel should ensure that nearby personnel are aware of the emergency, and close doors and exit the building using stairwells.
- All occupants should proceed to their Designated Meeting Site and await further instructions from their Safety Monitor.
- All personnel should know where primary and alternate exits are located, and be familiar with the various evacuation routes available. Floor plans with escape routes, alternate escape routes, exit locations and Designated Meeting Sites are located in EEP Appendix II and are posted in the building.
- **Building occupants must NOT use elevators as an escape route in the event of a fire.**

Notes and Precautions:

Small fires can be extinguished only if you are trained to use a fire extinguisher. However, an immediate readiness to evacuate is essential. **All fires, even those that have been extinguished, must be reported to Public Safety at 92121 or 911 immediately.** Never enter a room that is smoke filled. Never enter a room if the door is warm to touch.

Fire

- **R - Rescue:** When you discover a fire, rescue people in immediate danger if you can do so without endangering yourself. Exit via safe fire exit. Never use elevators. Close doors to room with fire.
- **A - Alarm:** Sound the alarm by pulling a fire box and call 92121 or 911, from a safe distance, to notify Public Safety of precise location of fire.
- **C - Confine:** Close all doors, windows and other openings.
- **E - Evacuate:** Evacuate the building.
Section VI: Disabled Occupants

If a disabled occupant is unable to exit the building unassisted, the Safety Monitor must notify the emergency response personnel of the person's location. Transporting of disabled individuals up or down stairwells should be avoided until emergency response personnel have arrived. Unless imminent life-threatening conditions exist in the immediate area occupied by a non-ambulatory or disabled person, relocation of the individual should be limited to a safe area on the same floor, in close proximity to an evacuation stairwell.
**Section VII: Critical Operations Shutdown**

Critical Operation Shutdown: Critical operations, including equipment that must be shut off and persons designated to complete these actions are identified in EEP Appendix I of this EEP. Procedures for rapid shutdown should be predetermined for life safety and loss control purposes, as well as ensuring complete evacuations in a timely manner.

The Critical Operations Shutdown procedure is to be followed by those employees who have been assigned to care for essential building operations include:

<table>
<thead>
<tr>
<th>Operation</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. N/A</td>
<td></td>
</tr>
<tr>
<td>2. N/A</td>
<td></td>
</tr>
<tr>
<td>3. N/A</td>
<td></td>
</tr>
<tr>
<td>4. N/A</td>
<td></td>
</tr>
<tr>
<td>5. N/A</td>
<td></td>
</tr>
</tbody>
</table>

The DPT program does not have any critical operations which would require an employee to perform specified duties prior to evacuation.

Persons involved in the Critical Operations Shutdown listed above shall be notified by management of this responsibility in advance, identified in the EEP, and will be appropriately trained for the particular situation. Personnel assigned to critical operations responsibilities are listed in EEP Appendix I.
**Section VIII: Accountability Procedures for Emergency Evacuation**

**Designated Meeting Sites:** Groups working together on or in the same area should meet outside the building in the prearranged Designated Meeting Site. A list of the primary and alternate Designated Meeting Sites is listed on the floor plans in EEP Appendix II.

Once each evacuated group of employees have reached their Designated Meeting Site, each Safety Monitor:

- Assembles his/her group in the Designated Meeting Site.
- Takes head count of his or her group.
- Assumes role of department contact to answer questions.
- Reports status to Emergency Coordinator or Incident Commander.
- Instructs personnel to remain at Designated Meeting Site until further notice.
Section XI: Rescue and Medical Duties

Public Safety, the Dayton Fire Department, an Emergency Medical Technicians (EMT) will conduct all rescue and medical duties.

Do not move injured personnel. Keep the person lying down, covered and warm.

First Aid: Contact Public Safety at 229-2121 or 911.
Section X: Resource and Responsibilities Lists

EEP Organization: The lists in EEP Appendix I include the names of employees, managers, staff or other personnel and their job titles, job positions and relative EEP collateral duties. The purposes served by the lists are:

- To tell employees who to see for additional information on the EEP.
- To provide emergency response personnel with a list of department personnel which may be needed in order to provide additional information about the fire, a chemical, a hazardous waste location, a shipment of chemicals, etc.

The lists should be updated by the Emergency Coordinator on an as-needed basis.
Section XI: Training and Communications

Each occupant should know that evacuation is necessary and what his/her role is in carrying out the plan. Employees should also know what is expected of them during an emergency to assure their safety. Training on the EEPs content is also required by OSHA 29 CFR 1910.38(a).

A method of training building occupants in the requirements of the emergency evacuation plan is to give all employees a thorough briefing and demonstration. The department will have all managers and supervisors present this plan to their staffs in staff meetings. Annual practice drills are to be implemented and documented by the Emergency Coordinator. The Environmental Safety Office can assist with training, drills and demonstrations.

A Training Attendance Record Sheet is included in EEP Appendix I. This record should be maintained by the Emergency Coordinator for a period of five (5) years.
## EEP Appendix I: Responsibilities

### Emergency Evacuation Plan Responsibilities List

<table>
<thead>
<tr>
<th>Department Name:</th>
<th>Department Physical Therapy University of Dayton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Name:</td>
<td>Fitz Hall</td>
</tr>
<tr>
<td>Address:</td>
<td>1529 Brown St.</td>
</tr>
<tr>
<td></td>
<td>Dayton, OH 45409</td>
</tr>
<tr>
<td>Title:</td>
<td>Office Coordinator</td>
</tr>
<tr>
<td>Name:</td>
<td>Lori Mann</td>
</tr>
<tr>
<td>Location:</td>
<td>College Park Center</td>
</tr>
<tr>
<td>Room:</td>
<td>207</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(937) 229-5600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Name</th>
<th>Location</th>
<th>Room</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Emergency Coordinator</td>
<td>Lori Mann</td>
<td>Fitz Hall</td>
<td>207</td>
<td>229-5603</td>
</tr>
<tr>
<td></td>
<td>Alternate Emergency Coordinator</td>
<td>Trista Cathcart</td>
<td>Fitz Hall</td>
<td>207</td>
<td>229-5611</td>
</tr>
<tr>
<td></td>
<td>Safety Monitors</td>
<td>2019 – Kristen Schellhaas</td>
<td>Fitz Hall</td>
<td>207</td>
<td>229-5600</td>
</tr>
<tr>
<td></td>
<td>Safety Monitors</td>
<td>2020 – Melissa Spurbeck</td>
<td>Fitz Hall</td>
<td>207</td>
<td>229-5600</td>
</tr>
<tr>
<td></td>
<td>Alternate Safety Monitors</td>
<td>2019-Sarah Soboslay</td>
<td>Fitz Hall</td>
<td>207</td>
<td>229-5600</td>
</tr>
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<td></td>
<td></td>
<td>2020 – Kati Rath</td>
<td>Fitz Hall</td>
<td>207</td>
<td>229-5600</td>
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<tr>
<td></td>
<td>Other management/staff with related EEP</td>
<td>N/A</td>
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<td></td>
<td>duties</td>
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</table>

Total Number of Employees: 13  
Total Number of Students: 109
## Personnel Assigned to Critical Operations Responsibilities

<table>
<thead>
<tr>
<th>Critical Operation</th>
<th>Required Shutdown</th>
<th>Name</th>
<th>Job Position</th>
<th>Work Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>
**Department Employee List on Site**

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title/Shift</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philip Anloague</td>
<td>Department Chair, Associate Professor, Anatomy, 1st Shift</td>
<td>FH 207C</td>
</tr>
<tr>
<td>Joaquin Barrios</td>
<td>Associate Professor, Orthopedics 1st Shift</td>
<td>FH 209D</td>
</tr>
<tr>
<td>C. Jayne Brahler</td>
<td>Associate Professor, 1st Shift</td>
<td>FH 209C</td>
</tr>
<tr>
<td>Trista Cathcart</td>
<td>Admissions Coordinator, 1st Shift</td>
<td>FH 207</td>
</tr>
<tr>
<td>Matt Day</td>
<td>Assistant Professor, 1st Shift</td>
<td>FH 209B</td>
</tr>
<tr>
<td>Betsy Donahoe-Fillmore</td>
<td>Assistant Program Director, Associate Professor, Pediatrics, 1st Shift</td>
<td>FH 207D</td>
</tr>
<tr>
<td>Mary Fisher</td>
<td>Associate Professor, Advance Therapy, 1st Shift</td>
<td>FH 209E</td>
</tr>
<tr>
<td>Sean Gallivan</td>
<td>Director of Clinical Education, 1st Shift</td>
<td>FH 207F</td>
</tr>
<tr>
<td>Vicki Hill</td>
<td>Senior Administrative Secretary, 1st Shift</td>
<td>FH 207</td>
</tr>
<tr>
<td>Kurt Jackson</td>
<td>Associate Professor, Neurology, 1st Shift</td>
<td>FH 207E</td>
</tr>
<tr>
<td>Lori Mann</td>
<td>Office Coordinator, 1st Shift</td>
<td>FH 207</td>
</tr>
<tr>
<td>Harold Merriman</td>
<td>Associate Professor, General Medicine 1st Shift</td>
<td>FH 207G</td>
</tr>
<tr>
<td>Trisha Renner</td>
<td>Assistant Professor, 1st Shift</td>
<td>6th floor</td>
</tr>
</tbody>
</table>

Note: A current roster of all DPT students is kept in each emergency folder. A master copy of the EEP (including current student rosters) is kept at the DPT front desk. An emergency folder is also kept with the Emergency Coordinator and Alternate Emergency Coordinator. Emergency folders are stored at the front desk for all current module coordinators whose assistance is required in case of emergency.
University of Dayton Training Attendance Record

Training Program:
______________________________________________________________________________

Instructor(s):
______________________________________________________________________________

Date: _______ / _______ / ______ Location____________________________________

<table>
<thead>
<tr>
<th>Name (Printed)</th>
<th>Signature</th>
<th>Department</th>
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EEP Appendix III: Area Evacuation Plan

Department/Area: Doctor of Physical Therapy Program

Date: 8/1/15

Each work area should establish, in advance, a primary and a secondary evacuation route (in case the primary route is blocked) in the event of fire, flood, blackout, earthquake, etc. Do not use elevators to evacuate. Do not block open stairwell doors.

Primary Evacuation Route:

Head toward the stairwell located off the break room, near the restrooms and freight elevator. In an orderly manner, descend the stairs and exit the building. Walk a safe distance away from the building and turn right. Meet at the designated meeting site.

Secondary Evacuation Route:

Head East toward Brown St. and follow signs to the stairwell. In an orderly manner, descend the stairs and exit the building. Walk a safe distance away from the building and turn right. Meet at the designated meeting site.

Establish an outdoor meeting place where evacuees, out of harm’s way, can account for all staff and visitors. A short distance from the building, on the same block, should suffice.

Designated Meeting Site:

After exiting College Park Center, turn right and walk toward the “S1” lot. All DPT students, faculty, and staff will meet at the opening of the freight bay where attendance will be taken to ensure that everyone is accounted for.

Designate a position/alternate who will take charge in the event of fire or another emergency:

Trista Cathcart, Administrative Assistant along with all current module coordinators

Safety Monitor:

There will be one safety monitor per cohort. The designated safety monitor will be the class co-president with the first alphabetical last name.
Alternate Safety Monitor:

There will be one alternate safety monitor per cohort. The designated safety monitor will be the class co-president with the last alphabetical last name.

Emergency Coordinator for the Building:

Robin Oldfield
Director of Environmental Health & Safety/Risk Management
(937) 229-4503

Check list of Responsibilities for the Safety Monitor:

- Ensure that R.A.C.E. is followed if smoke or flames are discovered in your work area: RESCUE, ALARM, CLOSE ALL DOORS, EVACUATE. If time and distance permit, call 92121 or 911.
- Ensure that people follow the appropriate evacuation route, and that they are directed to a safe, post-evacuation meeting place.
- Account for all staff and visitors at the Designated Meeting Site
- Identify yourself as the Safety Monitor for your work area to the Emergency Coordinator and emergency responders.
- Notify Emergency Coordinator and emergency responders of any personnel who remain trapped in the building, are performing critical operations shutdown, or are unaccounted for.

Special Needs

Be aware of impaired staff and visitors who may need to be alerted or assisted.

Maintenance Areas

Prepare to shut off piped gases and compressed gas cylinders at the valve, which may feed a fire.
OSHA 29 CFR 1910.38 - Employee emergency plans and fire prevention plans

(a) Emergency action plan-- (1) Scope and application. This paragraph (a) applies to all emergency action plans required by a particular OSHA standard. The emergency action plan shall be in writing (except as provided in the last sentence of paragraph (a) (5) (iii) of this section) and shall cover those designated actions employers and employees must take to ensure employee safety from fire and other emergencies.

(a)(2) Elements. The following elements, at a minimum, shall be included in the plan:

(a)(2)(i) Emergency escape procedures and emergency escape route assignments;

(a)(2)(ii) Procedures to be followed by employees who remain to operate critical plant operations before they evacuate;

(a)(2)(iii) Procedures to account for all employees after emergency evacuation has been completed;

(a)(2)(iv) Rescue and medical duties for those employees who are to perform them;

(a)(2)(v) The preferred means of reporting fires and other emergencies; and

(a)(2)(vi) Names or regular job titles of persons or departments who can be contacted for further information or explanation of duties under the plan.

(a)(3) Alarm system. (i) The employer shall establish an employee alarm system which complies with 1910.165.

(a)(3)(ii) If the employee alarm system is used for alerting fire brigade members, or for other purposes, a distinctive signal for each purpose shall be used.

(a)(4) Evacuation. The employer shall establish in the emergency action plan the types of evacuation to be used in emergency circumstances.

(a)(5) Training. (i) Before implementing the emergency action plan, the employer shall designate and train a sufficient number of persons to assist in the safe and orderly emergency evacuation of employees.
(a)(5)(ii) The employer shall review the plan with each employee covered by the plan at the following times:

(a)(5)(ii)(A) Initially when the plan is developed,

(a)(5)(ii)(B) Whenever the employee's responsibilities or designated actions under the plan change, and

(a)(5)(ii)(C) Whenever the plan is changed.

(a)(5)(iii) The employer shall review with each employee upon initial assignment those parts of the plan which the employee must know to protect the employee in the event of an emergency. The written plan shall be kept at the workplace and made available for employee review. For those employers with 10 or fewer employees the plan may be communicated orally to employees and the employer need not maintain a written plan.

(b) Fire prevention plan--(1) Scope and application. This paragraph (b) applies to all fire prevention plans required by a particular OSHA standard. The fire prevention plan shall be in writing, except as provided in the last sentence of paragraph (b)(4)(ii) of this section.

(b)(2) Elements. The following elements, at a minimum, shall be included in the fire prevention plan:

(b)(2)(i) A list of the major workplace fire hazards and their proper handling and storage procedures, potential ignition sources (such as welding, smoking and others) and their control procedures, and the type of fire protection equipment or systems which can control a fire involving them;

(b)(2)(ii) Names or regular job titles of those personnel responsible for maintenance of equipment and systems installed to prevent or control ignitions or fires; and

(b)(2)(iii) Names or regular job titles of those personnel responsible for control of fuel source hazards.

(b)(3) Housekeeping. The employer shall control accumulations of flammable and combustible waste materials and residues so that they do not contribute to a fire emergency. The housekeeping procedures shall be included in the written fire prevention plan.

(b)(4) Training. (i) The employer shall apprise employees of the fire hazards of the materials and processes to which they are exposed.
(b)(4)(ii) The employer shall review with each employee upon initial assignment those parts of the fire prevention plan which the employee must know to protect the employee in the event of an emergency. The written plan shall be kept in the workplace and made available for employee review. For those employers with 10 or fewer employees, the plan may be communicated orally to employees and the employer need not maintain a written plan.

(b)(5) Maintenance. The employer shall regularly and properly maintain, according to established procedures, equipment and systems installed on heat producing equipment to prevent accidental ignition of combustible materials. The maintenance procedures shall be included in the written fire prevention plan.
Appendix II

Release of Liability: Students

UNIVERSITY OF DAYTON DOCTOR OF PHYSICAL THERAPY PROGRAM

I, the undersigned, am employing the faculty and instructors for the University of Dayton Physical Therapy Program for the purpose of instruction in rehabilitation sciences. In consideration for this instruction, I hereby release the speaker, its agents and employees and agree to hold it and them harmless from any liability, claims, damages, actions, and cause of action whatsoever, for loss, damages or injury to person or property, irrespective of how arising and however caused, including but not limited to all kinds and degrees of extent of negligence with which the speaker, its agents or employees may be involved.

I further agree to disclose in writing below, all of my physical and medical conditions, limitations and sensitivities, and agree to release and hold the speaker, its agents and employees harmless from any liability, claims, damages, and causes of action in any way relating to or arising from said conditions, limitations or sensitivities. I expressly agree that all instruction and use of all facilities and equipment shall be undertaken at my own risk, and that the speaker cannot assure my safety.

Finally, I agree that the speaker, its agents and employees shall not be liable for any claims, demands, injuries, damages, actions, or causes of action whatsoever arising out of, or connected with the use of any of its facilities or equipment.

In witness whereof, I have executed this Release this _____day of ___________, 20______.

NAME OF PERSON RECEIVING INSTRUCTION: ______________________________________
(Please print name)

Please list all physical or medical conditions, limitations or sensitivities of person receiving instruction: (Use reverse side if needed).

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

(Signature) (Witness)
Release of Liability: Clinical Skills Lab Volunteers

UNIVERSITY OF DAYTON DOCTOR OF PHYSICAL THERAPY PROGRAM

I, the undersigned, volunteer participation in the Clinical Skills Labs for the Doctor of Physical Therapy Program at the University of Dayton. I understand that my interaction with the faculty, staff and students from the University of Dayton Physical Therapy Program is for the purpose of instruction in rehabilitation sciences. In consideration for this instruction, I hereby release the faculty and students of the University of Dayton, its agents and employees and agree to hold it and them harmless from any and all liability, claims, damages, actions, and cause of action whatsoever, for loss, damages or injury to person or property, irrespective of how arising and however caused, including but not limited to all kinds and degrees of extent of negligence with which the faculty and students of the University of Dayton, its agents or employees may be involved.

I further agree to disclose in writing below, all of my physical and medical conditions, limitations and sensitivities, and agree to release and hold the faculty and students of the University of Dayton, its agents and employees harmless from any liability, claims, damages, and causes of action in any way relating to or arising from said conditions, limitations or sensitivities. I expressly agree that all instruction and use of all facilities and equipment shall be undertaken at my own risk, and that the University of Dayton cannot assure my safety.

Finally, I agree that the faculty and students of the University of Dayton, its agents and employees shall not be liable for any claims, demand, injuries, damages, actions, or causes of action whatsoever arising out of, or connected with the use of any of its facilities or equipment.

In witness whereof, I have executed this Release this _____ day of __________, 20______.

NAME OF PERSON RECEIVING INSTRUCTION: ______________________________________  (Please print name)

Please list all physical or medical conditions, limitations or sensitivities of person receiving instruction: (Use reverse side if needed).

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(Signature)  (Witness)
Appendix IV

Release of Medical Information

UNIVERSITY OF DAYTON DOCTOR OF PHYSICAL THERAPY PROGRAM

Release to:  University of Dayton  Re: ____________________________
DPT Program
300 College Park
Dayton, OH 45469-2925

(Patient’s Name)
(Date of Birth)
(Social Security Number)

Type of Release:
☐ Copies of Medical Records
☐ Inspection of Medical Record
☐ Copies/Photographs of Diagnostic Findings
☐ Inspection of Diagnostic Finding

I ________________________________ do hereby authorize the University of Dayton to utilize the records/reports listed above solely for educational purposes in the Doctor of Physical Therapy Program.

I understand the release of this information will guarantee the confidentiality of the information in the medical record and that this information will not be made available in the public domain. I release the University of Dayton and all personnel for any liability concerning the release of information.

I understand that this consent is valid for thirty (30) days; however, it may be revoked in writing at any time, but not retroactive to any previously released information.

______________________________  ________________________
(Signature of Patient)           (Date)

______________________________  ________________________
(Copies released by:)            (Date)

______________________________  ________________________
(Inspected in the presence of:)  (Date)
Appendix V

Permission to Photograph

UNIVERSITY OF DAYTON DOCTOR OF PHYSICAL THERAPY PROGRAM

I consent to the taking of photographs, motion pictures, videotapes, and to the preparation of other graphic materials where appropriate by the University of Dayton Doctor of Physical Therapy Program while participating in this activity associated with the above institution. I agree that they may use or permit other persons to use these prepared negatives or prints. I realize that this documentation may be used in the future in professional medical articles published in scientific or medical publications and reports.

Photograph taken of: __________________________________________

(Participant’s Name)

Comments: __________________________________________________

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(Participant’s Signature) (Date)

(Signature of Parent – if necessary) (Date)

(Signature of Witness) (Date)
Appendix VI

Student Information Release Form

UNIVERSITY OF DAYTON DOCTOR OF PHYSICAL THERAPY PROGRAM

I, ________________________________, give consent to the University of Dayton Doctor of Physical Therapy Program to release the following information:

- Name
- Anticipated graduation date
- Address
- Phone/cell number
- Photograph
- Criminal background check results
- E-mail address
- Verification of medical insurance

To the following facilities:

- Physical therapy clinical education facilities
- Health care facilities
- Government agencies (OT/PT/AT Licensure Board/Federation of State Boards)
- Financial aid department and/or institutions
- Ohio Physical Therapy Association/American Physical Therapy Association

For the purpose(s) of:

- Job placement/recruitment information
- Student membership for APTA and its affiliates
- Demographic information
- State licensure information
- Clinical education
- Newsletter/promotional materials and alumni communication

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(Signature)                                      (Date)
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Appendix VIII

Course Descriptions

DPT 805 (3)
Functional Physiology I: Intro to Pathophysiology
A small-group, problem-based learning course which focuses on the study of human physiological function of the major organ systems including clinical manifestations associated with pathophysiological conditions. Introduction of applied physiology and exercise physiology concepts in musculoskeletal, cardiovascular and pulmonary function. Foundations of pharmacokinetics and pharmacodynamics are also studied in this course.

DPT 806 (2)
Functional Physiology II: “Cardio Pulm”
Advanced Concepts of applied physiology and exercise physiology concepts in musculoskeletal, cardiovascular and pulmonary function are studied.

DPT 807 (2)
Wellness, Health, and Promotion in Physical Therapy
This course focuses on the role of the physical therapist in health promotion, wellness, and prevention. The purpose of the course is to gain an understanding of fundamental concepts of health, wellness, screening for risk, and the theoretical bases underlying behavior change. These concepts will be applied to improving health and wellness in oneself. Using him or herself as the first patient, the student will learn how to assess risk for specific conditions, generate goals to decrease risk and increase health and wellness, develop and implement a plan to achieve his or her goals, and assess the results. Class sessions will be primarily small group discussion and lecture.

DPT 810 (2)
Professional Seminar I: Health Care
Provides a comparative overview of health care systems and the role of physical therapy. Students learn about the APTA and the development of professional behaviors as they work on personal strategies for integration into the profession. Learning styles are presented and discussed within the context of clinical practice and professional development.

DPT 811 (2)
Professional Seminar II: Clinical Practice
Designed to introduce the student to clinical practice. Students learn professional communication and documentation skills. Topics include medical records, personnel supervision, scheduling, legal and ethical issues (including sexual harassment), and the cost of service delivery.

DPT 815 (4)
Human Gross Anatomy
Comprehensive course with lecture, and human cadaver dissection, emphasizing the skeletal, muscle, and nervous systems. The aim is to provide a solid morphological basis for a synthesis of anatomy, physiology, and nervous systems. The aim is to provide a solid morphological basis for synthesis of anatomy, physiology, and the physical therapy clinical sciences. The lab section involves dissection and
identification of structures in the cadaver and the study of charts, models, radiographic anatomy and projected materials.

**DPT 818 (4)**
Neuroscience
Comprehensive course utilizing lecture and active learning methodologies, including labs covering neuroanatomy and physiology of the central, peripheral and autonomic nervous systems as they pertain to normal somatic function. Basic disease families are introduced.

**DPT 820 (3)**
Movement Science
Comprehensive course with lecture, small group, clinical lab and dissection, which integrates anatomy, biomechanics and clinical examination of the spine and trunk and appendicular muscular system into the evaluation of human movement dysfunction. Students learn basic gait and posture examination skills and develop clinical reasoning to facilitate the development of appropriate therapeutic exercise interventions.

**DPT 821 (3)**
Introduction to Clinical Examination
This course covers the essential components for conducting a physical therapy examination. Students learn basic examination skills such as taking patient history and assessing pain, vital signs, posture, limb girth, sensation, reflexes and general function and fitness. The course emphasizes tests to measure joint motion (goniometry) and muscle strength (manual muscle testing).

**DPT 825 (2)**
Pharmaco Therapeutics
Designed to present the general principles of pharmacology in relation to physical therapy practice. Basic concepts of drug therapy, nomenclature and drug safety are introduced. Pharmacokinetic principles including drug administration, absorption, distribution, action and interaction are reviewed as they relate to physical therapy and rehabilitation.

**DPT 840 (3)**
Clinical Science I: Tissue Injury and Repair
This course presents basic principles of tissue injury, inflammation, healing, repair and regeneration as related to physical therapy rehabilitation. Medical and specific surgical interventions are identified to provide the clinical presentation and intervention strategies for given dysfunctions.

**DPT 841 (2)**
Clinical Science II: Introduction to Medical Diagnostics
Designed to provide knowledge and the appropriate screening tools necessary for examining and intervening with clients in the physical therapy setting. The medical examination/evaluation is presented including the patient interview, identification of red flags or risk factors, symptom investigation, and review of systems. Medical diagnostic modalities are discussed with focus on radiology, MRI, CT, diagnostic US and EMG.

**DPT 842 (1)**
Clinical Science III: Modalities I
Comprehensive course including lab practicals and practice of thermotherapy and cryotherapy
procedures. Problem-solving approach to clinical decision making is integrated into the application of hydrotherapy, aquatic therapy, superficial and deep heat modalities, and cold modalities.

**DPT 846 (3)**
Maturation Science I
Comprehensive course including clinical lab which is designed to examine human development and maturation. Maturational influences on therapeutic intervention are presented while students learn clinical examination and reasoning skills required for physical therapy intervention throughout the life span.

**DPT 847 (1)**
Maturation Science II
Continuation of Maturation Science I with further study of the maturational influences on therapeutic intervention. Students learn clinical examination and reasoning skills required for physical therapy intervention throughout the life span. Students are introduced to congenital developmental and age-related pathologies.

**DPT 910 (3)**
Professional Seminar III: Leadership and Management
Designed to teach leadership skills and management principles. Topics include management styles, policy making, team building, and continuous quality improvement.

**DPT 911 (1)**
Professional Seminar IV: Business and Marketing
Designed to teach the principles of business, administration and marketing necessary to manage a physical therapy clinic or practice. Topics include financial issues, public relations and marketing strategies.

**DPT 951 (4)**
Clinical Rotation I: General Medicine
A 6-week clinical rotation in general medicine to provide full-time clinical exposure, allowing students to integrate current knowledge and training with supervised patient care. Emphasis on continued development of clinical reasoning along with identification and utilization of appropriate clinical resources.

**DPT 952 (4)**
Clinical Rotation II: Neuro Rehab
An 8-week clinical rotation in rehab provides full-time clinical exposure, allowing students to integrate current knowledge and training with supervised patient care. Emphasis on the continued development of clinical skills and reasoning along with the development of interpersonal skills as a member of the health care team.

**DPT 953 (6)**
Clinical Rotation III: Orthopedics / Sports Medicine
A 12-week clinical rotation in orthopedics/sports medicine providing full-time clinical exposure and allowing students to integrate current knowledge and training with supervised patient care. Emphasis on continued development of clinical skills and reasoning with increasing responsibility for independent decision making and clinical interaction.
DPT 954 (6)
Clinical Rotation IV
The final 12-week clinical rotation allows students to continue developing clinical skills and reasoning in preparation for entry-level practice. Increasing independence in clinical practice expected with increased clinical responsibilities in areas of program development and implementation, administration, and clinical management including staff supervision.

DPT 971 (4)
Examination and Intervention in General Medicine I
This course is designed to facilitate skill acquisition along with clinical reasoning and decision making related to physical therapy care and management of patients with acute care pathology. Students learn physical therapy examination tests and measures and therapeutic interventions using a variety of teaching methods including direct instruction, inquiry-based learning and cooperative learning.

DPT 972 (3)
Examination and Intervention in General Medicine II
This course is designed to facilitate skill acquisition along with clinical reasoning and decision making related to physical therapy care and management of patients with acute care pathology. Students learn physical therapy examination tests and measures and therapeutic interventions using a variety of teaching methods including direct instruction, inquiry-based learning and cooperative learning.

DPT 973 (6)
Examination and Intervention in Neurology
This course is designed to facilitate skill acquisition along with clinical reasoning and decision making related to physical therapy care and management of patients with neurological pathology. Students learn physical therapy examination tests and measures and therapeutic interventions using a variety of teaching methods including direct instruction, inquiry-based learning and cooperative learning.

DPT 974 (4)
Examination and Intervention in Pediatrics
This course is designed to facilitate skill acquisition along with clinical reasoning and decision making related to physical therapy care and management of patients with pediatric pathology. Students learn physical therapy examination tests and measures and therapeutic interventions using a variety of teaching methods including direct instruction, inquiry-based learning and cooperative learning.

DPT 975 (6)
Examination and Intervention in Orthopedics I
This course is designed to facilitate skill acquisition along with clinical reasoning and decision making related to physical therapy care and management of patients with orthopedic pathology. Students learn physical therapy examination tests and measures and therapeutic interventions using a variety of teaching methods including direct instruction, inquiry-based learning and cooperative learning.

DPT 976 (4)
Examination and Intervention in Orthopedics II
This course is designed to facilitate skill acquisition along with clinical reasoning and decision making related to physical therapy care and management of patients with orthopedic pathology. Students learn physical therapy examination tests and measures and therapeutic interventions using a variety of teaching methods including direct instruction, inquiry-based learning and cooperative learning.
DPT 977 (4)
Examination and Intervention in Advanced Practice
This course is designed to facilitate skill acquisition along with clinical reasoning and decision making related to physical therapy care and management of patients with various advanced topics. Students learn physical therapy examination tests and measures and therapeutic interventions using a variety of teaching methods including direct instruction, inquiry-based learning and cooperative learning.

DPT 981 (3)
Clinical Issues Seminar: General Medicine I
This course addresses comprehensive issues related to the pathology and physical therapy management, of the acute care patient. A variety of teaching methods are used including direct instruction, inquiry-based learning, cooperative learning and small group problem-based learning.

DPT 982 (3)
Clinical Issues Seminar: General Medicine II
This course addresses comprehensive issues related to the pathology and physical therapy management, of the acute care patient. A variety of teaching methods are used including direct instruction, inquiry-based learning, cooperative learning and small group problem-based learning.

DPT 983 (5)
Clinical Issues Seminar: Neurology I
This course addresses comprehensive issues related to the pathology and physical therapy management, of the Neurological patient. A variety of teaching methods are used including direct instruction, inquiry-based learning, cooperative learning and small group problem-based learning.

DPT 984 (3)
Clinical Issues Seminar: Neurology II
This course addresses comprehensive issues related to the pathology and physical therapy management, of the Neurological patient. A variety of teaching methods are used including direct instruction, inquiry-based learning, cooperative learning and small group problem-based learning.

DPT 985 (5)
Clinical Issues Seminar: Orthopedics I
This course addresses comprehensive issues related to the pathology and physical therapy management, of the Orthopedic patient. A variety of teaching methods are used including direct instruction, inquiry-based learning, cooperative learning and small group problem-based learning.

DPT 986 (3)
Clinical Issues Seminar: Orthopedics II
This course addresses comprehensive issues related to the pathology and physical therapy management, of the Orthopedic patient. A variety of teaching methods are used including direct instruction, inquiry-based learning, cooperative learning and small group problem-based learning.

DPT 987 (3)
Clinical Issues Seminar: Advanced Therapy I
This course addresses comprehensive issues related to the pathology and physical therapy management, of the specialized patient. A variety of teaching methods are used including direct instruction, inquiry-based learning, cooperative learning and small group problem-based learning.
DPT 988 (4)
Contemporary Clinical Practice Electives
Concentrated instruction in selected advanced physical therapy patient care topics including: alternative therapies, athletic training, industrial rehabilitation, manual lymph drainage, manual therapy, neurology and women’s health.

DPT 991 (2)
Research I
Introduction to critical and systematic review of the current physical therapy research literature.

DPT 992 (3)
Research II
A continuation of DPT 991; A combined introductory and intermediate course on research methods and design with an emphasis on evidence based practice in physical therapy.

DPT 993 (1)
Research III
Advanced evidence based practice and statistical techniques.
Appendix IX

Calendar

Important dates for the first two years of the program are outlined as follows. Dates for the third year are pending the release of the 2021-2022 Academic Calendar by the University of Dayton and will be distributed to students once this information is made available.

<table>
<thead>
<tr>
<th>University of Dayton DPT Department</th>
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</thead>
<tbody>
<tr>
<td>Class of 2021 Tentative Three-Year Schedule</td>
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</table>

<table>
<thead>
<tr>
<th>Module</th>
<th>Start Date</th>
<th>End Date</th>
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</thead>
<tbody>
<tr>
<td>Core Module I: Basic Science (16 weeks)</td>
<td>August 20 – December 20, 2019</td>
<td></td>
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<tr>
<td>Orientation</td>
<td>August 20, 2019</td>
<td></td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 2, 2019</td>
<td></td>
</tr>
<tr>
<td>Mid-Term Recess</td>
<td>October 10 &amp; 11, 2019</td>
<td></td>
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<tr>
<td>Thanksgiving Break</td>
<td>November 27 – December 1, 2019</td>
<td></td>
</tr>
<tr>
<td>Finals Week</td>
<td>December 9 – 12, 2019</td>
<td></td>
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<tr>
<td>Christmas Break</td>
<td>December 15 – January 12, 2020</td>
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<table>
<thead>
<tr>
<th>Core Module II: Clinical Science (11 weeks)</th>
<th>January 13 – March 27, 2020</th>
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<tbody>
<tr>
<td>Spring Break</td>
<td>March 16 – March 20, 2020</td>
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<tr>
<td>Finals Week</td>
<td>March 23 – 27, 2020</td>
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<table>
<thead>
<tr>
<th>General Medicine I (5 weeks)</th>
<th>May 25 – June 26, 2020</th>
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<tbody>
<tr>
<td>Easter Break</td>
<td>April 9 – 12, 2020</td>
</tr>
<tr>
<td>Finals Week</td>
<td>May 11 – 15, 2020</td>
</tr>
<tr>
<td>Summer Break I</td>
<td>May 18-22, 2020</td>
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<table>
<thead>
<tr>
<th>General Medicine II (5 weeks)</th>
<th>May 25 – June 26, 2020</th>
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<tbody>
<tr>
<td>Memorial Day</td>
<td>May 25, 2020</td>
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<table>
<thead>
<tr>
<th>Clinical Module I: General Medicine (7 weeks)</th>
<th>June 29 – August 7, 2020</th>
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<tbody>
<tr>
<td>Summer Break II</td>
<td>August 10– August 24, 2020</td>
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<table>
<thead>
<tr>
<th>Neurology I (10 weeks)</th>
<th>August 25– November 13, 2020</th>
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<tbody>
<tr>
<td>Labor Day</td>
<td>September 7, 2020</td>
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<tr>
<td>Mid-Term recess (begins after last class)</td>
<td>October 8 &amp; 9, 2020</td>
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<table>
<thead>
<tr>
<th>Neurology II (6 weeks)</th>
<th>November 9 -December 11, 2020</th>
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<tbody>
<tr>
<td>Thanksgiving Break (begins after last class)</td>
<td>November 26 – 27, 2020</td>
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<tr>
<td>Christmas Break</td>
<td>December 14 – January 18, 2021</td>
</tr>
<tr>
<td>Clinical Module II: Neuro (8 weeks)</td>
<td>January 4 – February 26, 2021</td>
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<thead>
<tr>
<th>Orthopedics I ( 9 weeks)</th>
<th>March 1 – April 30, 2021</th>
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<tbody>
<tr>
<td>Easter Break</td>
<td>April 2 – April 4, 2021</td>
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<tr>
<td>Finals Week</td>
<td>May 10 – 14, 2021</td>
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<tr>
<td>Summer Break I</td>
<td>May 17– May 21, 2021</td>
</tr>
<tr>
<td>Clinical Module III: Orthopedics (12 weeks)</td>
<td>May 17 –August 6, 2021</td>
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