

The Doctor of Physical Therapy Student Handbook has been designed to maintain an effective, efficient, high-quality Doctor of Physical Therapy (DPT) Program at Moravian University. This document will serve as a required and referenced text for all courses throughout the DPT Program. Furthermore, the Physical Therapy Faculty and Clinical Educators will use this manual as a guide for administrative and professional decisions pertaining to the DPT Program and DPT students. It is imperative that DPT students and faculty be knowledgeable of all content in this manual. Any questions about the content of this document should be directed to the Program Director or faculty of the DPT Program.

The information in the Handbook is subject to change from time to time as deemed necessary by the DPT Program, School of Rehabilitation Sciences, or Moravian University in order to fulfill its role or to accommodate circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation. F K D Q J H V

Effective October 31, 2023, Moravian University has been granted Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706- 3245; email: accreditation@apta.org. If needing to contact the program/institution directly, please call (610) 625-7213 or email riopelm@moravian.edu.

As an entry-level pre-professional program, the Doctor of Physical Therapy Program at Moravian University offers a full-time educational program leading to the Doctor of Physical Therapy degree (DPT). The DPT Program spans 8 terms for a total of 119 credits. The didactic component of the program prepares students to become competent entry-level practitioners in diverse educational and healthcare settings. Thirty-six weeks of the eight terms are devoted to hands-on clinical experience under the mentorship of licensed physical therapist professionals in the regional and national community. Students completing the requirements for graduation from the DPT Program at Moravian University are eligible to take the National Physical Therapist Examination (NPTE) to become licensed physical therapists.

Based on a liberal arts foundation, the Moravian University Doctor of Physical Therapy (DPT) Program will develop competent, ethical physical therapists providing client-centered, interprofessional care. Students and graduates will be reflective and inquisitive lifelong learners and educators. Faculty in the program will be interprofessional leaders who practice innovative teaching, research, and service. The program and its graduates will positively influence the health and quality of life of diverse populations through community outreach and advocacy.

- 1) To develop graduates who are leaders in evidence-based interprofessional client-centered practice
 - a. Graduates will lead interprofessional teams to maximize diverse patient/client outcomes.
 - b. Graduates will be leaders in the provision of client-centered care based on evidence.
- 2) To promote graduates who value lifelong learning and education
 - a. Graduates will continuously search for and access knowledge to improve and innovate individual clinical practice.
- 3) To cultivate educators who pursue excellence in teaching and are leaders in scholarship and service
 - a. Faculty will promote successful student outcomes through innovative, collaborative teaching grounded in sound pedagogy and learning theory.
 - b. Faculty will demonstrate a commitment to scholarly inquiry and lifelong learning.

- c. Faculty will model responsibility to the professional community and institution through service.
- 4) To advance the physical therapy profession and contribute positively to society:
 - a. The program will advocate for social awareness and action to address community healthcare needs.

The program vision statement and strategic plan are rooted in the traditions, values, and principles embraced at MU. The program vision is to be recognized as a leader in educating physical therapists who continually strive to understand and meet the needs of the communities we serve through a commitment to excellence in practice, ethical and compassionate care, lifelong learning, and advocacy for diverse populations. The faculty-developed program vision statement aligns with both the MU vision and the vision of the profession as promulgated by the APTA. The vision of MU is as follows: "A Moravian education is one of action and doing. It is hands on, where students learn through experiential means in order to be producers of new knowledge. Moravian students work together practicing leadership, teamwork, community support, and reflection in order to significantly contribute to a more equitable and just future society." The MU vision clearly speaks to the goal of creating reflective individuals who will recognize the importance of service to the community.

MU's vision aspires to academic excellence and innovation and a culture of community. Academic excellence and innovation strengthens our

Term	Didactic & Clinical Education	Credits
Summer 1	DPT 700: Functional Human Anatomy	6
	DPT 710: Neuroanatomy and Neurophysiology	3
	DPT 711: Applications of Neuroscience in Physical Therapy	1
	DPT 720: Foundations of Physical Therapist Practice	3
	Total=13	
Fall 1	DPT 730: Clinical Musculoskeletal Management of the Lumbopelvic Spine and Lower Extremity	6
	DPT 735: Biomechanics and Kinesiology	3
	DPT 740: Musculoskeletal Imaging I	1
	DPT 745: Biophysical Modalities	2
	DPT 751: Evidence-Based Practice I	1
	DPT 760: Integrated Clinical Experience and Interprofessionalism I	2
Total=15		
Spring 1	DPT 731: Clinical Musculoskeletal Management of the Cervicothoracic Spine and Upper Extremity	6
	DPT 741: Musculoskeletal Imaging II	1
	DPT 765: Pharmacology in Rehabilitation	2
	DPT 770: Ethical Issues in Healthcare	2
	DPT 775: Exercise Physiology Across the Lifespan	3
	DPT 761: Integrated Clinical Experience and Interprofessionalism II	2
	DPT 780: Functional Mobility in Rehabilitation	1
	DPT 825: Psychosocial Issues in Clinical Practice	2
Total=19		
Summer 2	DPT 800: Clinical Education Experience I (12 weeks)	10
	DPT 851: Evidence-Based Practice II	2
Total=12		
Fall 2	DPT 810: Clinical Neurological Management I	
	DPT 815: Human Growth, Development and Genetics in Rehabilitation	
	DPT 830: Pathophysiology Across the Lifespan	
	DPT 835: Health, Wellness and Nutrition	
	DPT 851: Evidence-Based Muscul	

	DPT 865: Cardiopulmonary Management	3
	DPT 870: Integumentary, Lymphatics and Urogenital Conditions	2
	DPT 880: Clinical Management in Pediatrics	3
	DPT 885: Advocacy, Business, Teaching and Leadership	3
		Total=17
Summer 3	DPT 900: Clinical Education Experience II (12 weeks)	10
	DPT 920: Complex Clinical Reasoning in Research & Practice	3
		Total=13
Fall 3	DPT 940: Clinical Education Experience III (12 weeks)	10
	DPT 951: Evidence-Based Practice III	2
		Total=12
TOTAL		119

The School of Rehabilitation Sciences offers a graduate program to prepare individuals for clinical practice as physical therapists. Physical therapists provide physical therapy diagnostic and treatment services to infants, children, and adults with impairments in body structure and function, activity restrictions, and participation restrictions. Students in the Doctor of Physical Therapy Program must have the intellectual and academic capabilities sufficient to meet the curricular demands of the program, be proficient in oral and written English, and possess certain dispositions, behaviors and essential functions that are expected of professionals engaged in clinical practice.

H 3 *Required Professional Dispositions, Behaviors, and Essential Functions*

The Commission on Accreditation of Physical Therapy Education (CAPTE) accredits professional training programs and requires that program graduates be qualified to deliver entry-level clinical services. Accredited programs must provide evidence that their graduates have acquired the knowledge and skills necessary to successfully pass the licensure examination administered by the Federation of State Boards of Physical Therapy for their individual state and possess the

All DPT Program policies have been designed to be congruent with those of Moravian University and the Catalog. Academic regulations for Moravian University outlined in the University Catalog include, but are not limited to, policies on registration, academic standards and grade grievance procedures. However, due to the specific nature of any academic cohort or professional program, some more stringent program policies exist. In such cases, DPT students are expected to abide by the DPT Program policies outlined within this handbook.

Academic Calendar

The DPT Program generally follows the Moravian University academic calendar during the fall and spring semesters. The Moravian University academic calendar is available at: <https://www.moravian.edu/registrar/academic-calendars>. However, as a 12-month program, the DPT Program does hold regular scheduled courses during the summer sessions. In

instructor to get assistance in arranging one. Students will not be permitted to take screenshots or photos during remote examinations and are not allowed to use any resources while taking the examination, i.e., books, notes, etc., unless otherwise authorized by the instructor.

Violation of any examination policy is grounds for dismissal from the testing area, failure of the examination, failure of the course and/or dismissal from the DPT Program.

Written Assignments

If an assignment is not completed on time, students will still have the opportunity to earn full or partial credit unless otherwise noted by the instructor and syllabus.

Assessment Rubrics

Standard rubrics for grading of assessments such as skill checks, practicals, clinical simulations, clinical reasoning, documentation, and peer reviews have been developed by the DPT Program faculty. It is up to the discretion of the faculty member to adjust

Course Grading

The program will use the following guidelines to convert numerical scores to letter grades in all classes with the exception of Clinical Experiences (DPT 800/900/940). Grades will not be rounded.

>90.00%	87.00 – 89.99%	80.00 – 86.99%	77.00 – 79.99%	70.00 – 76.99%	67.00 – 69.99%	60.00 – 66.99%	Below 60.00%
4.0	3.3	3.0	2.3	2.0	1.3	1.0	0.0

The first semester minimum grade is 75%. Students who do

Examinations, Practicals, and Assessments Grading

1. Students who receive a grade lower than 75% on any assessment (written or clinical) during the first semester or lower than 80% in remaining semesters (2-8) are required to meet with the instructor no later than 72 hours following the assessment to discuss opportunities for improvement and discuss any barriers to learning. It is the student's responsibility to arrange a meeting with the instructor.
2. For written assessments and assignments, students who receive a grade lower than 75% during the first semester or lower than 80% in remaining semesters (2-8) must meet with their instructor. However, students will not be offered an opportunity to retake that assessment.
3. For skill checks, practicals, and/or clinical simulations, students who receive a grade lower than 75% during the first semester or lower than 80% in remaining semesters (2-8) must retake that assessment (remediation). Students must pass all skill checks, practicals, and/or clinical simulations to successfully progress in the program. If remediation is required for a skill check, practical, and/or clinical simulation administered during finals week, it is required that the remediation be completed by the Friday of finals week.
 1. Students will be provided up to 2 remediations (total of 3 attempts) for a skill check, practical, thmY

As

the minimum 3.0 threshold after the second probationary semester, then the student will be dismissed from the program.

Academic Dishonesty and Plagiarism

The DPT Program follows the established guidelines in the Moravian University Academic Code of Conduct for all issues related to academic dishonesty or plagiarism. The Academic Code of Conduct may be found in the University Handbook and is available at:

<https://www.moravian.edu/catalog/academic-regulations/academic-code-of-conduct>.

Alcohol and Drug Policy

Alcohol Usage and Abuse

All students are expected not to be under the influence of alcohol during any academic or clinical education experience. Students who are perceived by the faculty or Clinical Instructor to exhibit potential abuse of alcohol, evidenced by student behavior which includes, but is not limited to: excessive tardiness, slurred speech, the odor of alcohol on the breath, and lack of coordination will be referred to the DPT Program Director and/or Moravian University Health Center for appropriate intervention and referral. Additionally, students who appear to be under the influence of alcohol during any clinical education experience will be immediately removed from the clinical education site and will be referred to the DPT Program Director. Students who violate this policy will be subject to disciplinary action through the DPT Program, including possible course failure and program suspension or dismissal. Students will also be accountable to the Code of Conduct in these cases. The Code of Conduct is available at:

<https://www.moravian.edu/handbook/campus-life/code-of-conduct>.

Drug Usage and Scheduling

The DPT Program requires periodic drug testing of students enrolled in the program. These drug tests will be scheduled by the DPT Program. Students will be responsible for all costs associated with these required drug tests.

Additionally, some clinical education sites require a drug test prior to beginning the clinical education experience. In the case of a required drug test, the Director of Clinical Education will inform the student of the requirement and he or she will be directed to an approved testing location. The student will be responsible for scheduling the drug test, all administrative processes associated with testing, as well as the cost of the test. The student will inform the

and

of Conduct, the DPT Student Handbook, or the DPT Clinical Education Handbook

Health, If the student believes that their concerns have not been met, the final level of grievance is a discussion about the concern with the Provost.

- 4) In cases of dismissal from the program, the student may file an appeal directly with the Associate Dean of the School of Rehabilitation Sciences. If the student still has concerns that they believe have not been addressed, the student may appeal their concerns to the Associate Vice Provost of the College of Health. If the student believes that their concerns have not been met, the final level of grievance is a discussion about the concern with the Provost.

If communication is available, dialing 911 or 610-861-1421 from a campus phone, will automatically dial Campus Police. Dialing 911 from your cell phone may connect you with the Bethlehem Police Department, Northampton County Emergency 911 Center or the Lehigh County Emergency Center. In the event of any crisis that affects the Moravian University campus, steps will be taken immediately to assure the safety and security of the campus community, quickly communicate, and resume normal operations as operations met,

Registrar

Available at: <https://www.moravian.edu/registrar>

Student Accounts

Available at: <https://www.moravian.edu/content/guide-student-account-payments>

Title IX

Available at: <https://www.moravian.edu/compliance-training-development/title-ix>

Writing Center

Available at: <https://www.moravian.edu/writing/writing-center>

Professionalism and Conduct

Students are expected to abide by the professional behaviors described in the Professional Behaviors Competencies (Appendix 9), the APTA Core Values, and the APTA Code of Ethics. The APTA Code of Ethics is available at: [APTA Code of Ethics](#) . The American Physical Therapy Association Core Values is available at: [APTA Core Values](#).

Professional Attire/Dress Code

Professionalism is of utmost importance in a Doctor of Physical Therapy student and in all aspects of the profession of physical therapy. This includes dressing professionally. In order to promote professionalism, the following dress code will be promoted

their assigned clinical education site. If a clinical education site has a dress code that goes above and beyond what is listed below, then the DPT student should abide by the site's policy.

1. All students are required to wear a Moravian University DPT Clinical Education name tag at all times.
2. Students are highly encouraged to wear a wristwatch with a second demarcation during all clinical education experiences.
3. Collared/dress shirt
 - a. This does not have to be a Moravian University Physical Therapy shirt if the clinical education site provides site-specific attire to be worn
 - b. Shirts must be tucked in during all clinical education experiences. Exceptions are made for shirts specifically designed to not be tucked in.
 - c. T-shirts are not acceptable
4. "Khaki" shorts (mid-thigh or longer) or "khaki" pants
 - a. Mesh or athletic shorts are unacceptable
 - b. Jeans and jean shorts are unacceptable
5. Clean, basic (ie neutral color, no adornments) shoes/sneakers with socks
 - a. No open-toed or open-heeled shoes
6. Hats may be worn for outdoor events only and should be removed when coming indoors. Hats should be plain or represent either Moravian University or the clinical education site only.
7. Jewelry should be discreet and limited
 - a. No large, long, dangling earrings may be worn for safety reasons
 - b. Necklaces should be placed inside the shirt or blouse while completing clinical education
8. Tattoos determined by the Program Director to be considered insensitive or otherwise offensive should be covered
9. Perfume and cologne can be offensive and cause allergic reactions in patients and colleagues, therefore such items should either be avoided or be worn in moderation
10. Clinicians should be sure that clothing is modest in design and appropriate to allow for assessment, treatment, and assistance of patients without compromising oneself

All students are required to dress minimally in Tier 2 for all practical examinations unless otherwise instructed by the instructor.

1. Dress pants, skirt or dress of modest design
 - a. Belt should be worn if pants have belt loops
2. One of the following is required (if not wearing a dress):
 - a. Blouse or sweater of modest design

- b. Heel height and type should be functional for extended walking and standing
 - c. Appropriate socks, stockings or hose should be worn based on footwear selection
- 5. Hats should not be worn
- 6. Tattoos determined by the Program Director to be considered insensitive or otherwise offensive should be covered
- 997. Jewelry should be discreet and jñ tâd

to contact them via their cell phones when timely communication is necessary. The instructors will outline the terms of this communication and students will be expected not to abuse these terms.

Technology Issues

- 1) While technology enhances our academic lives, it is not infallible. Technology failure, including but not limited to: printer failure, lack of ink for the printer, network disruptions, Canvas disruptions and personal computer failure will not excuse late or missing assignments.
- 2) A student printer is available in the Sports Medicine & Rehabilitation Center. Students should not ask faculty or staff to print or copy assignments for them.
- 3) Technology issues can best be avoided by completing work at an appropriate length of time prior to the due date. If students are experiencing technological difficulties or disruptions, they should notify the appropriate course instructor at least 24 hours prior to the due date/time.

Personal Laptop Computer Requirement

The Moravian University DPT Program has a laptop requirement for all students. Students will be requested to bring a laptop to class to complete classroom activities or online assessments for all classes. However, during some activities, laptops, tablets or other electronic devices can be a significant distraction and barrier to meaningful participation.

Cell Phones

The appropriate use of cell phones will vary for each course. Unless otherwise stated, cell phones should only be used in class for course specific objectives. If inappropriate cell phone use in class occurs despite a verbal warning by the instructor, the student will be referred to the DPT Professional Behavior Committee.

Social Media and Networking policy

- 1) Moravian University recognizes that social media sites are a part of the University's culture, and that a great deal of professional networking occurs on these sites. As Moravian University DPT Program promotes professional interactions between clinicians and patients, students in the DPT Program should remember that information posted online may remain there forever and may be seen by faculty, staff, Clinical Instructors or future employers. Students in the DPT Program are strongly encouraged to utilize social media in a manner that reflects the professional standards expected of a physical therapist.
- 2) In maintaining this professional interaction, the program prohibits DPT students from interacting with current patients/clients using social media. Physical therapy students should not accept nor request any interaction involving social media with any current patient or client, regardless of whether the physical therapy student is directly responsible for the patient's care. Furthermore, it is unacceptable for DPT students to interact through social media, text message, or

semester. The skills taught in the course require practice to perfect and therefore, students will be expected to perform the procedures on each other for practice during and outside of class/lab.

Therapeutic Equipment Safety

All therapeutic equipment in the classrooms and labs are regularly inspected by the program including but not limited to calibration and electrical safety checks on a yearly basis. Students must report any equipment malfunctions or other safety concerns immediately to the DPT faculty and/or PD. If a DPT faculty member is not present, the student should place a

area): report to the nearest hospital or physician. Once immediate medical attention is administered, the student, Clinical Instructor or professor must notify the Director of Clinical Education (if a clinical injury) or the DPT Program Director (if a classroom injury). If a student must be referred to the hospital and it is necessary for the Clinical Instructor or course instructor to leave the site, it is expected that the instructor will provide follow-up with the DPT student as soon as it is possible. Students who are injured at Moravian University, during normal business hours, should be taken to the Moravian University Health Center whenever possible. If a student is injured outside of his or her responsibility to obtain medical clearance to return to the classroom. Please remember that all communication regarding student injuries in class or clinical education must occur via direct (phone or in-person) communication. Email, text messaging, and secondary sources are unacceptable. All students are required to sign an attestation form about student injuries and student conduct. See Appendix 12.

Communicable Disease

A communicable disease is an illness due to a specific pathogen which can be transmitted from one individual to another. A communicable disease can be transmitted directly from one person to another without physical contact between the two persons. It may be transmitted indirectly when an object transmits the disease. Examples of indirect transmission may be clothing, linens, utensils, food, water, etc. Students that are determined by a physician as having a communicable disease will be required to take a medical leave of absence from the program until cleared by the same physician. At that time, the student must meet with the Program Director and Director of Clinical Education, and discuss the student's clinical education requirements. Examples of communicable diseases are: Rubella (3-day measles), Rubeola (9-day measles), Measles, Mumps, Hepatitis A, Varicella (Chicken Pox), Tuberculosis (TB), etc.

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week of work. Some students find outside employment with flexible scheduling which allows them to complete all the requirements of the DPT Program while earning income. Other sources of funding are available in terms of financial aid and scholarships. Students must understand that ultimately classroom, laboratory and clinical education experiences must be their first priority. Therefore, students are not allowed to miss any education activity due to outside work obligations.

Graduate Assistant Positions

Graduate assistant (GA) positions will be available yearly.

Students must complete the first Summer semester of the DPT program.
Students must have a GPA of at least 3.00 or above for consideration.
Students should consider the time demands of the position and any potential impact to their didactic study.

All students interested in becoming a graduate assistant will be required to complete the following:

- Essay
- Submission of a resume
- Interviews with selected faculty

Students should identify the qualities they possess that would make them a successful GA.
Students should describe how their interests align with the work of one or more of the faculty members with which they would like to work.

After the interview, the faculty will determine the student applicants who will serve as GAs and relay this information to the Program Director.
Students will receive an email from the Program Director or proxy indicating if they were selected for a GA position or if they were not selected.

University Student Handbook

<https://www.moravian.edu/handbook>

University Institutional Policies

<https://www.moravian.edu/handbook/policies>

Faculty Office Hours

DPT faculty will be available for regularly scheduled office hours. All other times are available by appointment. Faculty may be contacted in person, by phone or by email

4) To be proactive with

By signing this form, I acknowledge that I have read and am familiar with the most recent edition of the Moravian University Doctor of Physical Therapy (DPT) Student Handbook that is posted on the Moravian University DPT website available at: <https://www.moravian.edu/rehab/physical-therapy-dpt>.

Additionally, I understand the contents of this Handbook and how the policies and procedures of Moravian University's DPT Program will impact my progress in the program. I intend to comply fully with the policies and procedures stated and as prescribed by the DPT Program and Moravian University. Failure to follow the DPT Program rules, regulations, and guidelines can result in disciplinary measures, and/or not completing the DPT Program in the desired time frame. I understand that the policies and procedures established in future editions of the DPT Student Handbook will supersede previous policies and procedures of the DPT Program. The DPT Program Director will notify students of updates to the DPT Student Handbook via email.

Finally, I have spoken with the DPT Program Director to discuss any questions or concerns I have regarding the content of the Doctor of Physical Therapy Student Handbook.

Student's Full Name (Printed)

Student's Signature

Date

of the individual or others, or fundamentally alter the nature of the academic or clinical curriculum.

These professional dispositions, behaviors and essential functions are developmental, meaning you are not necessarily expected to demonstrate these immediately. However, as you move through the program and receive instruction and education on these skills, you are expected to gradually become proficient in these professional competencies.

You are expected to progress from awareness and understanding to demonstrating, mastering and integrating the following professional dispositions, behaviors and essential functions. Successful progression through the program requires students to progress in these behaviors and functions throughout the program.

- 1) Professionalism: The ability to maintain appropriate hygiene, dress, and demeanor and to follow program policies and procedures.
- 2) Collaboration: The willingness and ability to work together with students, clinical & academic faculty, other healthcare professionals and patients/clients.
- 3) Honesty/Integrity: The ability to demonstrate moral excellence and trustworthiness.
- 4) Respect: The ability to demonstrate consideration and regard for self and others regardless of ethnicity, age, sexual orientation, gender, or religious affiliation. The University's Equal Opportunity, Harassment, and Non-Discrimination statement specifies non-discrimination on the basis of "race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation."
- 5) Reverence for Learning: The ability to demonstrate reverence for knowledge, experience, and being prepared for academic and clinical responsibilities.
- 6) Emotional Maturity: The ability to control emotions by exhibiting appropriate social behavior in the classroom and clinic and during other program activities and interactions.
- 7) Flexibility: The willingness to accept and adapt to change. The student is expected to have the flexibility to function effectively under stress; that is, the individual is expected to be able to learn to adapt to changing environments, to display flexibility to function in the face of uncertainties inherent in the clinical problems of many patients/clients.
- 8) Sensory/Observational Skills: The ability to recognize typical versus abnormal movement and function through visual and tactile skills.
- 9) Communication Skills: The ability to demonstrate effective communication skills necessary for establishing rapport with patients/clients, conducting clinical sessions, educating clients and interacting with colleagues, faculty, and other professionals.
- 10) Motor-coordination and Balance Skills: The ability to perform the physical activities and examinations necessary in making diagnoses, manipulate and use necessary equipment without violating testing protocol and with best therapeutic practice. Sustain necessary physical activity required for classroom and clinical

activities.

My signature indicates that I have read and understand the Professional Dispositions, Behaviors and Essential Functions necessary for the profession. If I feel I need reasonable accommodations in order to demonstrate these dispositions, behaviors and essential functions, I am aware that I can contact the Disability Support Services in the Academic Support Center, by phone at 610-861-1401 or email at disabilitysupport@moravian.edu.

Student's Full Name (Printed)

Student's Signature

Date

Full explanation of physical examination procedures	Missing 1 item	Missing 2 items	Missing 3 items =	Missing > 3 items =
Obtains consent (where applicable)				
Verbal communication is clear, concise, articulate				
Verbal communication is at an appropriate level for patient understanding				
Non-verbal communication is professional and demonstrates interest in the patient				

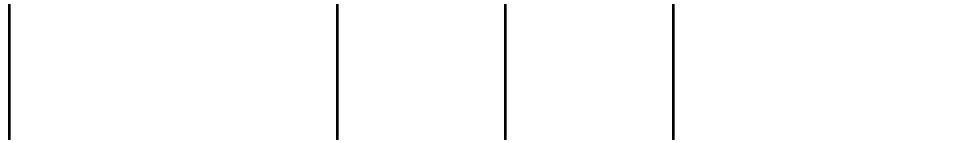
	<p>Identifies any potential</p> <p>Student is able to modify physical examination to ensure safety of patient</p> <p>Maintains a safe environment for</p> <p>Maintains a safe environment for</p>	N/A	N/A	N/A	
	<p>Accurately executes all physical examination items with:</p> <p>Student is able to appropriately</p> <p>of patient or</p>	Missing 1 item	Missing 2 items	Missing 3 items	Missing > 3 areas

therapist based
on details of the
case

Student is able to
appropriately
adapt the
physical
examination
test/measure
based on

Student ensures
that

are
maintained
throughout
performance.



I have reviewed my skill check results with my assigned faculty examiner and questions about my performance were reviewed and addressed.

Student's Full Name (Printed)

Student's Signature

Date

- 1 Obtained pertinent information to relevant problem(s) in a concise, timely manner. 3
- 2 Obtained most pertinent information; but missed <25% of the essential information. 2
- 3 Obtained most pertinent information; but missed <50% of the essential information.

- | | | |
|---|--|---|
| 1 | Introduced self as a physical therapist student; listened effectively; responded to verbal/non-verbal cues effectively; developed effective and caring, but professional rapport with the patient. | 3 |
| 2 | Introduced self as a physical therapist student; listened effectively; did not respond to verbal/non-verbal cues effectively. Able to develop professional rapport by the end of session. | 2 |
| 3 | Introduced self and conversed with patient; listened and responded to patient, but missed non-verbal cues; questionable rapport established. | 1 |
| 4 | Failed to develop professional rapport; did not listen or respond effectively to the patient; hesitant and unresponsive in conversation. | 0 |

- 1 Identified all safety risks to the patient and handled the patient in a safe and comfortable manner.

2 Performed examination

1	Obtained informed consent; listened effectively; responded to verbal/non-verbal cues effectively; developed effective and caring, but professional rapport with the patient.	3
2	Obtained informed consent; listened effectively; did not respond to verbal/non-verbal cues effectively. Able to develop professional rapport by the end of session.	2
3	Obtained informed consent; listened and responded to the patient, but missed non-verbal cues; questionable rapport established.	1
4	Failed to obtain informed consent; did not listen or respond effectively to the patient; hesitant and reticent in conversation.	0

1	Performed interventions accurately; utilized team members and resources as appropriate.	3
2	Performed interventions with few or non-essential mistakes; utilized team members and resources as appropriate.	2
3	Performed interventions with many mistakes; did not fully utilize team members and/or resources.	1
4	Failed to accurately perform interventions; failed to utilize team/resources as appropriate; concerns for patient safety.	0
1	Chose essential interventions accurately without selecting non-essential interventions.	3
2	Chose essential interventions missing interventions <25% time; performed two or more non-essential interventions.	2
4	Choose essential interventions <25% time; performed four or more non-essential interventions.	0
1	Demonstrated a well-prepared, efficient yet flexible approach to patient care.	2

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Student's Full Name (Printed)

Student's Signature

Date

Student Name: _____
Peer Evaluator: _____
Date: _____

:
Seeks
appropriate
information to
understand
relevant
problems and
management;
applies
learning issues
to case

:
Uses and
critiques a
variety of
appropriate
resources

:
Comes to group
thoroughly
prepared to
discuss learning
issues

--	--

Rate yourself in each of the following ten areas using the scale (0-2):

2 = comfortable and confident of performance

1 = performance adequate and needs improvement

0 = performance was inadequate; felt insecure about performance

Communication

- A. History taking _____
- B. Explanation and instructions to patient _____
- C. Responsiveness to patient's questions or non-verbal cues _____
- D. Patient rapport _____
- E. Avoided use of jargon _____

Therapeutic examination and interventions

- A. Selection of tests and measures _____
- B. Performance of tests and measures _____
- C. Interpretation of examination data/tests and measures _____
- D. Selection of interventions _____
- E. Performance of interventions _____
- F. Ability to modify and adapt to patient needs/surroundings _____
- G. Patient handling/comfort _____
- H. Patient safety precautions _____
- I. Body mechanics (safety) _____
- J. Organization _____
- K. Time management/efficiency _____

In the space provided list what you believe were the two strongest and weakest aspects of your performance and suggestions for your improvement.

Strengths of my performance

A.

B.

Areas needing improvement

A.

B.

Suggestions for my improvement

	Clear description of current condition	3	
	Clear description of past medical history including medication list	3	
	Clear description of social history/participation and prior level of functioning	3	
	Includes statement of patient's goals	3	
	Includes appropriate outcome measures and screening tools	3	
	Clear description of mobility (including locomotion) and any assistive technology utilized	3	
	Clear description of self-care, domestic life, education and/or work life	3	
	Clear description of environmental factors	3	
	Includes systems review data for all systems: Neurologic Cardiopulmonary	3	

Integumentary

Musculoskeletal

Includes appropriate selection of tests and measures to develop diagnosis, prognosis, and plan of care 3

Summarizes and describes patient using ICF terminology 3

Determine PT diagnosis 3

Determine prognosis 3

Describes functional, patient-centered goals with appropriate time frame 3

Describes frequency and duration of episode of care 3

Describes appropriate coordination/communication 3

Describes patient-related instructions 3

Descriptions of intervention techniques are at appropriate level of Q G



Content Knowledge

Sample behaviors to assess:

1) Determines appropriate test/measure/intervention to perform.

2) Demonstrates the ability to safely and effectively perform test/measure/intervention (hand placement, patient positioning, palpation,] to

b

the student will meet with the DPT Professional Behavior Committee. If the committee also determines that the student has not satisfactorily remediated the behavior as defined in the remediation plan contract, the student will either be placed on probation or dismissed from the DPT Program.

If placed on probation, the terms of the probation and remediation will be outlined in a subsequent contract.

If the committee determines that the student is no longer capable of remediation or is unwilling to engage in a remediation process, they will be dismissed from the DPT Program.

<p>Does not resolve conflict in a respectful/collegial way</p> <p>Does not value others' opinions/values</p> <p>Unequal non-collegial interactions and participation</p> <p>Never asks how they can be of assistance</p> <p>Unwilling to accept tasks/ offloads responsibilities</p>	<p>Resolves conflict in a respectful/collegial way</p> <p>Values and respect others' opinions/values</p> <p>Equal collegial interactions and participation</p> <p>Eager to help team</p> <p>Willing to share responsibilities and is team player</p>

<p>Lacks honesty</p> <p>Does not abide by APTA Code of Ethics</p> <p>Does not abide by Moravian University Code of Conduct</p>	<p>Always honest</p> <p>Abides by APTA Code of Ethics consistently</p> <p>Abides by Moravian University Code of Conduct consistently</p>

<p>Lacks respect for confidentiality</p> <p>Does not respect or value efforts toward diversity and inclusion</p> <p>Is not courteous</p> <p>Lacks professional demeanor (dress/language)</p>	<p>Values and observes confidentiality</p> <p>Respects and values diversity and inclusion</p> <p>Always courteous</p> <p>Displays utmost professional demeanor (dress/language)</p>
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Is not present/punctual for learning experiences

Present and punctual for all learning experiences

Lacks empathy and compassion

Is not sensitive to others' needs

Does not acknowledge or value the influence of social stigmas

Displays empathy and compassion

Is always sensitive to others' needs

Acknowledges and seeks to alleviate social

criticism Does not identify or acknowledge learning barriers	constructive criticism Acknowledges and identifies learning barriers

Lacks self-reflection Does not cope with challenge/conflict/uncertainty Lacks emotional stability Lacks humility Displays unearned confidence or conceit	Exceptional self-reflection Copes with challenge/conflict/uncertainty Demonstrates emotional stability Is humble Displays commensurate confidence

Ineffective verbal/non-verbal communication Lacks active listening skills Inappropriate behavior (hostile, aggressive, etc.)	Communicates effectively (verbal and non-verbal) with others Uses active listening skills Displays appropriate professional appropriate at all times

Adapted with Permission: Duquesne Doctor of Physical Therapy Program

I understand and

