



WHITWORTH UNIVERSITY

Doctor of Physical Therapy Program

Student Handbook

2023-2024

Accreditation Status

Whitworth University is seeking accreditation of a new Doctor of Physical Therapy (DPT) program from the Commission on Accreditation in Physical Therapy Education (CAPTE). Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), is necessary for eligibility to sit for the licensure examination, which is required in all states.

This program has been reviewed as a substantive change by our institutional accreditor, the Northwest Commission on Colleges and Universities, and is included in our [institutional accreditation](#) status.

CAPTE Timing and the Licensing Exam

The DPT program will be evaluated for full-accreditation status in the third year of the first cohort (2024/2025). Accreditation is anticipated to be received in the spring of 2025 prior to graduation of the first cohort which will be May 2025. Based on Rule 7.2 (see below), graduates of the first cohort will be able to take the National Physical Therapy Examination (NPTE) as early as July 2025.

New Rule: 7.2 Definition of Candidate for Accreditation

Candidate for Accreditation is a pre-accreditation status, awarded prior to enrollment of students in the technical (PTA programs) or professional (PT programs) phase of the program, which indicates that the physical therapy education program is progressing toward accreditation. All credits and degrees earned and issued by a program holding candidacy are considered to be from an accredited program.

Complaints to the Commission on Accreditation of Physical Therapy Education

The Commission on Accreditation in Physical Therapy Education is a nationally recognized accrediting agency by the U.S. Department of Education and the Council for Higher Education Accreditation. CAPTE grants specialized accreditation status to qualified entry-level education programs for physical therapists and physical therapist assistants. The only mechanism through which CAPTE can act on an individual's concerns is through a formal complaint process. For more information please visit the [CAPTE website](#).

The process for filing a complaint with CAPTE is available [here](#) or at:

*The Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085;
phone [703.706.3245](tel:703.706.3245); accreditation@apta.org.*

Additional information about the Program and faculty can be found on the Whitworth University DPT website ([Doctor of Physical Therapy | Whitworth University](#))

During DPT program new student orientation, enrolled students will be provided with information to access all policies, procedures, and practices for WU university and the DPT

program. Representatives from student support services, the DPT program, and other relevant offices will provide information to students and answer related questions. Enrolled students will sign the receipt of handbook form (Appendix A) to acknowledge receipt, review, and agreement to comply with all student policies, procedures, and practices page at WU university.

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Part I: DPT Program Overview

Section 1: Program Introduction

The DPT program prepares the student for entry-level licensure and practice in physical therapy. The American Physical Therapy Association defines physical therapists (PTs) as movement system experts who improve quality of life of individuals through prescribed exercise, hands-on care, and patient education. The Commission on Accreditation in Physical Therapy Education (CAPTE) is responsible for accrediting Doctor of Physical Therapy Programs.

Section 2: Mission

Our Whitworth University DPT program graduates integrate mind, heart, and hands as movement system experts. Their professional roles embody reflective servant leadership, global citizenship, and integration of faith and learning, to challenge the injustices of societies and the inequities of health systems. Graduates join the faculty as an inclusive community of scholars, engaged in critical inquiry to empower innovation and clinical reasoning that optimizes human experience throughout the lifespan and advances the profession of physical therapy.

Section 3: Vision

The Whitworth Department of Physical Therapy will be leaders in physical therapy education excellence in entry-level through post-professional programs through experiential learning and community engagement. The graduates will display moral courage, deep compassion, and patient-centered approach to transform the health of society.

Section 4: DPT Program Goals and Expected Outcomes

The DPT program seeks to:

1. Provide an educational environment that integrates ethical and legal professional practice in the curriculum-guiding principles.
2. Offer an evidence-informed curriculum that prepares graduates as movement system experts who are servant leaders with knowledge of healthcare system literacy.
3. Create a learning environment where individuals from diverse backgrounds can openly and constructively engage in dialogue with each other as we educate the next generation of leaders in physical therapy.

Students:

- Goal 1: Students will collaborate with faculty to promote a culture of justice, equity, diversity and inclusion within the department.
- Goal 2: Students will demonstrate commitment to mission, values and educational outcomes of the University and DPT program.
- Goal 3: Students will participate in community outreach efforts to address inequities of health systems.

Graduates:

- Goal 1: Graduates will integrate their heart, mind and hands as they value the uniquenesses of all individuals of diverse cultures and societies.
- Goal 2: Graduates will obtain licensure to practice as a physical therapist following graduation.
- Goal 3: Graduates will lead and collaborate in multiple roles that can positively impact society, communities, clients, patients, and the profession.

Faculty:

- Goal 1: Faculty will embrace their vocational calling and uphold Whitworth’s mission to honor God, follow Christ and serve humanity.
- Goal 2: Faculty will excel in teaching, scholarship, service, and clinical practice.
- Goal 3: Faculty will mentor the unique academic needs and professional formation of our learning community.

Section 5: Expected Graduate Outcomes

The integration of this curricular framework and the threads culminated in the following expected graduate outcomes. Our graduates will:

1. Embrace servant leadership identities through social responsibility, social justice, cultural responsiveness, global citizenship, and integration of faith and learning.
2. Internalize formation commensurate with the expectations of the physical therapy profession.
3. Develop as primary care providers recognized as a movement system expert who considers the physical, emotional, social, and spiritual components of health in the design of patient-centered plans of care.
4. Collaborate as providers and healthcare consultants with patients and families, professional colleagues, and communities to optimize quality of life.
5. Prioritize quality, cost-efficient patient-centered care that integrates sound ethical, legal, and business practices, as valued members of the healthcare team.
6. Educate others, with consideration of the context of the individual, the task, and the environment.
7. Engage in self-directed learning and scholarship that prepare them to be life-long learners to advance health and wellness in our society.
8. Adapt personal resilience to meet the needs of their professional roles and the global communities.

Section 6: DPT Curriculum Overview

Curricular Structure

The curriculum is constructed around physical therapy profession's definitions of entry-level practice, while incorporating Whitworth's mission, vision, and core values to address professional expectations and societal needs. The five organizing principles unique to the Whitworth DPT graduate are integrated into every course.

These five principles are:

1. Movement system expertise
2. Faith
3. Social responsibility
4. Professional formation
5. Critical inquiry

The organizational framework of the DPT integrated curricular model was designed from these organizing principles, with seven foundational courses, seven applied science courses, ten patient management courses, seven professional formation courses, four research courses and four clinical education courses.

From the mission, vision, and core values, eight threads were designed to illustrate a laddering of learning experiences throughout multiple courses within the curriculum. These threads are:

1. Lifespan
2. Cultural responsiveness
3. Community engagement
4. Primary care provider
5. Clinical reasoning
6. Leadership
7. Social determinants of health
8. Business Literacy

The WU DPT program offers an eight semester-curriculum including summer terms that are completed in three calendar years. The curriculum consists of 8 foundational courses, 7 applied science courses, 10 patient management courses, 7 professional formation courses, 3 research courses, 3 clinical education courses 2 credits of electives, and a Capstone Portfolio course. These courses are offered in sequential progression to ensure realization of curriculum outcomes by the end of the program. The foundation sciences focus on basic health sciences including human anatomy and neuroscience. The applied science and patient management courses are structured around physiological systems including musculoskeletal, neuromuscular, cardiovascular, pulmonary, and integumentary systems and associated pathophysiology and physical therapy management. The professional formation courses enhance development of required professional competencies and the research courses prepare graduates for scientific inquiry in rehabilitation sciences. The clinical education courses bridge theory, scientific inquiry, clinical skills, professional formation and practice experience.

Primary content areas in the curriculum include, but are not limited to, biology/anatomy, cellular histology, physiology, exercise physiology, biomechanics, kinesiology, neuroscience, pharmacology, pathology, behavioral sciences, communication, ethics/values, management

sciences, finance, sociology, clinical reasoning, evidence-based practice, cardiovascular and pulmonary, endocrine, metabolic, neurology and musculoskeletal management. Approximately 80% of the DPT curriculum is classroom (didactic) and lab study and the remaining 20% is dedicated to clinical education. Whitworth DPT students will complete a minimum of 32 weeks of full-time clinical experiences, as well as integrated part-time clinical experiences in various settings throughout the program. The University awards the Doctor of Physical Therapy (DPT) upon successful completion of the DPT curriculum. Brief course descriptions are listed below and further information about the curriculum and syllabi can be accessed from the program catalog at [Catalog < Whitworth University](#).

DPT 701 Human Anatomy

Examines anatomy, histology and embryological origins of human systems taught through a regional approach with student-performed dissection of human cadavers. Emphasis is on the relationships between the musculoskeletal, neurological, and vascular systems and the anatomical features relevant to graduate health professions. Lab included.

DPT 710 Movement System I

Application of biomechanical and kinesiological principles of human movement that translate into fundamental skills for patient/client management to identify, quantify and assess joint mobility, muscle length, muscle strength, functional mobility, sensation, and soft tissue integrity. Examination techniques include interview skills and clinical documentation. Introduces the Clinical Decision-Making Framework (CDMF) that guides clinical reasoning throughout the program. Lab included.

DPT 711 Movement System II

Applies biomechanical, kinesiology, motor control and motor learning principles in analysis and performance of the movement system, informed through joint structure and function, and static and dynamic postural control. Examines mechanical properties of tissue with respect to lifespan, injury, and healing. Introduces electrodiagnostic testing and diagnostic imaging. Lab included.

DPT 712 Movement System III

Integrates motor control/learning and development across the lifespan into the clinical decision-making framework that informs movement system examination, evaluation, and intervention strategies. Details observational analysis of complex dynamic movements of posture, gait, reach and grasp, transitional, vocational, and recreational activities that sets the foundation of intervention strategies as movement system experts. Lab included.

DPT 916 Movement System IV

Integrates the clinical decision-making framework using the movement system approach in the management of individuals with primary and secondary system involvement and complex movement system dysfunctions across the lifespan. Incorporates interprofessional collaboration to address health and wellness needs as a primary care provider. Emphasizes application of patient/family-centered care, differential diagnosis, diagnostic imaging, pharmacology, comprehensive case management, emergency medical management, prevention, risk reduction. Lab included.

DPT 705 Health Systems I - Global Health

Examines global health from a societal perspective as an aspiring health professional. Initiates development of transformational and servant leadership skills to reduce global health disparities of different health systems. Explores concepts of global burden of disease, globalization of healthcare, political and institutional impact on health, social determinants of health, health and human rights, and World Health Organization priorities. Engages in interprofessional collaboration opportunities for meaningful solutions to disparities. Includes community engagement activities.

DPT 706 Health Systems II – Population, Public and Community health

Explores health promotion and disease prevention theories as an integral component of the role of the physical therapist in promoting health and wellness. Issues of health behavior, public policy, community access and efficacy of health programs will be explored from a primary and secondary prevention perspective. Assesses the needs of a community within a participatory research model to design community interventions for health promotion. Includes community engagement activities.

DPT 807 Health Systems III – Health Policy

Provides foundations to understand healthcare policies and organizational structures pertinent to professional practice and interprofessional healthcare services, while promoting civic engagement. Analyzes the current socio-political and economic impacts to healthcare policy decisions at regional, national, and international levels. Evaluates financial, regulatory, and legal policies on delivery of health services. Includes community engagement activities.

DPT 808 Health Systems IV – Ethics, Business Management, and Law

Integrates legal and ethical guidelines with principles of strategic planning, market analysis, human resource management, fiscal management, and total quality improvement for health service provision. Expands on concepts of entrepreneurial practice management and leadership within the business of healthcare. Facilitates adaptive interprofessional collaboration opportunities within an evolving healthcare system.

DPT 702 Clinical Medicine

Introduces foundational knowledge and application of pathophysiology as it pertains to general health, systemic disease, and medical management. Includes pharmacokinetics, pharmacodynamics, and classifications of drugs used in the treatment of disease across the lifespan. Students will examine the relationship between medical management and their role as a movement system expert and a primary care practitioner. Lab included.

HS 703 Interprofessional Applied Neuroscience

Studies basic structure and function of the nervous system that includes cellular, systemic, motor, and sensory pathology of peripheral and central neural components. Examines sensations, perceptions, cognition, and muscle control. Relates neuroscience to cognition, perception, and the movement system across the lifespan. Lab included.

DPT 824 Neurological Management I

Introduces the clinical decision-making framework of examination, evaluation, diagnosis, prognosis, intervention, and outcomes for individuals with neurologic health conditions, with emphasis on Cerebrovascular Accident (CVA) and Cerebral Palsy (CP). Relates neurophysiological, patho-kinesiological, neuroplasticity relevance and recovery of movement system impairments to function and participation. Emphasizes application of patient-centered care, diagnostic imaging, pharmacology, and movement system interventions that integrates motor control/motor learning, technology, education, and activity-based exercises while adjusting for social determinants of health. Lab included.

DPT 825 Neurological Management II

Synthesizes clinical decision making in the management of individuals with complex neurological health conditions, such as traumatic brain injuries, progressive neuromuscular diseases and congenital and genetic neurological conditions across the lifespan. Emphasizes patient centered care, diagnostic imaging, pharmacology, comprehensive case management, prevention management, risk reduction strategies, and the continuum of care. Integrates movement system interventions with motor control/motor learning, technology, education, and activity-based exercises while adjusting for social determinants of health. Lab included.

DPT 826 Neurological Management III

Integrates clinical decision making in the management of individuals with complex neurological health conditions, such as spinal cord injuries, progressive neuromuscular diseases, and congenital and genetic neurological conditions across the lifespan. Emphasizes patient centered care, diagnostic imaging, pharmacology, comprehensive case management, prevention management, risk reduction strategies, and the continuum of care. Integrates movement system interventions with motor control/motor learning, technology, education, and activity-based exercises while adjusting for social determinants of health. Lab included.

DPT 720 Musculoskeletal Management I

Introduces the clinical decision-making framework of musculoskeletal examination, evaluation, diagnosis, prognosis, intervention, and outcomes for individuals with pathologies of the lower quarter. Applies patient-centered examination techniques, diagnostic testing, pharmacology, and interventions for the movement system emphasizing education, manual therapy, and exercise while incorporating the social determinants of health. Lab included.

DPT 721 Musculoskeletal Management II

Continues the use of clinical decision-making framework of musculoskeletal examination, evaluation, diagnosis, prognosis, intervention, and outcomes for individuals with pathologies of the spine across the lifespan. Applies patient-centered examination techniques, diagnostic testing, pharmacology, and interventions for the movement system emphasizing education, function, manual therapy, and exercise while adjusting for social determinants of health. Lab included.

DPT 822 Musculoskeletal Management III

Continues the use of clinical decision-making framework of musculoskeletal examination, evaluation, diagnosis, prognosis, intervention, and outcomes for individuals with pathologies of the upper quarter across the lifespan. Applies patient-centered examination techniques,

diagnostic testing, pharmacology, and interventions for the movement system emphasizing education, manual therapy, and exercise while incorporating the social determinants of health. Lab included.

DPT 823 Musculoskeletal Management IV

Integrates the clinical decision-making framework for management of individuals with complex musculoskeletal dysfunction across the lifespan that requires advanced differential diagnostic skills. Emphasizes patient-centered care, diagnostic imaging, pharmacology, comprehensive case management, prevention management, risk reduction strategies, and the continuum of care. Integrates interventions of the movement system incorporating pain science, motor control and motor learning, technology, education, and activity-based exercises while adjusting for social determinants of health. Lab included.

DPT 750 Fundamentals of Critical Inquiry

Introduces scientific inquiry used in healthcare research that includes theory, design, methods, critical appraisal, and measurement. Course examines qualitative and quantitative approaches, descriptive and inferential statistics, formulation of clinical questions, search appropriate literature sources, and critical appraisal of the evidence to foster the foundations of clinical reasoning.

DPT 827 Cardiovascular and Pulmonary Management

Applies the clinical decision-making framework of examination, evaluation, diagnosis, prognosis, intervention, and outcomes for individuals across the lifespan with cardiovascular and pulmonary causes of movement dysfunction. Emphasizes application of patient-centered care, diagnostic imaging, pharmacology and movement system interventions, comprehensive case management, prevention, risk reduction strategies and continuum of care. Lab included.

DPT 740 Professional Formation I

Introduces professional formation of a Doctor of Physical Therapy as a master adaptive learner, clinician, educator, researcher, advocate, and global citizen who serves humanity with humility to optimize the human experience. Embraces their role as a vocation to promote movement and support others in their pursuit to improve quality of life. Explores competencies in spirituality and worldview, leadership, professionalism, ethics/legal, interprofessional competencies (IPEC), teaching and learning, cultural awareness, and wellbeing for health professionals considering therapeutic alliance, societal context, contemporary practice, and the healthcare environment. Identifies clinical role through guided participation in grand rounds, interprofessional education and Integrated Clinical Experiences (ICE).

DPT 741 Professional Formation II

Establish goals of professional formation competencies commensurate with the role of a doctoring professional. Focuses on self-assessment to guide development in spirituality and worldview, leadership, professionalism, ethics/legal, interprofessional competencies (IPEC), teaching and learning, cultural awareness, and wellbeing for health professionals considering therapeutic alliance, delegation/supervision, societal context, contemporary practice, and the healthcare environment. Continues application of clinical role through guided

participation in grand rounds, interprofessional education and Integrated Clinical Experiences (ICE).

DPT 742 Professional Formation III

Classifies level of achievement in professional formation competencies with learning through the mind, heart, and hands. Continues development in spirituality and worldview, leadership, professionalism, ethics/legal, interprofessional competencies (IPEC), teaching and learning, cultural awareness, and wellbeing for health professionals considering therapeutic alliance, societal context, contemporary practice, and the healthcare environment. Focuses on interpersonal relationships, communication, adaptability, and reflection. Begins application of clinical role through community engagement, guided participation in grand rounds, interprofessional education and Integrated Clinical Experiences (ICE).

DPT 843 Professional Formation IV

Implements professional formation competencies with integration of faith and learning to lead and influence change within teams as students practice servant and transformational leadership. Assumes roles to advocate for reducing inequities and injustices in health systems and our societies. Emphasizes integrity, trustworthiness, social responsibility, social justice, and cultural sensitivity. Continues application of clinical role as evidenced by leading discussions in grand rounds and interprofessional education activities in preparation for intermediate clinical experience.

DPT 844 Professional Formation V

Demonstrates advances in professional formation and cultural responsiveness while engaging with interprofessional colleagues within organizations, systems, or communities in preparation to participate in fostering diversity, reducing inequities and injustices in health systems and our societies. Examines concepts of initiative, integrity, trustworthiness and other centeredness with professional roles and responsibilities. Continues application of clinical role as evidenced by leading discussions in grand rounds, interprofessional education activities and teaching/advocacy roles and Integrated Clinical Experiences (ICE).

DPT 845 Professional Formation VI

Creates opportunities to internalize professional formation that integrates leadership, professionalism, cultural responsiveness, spirituality and world views, and innovation to foster change for positive outcomes within organizations, communities, and society. Distinguishes between cultural awareness, sensitivity, and responsiveness to participate in correcting inequities and social injustices. Emphasizes an entrepreneurial spirit while assuming professional roles and responsibilities. Justifies ethical/legal decisions and actively engages in advocacy that demonstrates voice and assertive communication in personal and professional interactions. Continues to lead in grand rounds, interprofessional education activities and Integrated Clinical Experiences (ICE).

DPT 946 Professional Formation VII

Embraces role as a servant leader with transformational leadership skills. Engages with the community to confirm social responsibility, social justice and global

citizenship within education, practice, research, consultation, and advocacy efforts. Fosters resilience through reflection while assuming responsibilities of their vocation.

DPT 704 Exercise Science and Prescription

Uses principles and applications of exercise as a means to promote health and physical activity to enhance movement, adapt to movement dysfunction and/or foster disease prevention/management. Assesses capacity, develops exercise prescription and progression that considers nutrition, goals, tolerance, and responses to exercise. Applies ACSM guidelines for exercise testing and prescription for individuals across the lifespan. Lab included.

DPT 713 Psychosocial Aspects of Health and Well-being

Integrates the biopsychosocial model of care considering the mental, emotional, social, and spiritual dimensions of health. Includes theories such as spirituality, grief-loss-mourning, behavioral change, mental health disorders, depression and anxiety, addiction, and sexuality in rehabilitation. Explores motivational interviewing and targeted applications of pain science education. Includes community engagement hours.

DPT 714 Nutrition and Health Promotion

Investigates current principles of nutrition across the lifespan that pertain to disease prevention and health promotion. Develops an understanding of nutritional needs for health, wellness and optimal movement while considering risk factors of chronic diseases. Interprets contemporary research findings and develops strategies to promote healthy lifestyles.

DPT 828 Integumentary, Endocrine, and Multiple Systems

Applies the clinical decision-making framework of examination, evaluation, diagnosis, prognosis, intervention, and outcomes for individuals across the lifespan with integumentary, endocrine, lymphatic, oncological, autoimmune, metabolic, and other multisystem conditions with movement dysfunctions. Emphasizes application of patient-centered care, diagnostic imaging, pharmacology, movement system interventions, comprehensive case management, prevention, risk reduction strategies and continuum of care. Lab included.

DPT 829 Movement across the Lifespan

Integrates the clinical decision-making framework using a movement system approach in the management of the pediatric and geriatric population not included in previous coursework. Focuses on changes in static and dynamic movements as a result of developmental and aging processes. Incorporates biopsychosocial considerations and social determinants of health in interprofessional comprehensive case management. Emphasizes application of family-centered care, diagnostic imaging, pharmacology, prevention, risk reduction strategies and continuum of care. Lab included.

DPT 851 Doctoral Research I

Applies the scientific inquiry process to develop a research question, research design, proposal, and IRB submission. Develops projects that might include systematic reviews, intervention, diagnostic, prognostic studies, or community-based projects and may use qualitative, quantitative, or mixed-methods design. This project fulfills a component of the Doctoral Capstone project.

DPT 852 Doctoral Research II

Implements the scientific inquiry process of a previously developed project through data collection and analysis. This project fulfills a component of the Doctoral Capstone project.

DPT 853 Doctoral Research III

Completes the scientific inquiry process of a previously developed project through comprehensive analysis, synthesis of findings and implications to practice. Disseminates findings via manuscript and presentations. This project fulfills a component of the Doctoral Capstone project.

DPT 860 Clinical Education Experience I

First of three full-time clinical education experiences. Students will integrate didactic content related to examination, evaluation, and intervention skills during an 8-week mentored clinical experience. Applies clinical decision-making framework to demonstrate clinical reasoning, practices communication and develops socialization skills to optimize health outcomes.

DPT 961 Clinical Education Experience II

First of two terminal clinical education experiences. Emphasizes the development as a primary care movement system expert. Illustrates growth in formation commensurate with the expectations of the profession. This clinical experience is inclusive of mentorship across various roles of professional practice.

DPT 962 Clinical Education Experience III

Second of two terminal clinical education experiences that confirms entry-level performance as a primary care movement system expert. Affirms their multiple roles as a Doctor of Physical Therapy. Internalizes formation commensurate with the expectations of the profession. This clinical experience is inclusive of mentorship across various roles of professional practice.

DPT 815 Rehab Technology

Emphasizes the application of theoretical principles underlying the clinical decision making of prescription and integration of rehab technology for individuals with a range of system dysfunctions. Content focuses on mobility assistive technologies such as orthoses, prostheses, biophysical agents, robotics, AI, VR/AR, and other advanced technologies that supplement movement interventions. Lab included.

DPT 970 Capstone and Portfolio

Produces evidence of achievement of expected graduate outcomes as a result of accumulated knowledge, skills, and behaviors from previous didactic and clinical coursework. Presents written and oral defense to justify readiness to graduate into the professional community of scholars of physical therapists.

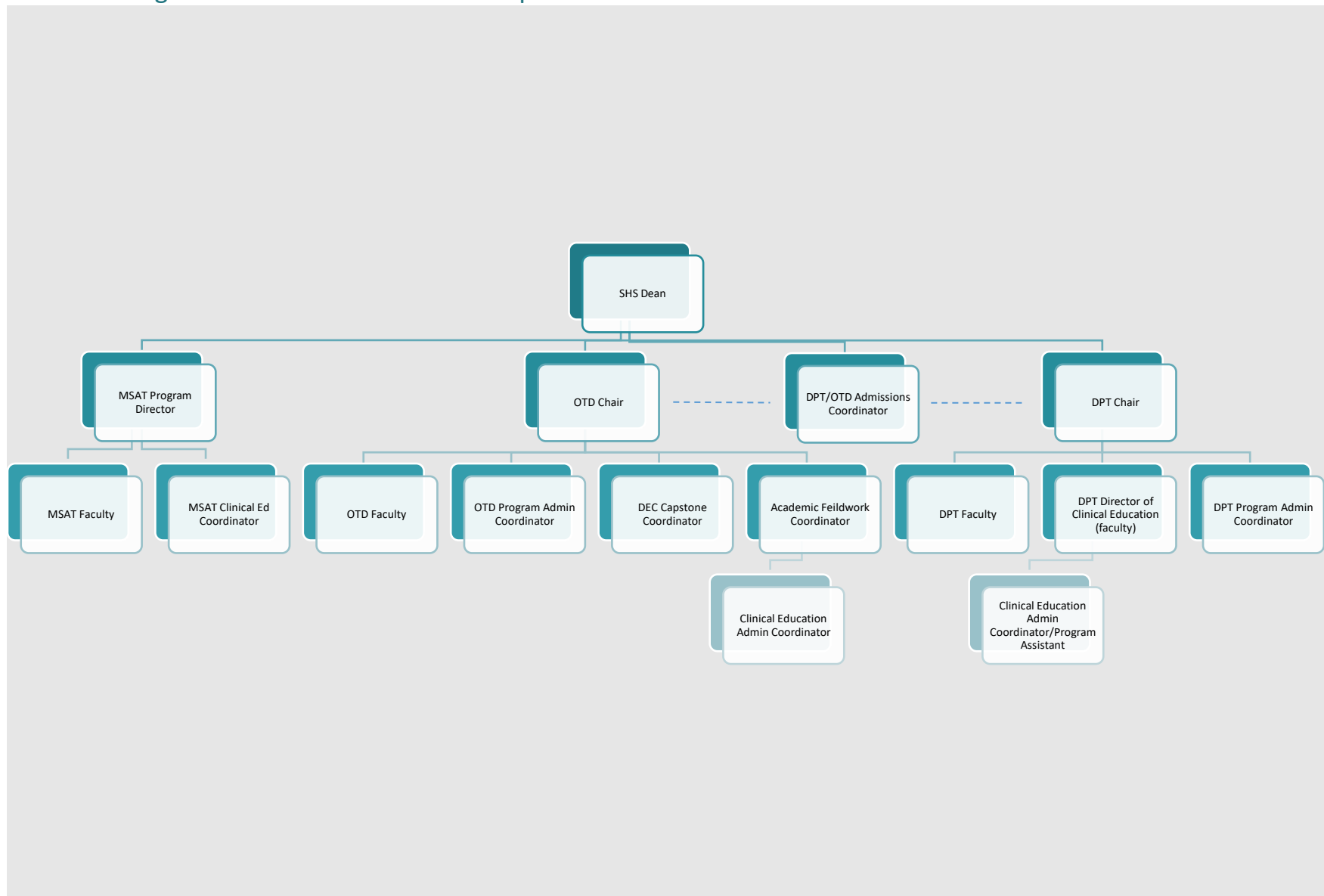
971 Electives – 1-2

Advances specialty practice topics with elective courses that vary annually to support future specialization interests of Doctor of Physical Therapy students.

Section 7: DPT Curriculum Schedule

YR 1	Semester 1 Fall – 18 weeks	CH	Semester II Spring – 18 weeks	CH	Semester III Summer – 12 weeks	CH
	GHS 700 Human Anatomy	6	DPT 750 Fundamentals of Critical Inquiry	3	DPT 713 Psychosocial Aspects of Health and Well-being	3
	DPT 710 Movement System I	3	DPT 711 Movement System II	4	DPT 742 Professional Formation III	2
	DPT 740 Professional Formation I	2	DPT 720 Musculoskeletal Management I	3	DPT 706 Health Systems II– Population, Public and Community Health	3
	DPT 705 Health Systems I - Global health	2	DPT 704 Exercise Science and Prescription	3	DPT 721 Musculoskeletal Management II	3
	DPT 702 Clinical Medicine	4	DPT 741 Professional Formation II	2	DPT 712 Movement System III	3
			HS 703 Interprofessional Applied Neuroscience	3	DPT 714 Nutrition and Health Promotion	1
	TOTAL	17	TOTAL	18	TOTAL	15
YR 2						
YR 2	Semester IV Fall – 11 credits in 10 weeks/or 8	CH	Semester V Spring – 18 weeks	CH	Semester VI Summer – 12 weeks	CH
	DPT 824 Neurological Management I	3	DPT 815 Rehab Technology	3	DPT 808 Health Systems IV – Ethics, Business Management, and Law	4
	DPT 822 Musculoskeletal Management III	4	DPT 828 Integumentary, Endocrine, and Multiple Systems	3	DPT 823 Musculoskeletal Management IV	2
	DPT 827 Cardiovascular and Pulmonary Management	3	DPT 825 Neurological Management II	4	DPT 826 Neurological Management III	3
	DPT 843 Professional Formation IV	1	DPT 807 Health Systems III – Health Policy	2	DPT 845 Professional Formation VI	2
	DPT 851 Doctoral Research I	1	DPT 852 Doctoral Research II	1	DPT 829 Management across the Lifespan	3
	DPT 860 Clinical Education Experience I (8 weeks)	4	DPT 844 Professional Formation V	2	DPT 853 Doctoral Research III	1
	TOTAL	16	TOTAL	15	TOTAL	15
YR 3						
YR 3	Semester VII Fall – 6 credits in 12 weeks/or 10	CH	Semester VIII Spring – 18 weeks	CH		
	DPT 916 Movement System IV	3	971 Electives – 1-2	2		
	DPT 946 Professional Formation VII	1	DPT 962 Clinical Education Experience III (12 weeks)	6		
	DPT 961 Clinical Education Experience II (12 weeks)	6	DPT 970 Capstone and Portfolio	1		
	TOTAL	10	TOTAL	9		
GRAND TOTAL				115		

Section 8: Organizational Structure of the Department



Part II: Prospective Student Requirements

Students are admitted into the program after completing a bachelor's degree in the major of their choice meeting all program prerequisites and successful PTCAS review and interview.

The Whitworth DPT program does not accept transfer of credits.

Section 1: Admission Requirements

Whitworth's DPT faculty adopts a holistic admission process that includes:

- Successful completion of a bachelor's degree (prior to admission),
- Academic measures, including GPA and GRE, with overall GPA ≥ 3.0 , and prerequisite GPA ≥ 3.0 ,
- Completion of, or enrollment in, prerequisite courses,
- Evidence of leadership skills, service, and community engagement activities,
- Twenty-five hours of observation in physical therapy practice, two or more settings preferred.

Section 2: Prerequisite Courses

Whitworth University adopts the American Council of Academic Physical Therapy (ACAPT) national prerequisite coursework list required of all entering DPT students:

- One course in anatomy with lab
- One course in physiology with lab
Or a two-course sequence in anatomy and physiology with lab (e.g., HS 220 & 220L, HS 221 & 221L)
- Two courses in biological sciences (not botany) (e.g., BI 150, 152, 153, 154, 204, 347) or upper division courses in genetics, animal physiology
- Two courses in general chemistry with lab (e.g., CH 161 & L, CH 181 & L)
- Two courses in general physics with lab (e.g., PS 151 or 131 with lab; PS 153 or 133 with lab)
- One course in psychology (e.g., PY 210, PY 358)
- One course in statistics (research design and with statistics typically through ANOVAs) (e.g., PY 201 or MA 256)

Section 3: Immunizations

Students are required to submit documentation of vaccination/immunity to the Exxat database (see Clinic Education Handbook) no later than six weeks prior to the first Integrated Clinical Experience. The requirements are based upon the current recommendations of the U. S. Public Health Service Center for Disease Control and the Washington State Department of Health. Verification of immunizations is also required by clinical sites prior to engaging in clinical experiences.

All recent (within the last 10 years) immunizations and the tuberculosis (PPD) test must be verified by a health care provider. It is recommended that students request a printout of all

immunization records from a previous or current healthcare provider. Depending on age, students may not have proof verified by a healthcare provider for early childhood immunizations. Some clinical sites (including WU) will accept a copy of records (e.g., a childhood immunization booklet) as long as there are exact dates of administration. Records must include:

- Diphtheria-Pertussis-Tetanus (DPT, DTaP, or TdaP) with TdaP booster within last 10 years
- Measles Mumps Rubella (MMR), 2 shots (or immunity confirmed by titer)
- Polio series (IPV, OPV)
- Hepatitis B vaccine (HBV) 3-shot series and immunity confirmed by titer
- Varicella vaccine or titer proving immunity
- Tuberculosis screen (PPD) within the last 12 months and within the 30 days of starting a hospital rotation. A positive PPD screen may need to be followed up by a chest x-ray.
- Influenza vaccine within current year cycle.
- Current COVID-19 vaccine series

Students are responsible for reviewing any additional requirements at each facility prior to their Clinical Education experience and meeting those requirements. Students are responsible for sending actual proof of immunizations, testing or other requirements to the facility when required; if the site only requires attestation, the DCE will send a letter of fulfilled requirements prior to the start of the experience. The student's name and contact information will be shared with the site by the program.

Section 4: Criminal Background Checks

Confirmation of clear criminal background checks are required of applicants accepted into the Whitworth DPT program. Admission offers are given pending successful background check clearance. After prospective students are accepted into the program, they set up an Exxat profile and are able to run a background check through their account. The program has contracted with [Universal](#) to facilitate background checks. Universal works in conjunction with Exxat to provide the required background checks and documentation. Accounts are set up independently by the student at student expense; this fee is not included in any university tuition or fees. The DCE will provide specific information about how and when to set up an account. Students must provide information release waivers and this clearance to the University within 45 days of matriculation into the program. A previous criminal background may impact ability of applicants to obtain licensure as a physical therapist despite successful completion of the DPT program. Any new conviction hinders progression and is evaluated on a case by case basis

Students with past criminal convictions or positive drug screens may also be prohibited from participating in clinical experiences and are reviewed for progression eligibility on an individual basis. If a site refuses to accept a student due to findings from a background check or drug screen, the program cannot guarantee alternate clinical placements for the student. Inability to

be scheduled for clinical experiences due to criminal convictions or positive drug screens prevents progression in the program and may result in suspension with or without possibility of reinstatement. A clinical site may require students to also participate in its own drug testing protocols and student must follow such clinical site requirements. Students are responsible for reviewing additional requirements such as drug testing prior to any clinical education experience and meeting those requirements.

Section 5: Drug Testing

Drug testing may be required for students to be accepted by a site for a clinical experience. [Universal](#) will facilitate the test and data will be uploaded in the Exxat system. Students who do not pass the drug test but have authorized prescription medication to explain the results may submit the prescription to the DCE for further clarification. Though marijuana is legal in many states, a positive result from marijuana use in any form may also prevent acceptance by a clinical site for the experience. A clinical site may require a student to also participate in a scheduled or random drug test performed at the site. Students are responsible for reviewing additional requirements such as drug testing prior to any clinical education experience and for meeting those requirements.

Section 6: Insurance

Liability Insurance

Students participating in the Whitworth University DPT program are covered with professional liability insurance provided by the University. Policy information will be provided during the first fall semester. Policy premiums are paid by the University.

Health Insurance

Students are required to have personal health care insurance to be able to participate in the program as well as in clinical education. Students are responsible for the cost of covering any emergency services that may be needed for illnesses or injuries sustained during off-campus educational experiences. See the Clinical Education Agreement for additional information. Proof of health insurance must be obtained prior to the clinical education experience and uploaded into the Exxat system.

Workers Compensation Insurance

Students are provided with workers compensation insurance coverage for clinical education experiences that occur in states where it is required. The Clinical Education Agreement will specify if the state and clinical education site require students to have workers compensation coverage. Certificates of insurance are provided to the clinical education sites where coverage is required.

Section 7: Additional Requirements

CPR

Students are required to maintain continuous certification in CPR offered by the **American Heart Association**. Certification must be at the level of **Basic Life Support for Healthcare Providers** and is valid for two years. Recertification classes are arranged through the athletic training program to minimize student expenses.

HIPPA

Students must complete the Health Insurance Portability and Accountability Act of 1996 (HIPAA) training on an annual basis. Evidence of successful completion must be uploaded with individual name visible into the Exxat system. Some clinical facilities may require additional training modules prior to beginning clinical experiences. Students are responsible for reviewing additional requirements to any clinical education experience and meeting those requirements.

BBP

Students must complete training that includes bloodborne pathogens, infection control, personal protective equipment, chemical hazards and fire safety training on an annual basis. Evidence of successful completion must be uploaded with individual name visible into the Exxat system. Some clinical facilities may require additional training modules prior to beginning clinical experiences. Students are responsible for reviewing additional requirements to any clinical education experience and meeting those requirements. The Clinic Education team will arrange for student access to annual training.

Section 8: Failure to Maintain Updated Records

If any of the Clinical Education Eligibility requirements are absent or expired, a reminder to provide proof of current status will be sent to the student. If the student fails to update the document or information within 1 week of notification, the student will be contacted by the DCE or member of the Clinical Education team or designee. An additional week to update the information may be granted dependent on individual situations. Failure to update information in accordance with stated deadlines will result in a referral to the Student Progression Committee and may impact progression eligibility and result in the possible delay or inability to participate in clinical education experiences that also may impact graduation expectations.

Part III: Academic Policies

Section 1: Grading System

Grading Scale	
A	92.5% and above
A-	89.5-92.4%
B+	86.5-89.4%
B	82.5-86.4%
B-	79.5-82.4%
C	76.5-79.4%
F	Below 76.5%

a. The WU Doctor of Physical Therapy grading system chart is explained as follows:

Grade	Grade Point	% Score	Description
A	4.00	92.5 - 100	Outstanding Scholarship
A-	3.67	89.5 – 92.4	Outstanding Scholarship
B+	3.33	86.5 – 89.4	Superior Work
B	3.00	82.5 – 86.4	Satisfactory
B-	2.67	79.5 – 82.4	Satisfactory
C	2.33	76.5 – 79.4	Unsatisfactory (Remediation)
F	0.00	Below 76.5	Failure (No credit; Suspension)
Z	0.00		Failure by Absence (No Credit)
Pass			Successful completion of course (credit awarded)
Fail			Failure of course (no credit)

(W) Withdrawal - Withdrawal may occur from the day following the end of the published add/drop period through the published withdrawal period as displayed on Academic Calendar/Catalog.

(I/-) Incomplete - A grade of Incomplete is awarded at the instructor's discretion and can only be submitted with an alternate grade (i.e. I/C, I/F). A grade of I/B for example, cannot be awarded if the student has not earned a B for that course at time of incidence of event triggering incomplete. After the determination of a final grade, the "I/-" is removed and only the final awarded grade is posted on the transcript (e.g. "A", "B", "C").

(I/N) Incomplete - In Clinical Education courses, and any other courses requiring only a pass/fail outcome, the instructor submits an "I/N" indicating an incomplete pending resolution. When the course requirements are met, the "I/N" is removed and replaced by a Pass.

(Y) Instructor did not submit grades by the deadline.

b. Grade of Pass/No Pass - Pass/No Pass grading is required for DPT clinical education courses.

Section 2: Grades of Incomplete

1. Grades of Incomplete are only be awarded to students experiencing unforeseen circumstances, for example, involving road traffic accident, a major illness, death, or major life changing event.
2. If a grade of Incomplete is approved by the instructor, grade is awarded at the discretion of the instructor and is submitted with an alternate grade (i.e., I/C, I/F). A student must submit a completed request form to the instructor that an incomplete grade be assigned due to unforeseen circumstances. The length of time and the remaining requirements to complete the course are determined by the instructor; however, the maximum length of time for completion is the end of the following semester. If the work needed to complete the course is not satisfactorily completed, the incomplete will revert to a final letter grade (i.e., I/F to F or I/N to Fail).
3. A student shall make a request for an incomplete grade before the last day of class. The form for this request can be found in the appendices of this Student Handbook. The form must be appropriately signed by the student, instructor, academic advisor, and the Department Chair.
4. Students on probationary status cannot be considered for an Incomplete grade, unless extenuating circumstances resulted in the Incomplete, and course instructor and Chair approve the Incomplete.

Section 3: Appeal of Disputed Course Grades

All appeals processes, discussions and decisions shall be kept confidential by all parties involved.

A final grade in a course may be appealed on grounds of suspicion that grade was awarded:

1. Arbitrarily without recourse to standardized criteria for performance in the course
2. Arbitrarily or through unfair application of grading rubric and standards relative to other applications to other students in the course.
3. Arbitrarily or with a wide variation from agreed standards in course instructions.

Students who have significant grounds to believe a grade does not reflect their performance or meets any of the above 3 criteria shall contact course professors within 5 days of publication of grades to discuss the grade.

The following procedure is to be followed if students wish to protest a grade received in a course:

1. The student first contacts the course instructor who assigned the grade and reviews the issues to determine if the grade concerns can be resolved or explained. If the student is dissatisfied with the outcome and the grade remains in dispute, the student moves to step ii below.
2. The student contacts the DPT Department Chair in writing and through completion of a Grade Appeal Form within 5 days of an unsuccessful resolution as described in step i, with copies submitted to the course instructor and the DPT Program Coordinator. The DPT Program Coordinator or a designated faculty member may assist the student with

the documentation process. Such assistance includes but is not limited to setting up meetings, collecting documents, keeping official notes, and other appropriate activities that do not bias or inhibit the process. The Department Chair directs the chair of Student Progression Committee to call a meeting in which either step “a” or step “b” will be followed, depending upon the circumstances.

- a. In circumstances where the grade in dispute does not affect the student’s ability to progress in the program (i.e. grade C and above), the following procedure will be followed: The chair of Student Progression Committee convenes meetings to solicit and review input, evidence and documentation from the student appealing the course grade, the course instructor, and other sources as deemed appropriate. The Committee makes a recommendation on the matter and the chair of the committee conveys that decision in writing to the DPT Chair. The decision of the Student Progression Committee is considered final in this circumstance. The DPT Chair reviews the recommendations of the Student Progression committee and decides on the matter for action. The decision of the DPT Chair will be in writing with copies to the student, DPT Program Coordinator, Chair of the Progression Committee and Director of Clinical Education. The decision of the DPT Chair is considered final in this matter.

- b. In circumstances where the grade in dispute prevents the student from progressing in the program (grades below Cs), the following procedure applies: The DPT Department Chair directs the chair of the Student Progression Committee to convene committee meetings and make recommendations to the Chair. The Chair may participate as a non-voting ex-officio member of the committee. The Student Progression Committee reviews all documentation, evidence and input given by the student and involved course instructor. The Committee may choose to seek additional information from other sources as it deems fit to aid a determination on the dispute. Following a review of the evidence and other relevant information by the Committee, a recommendation is made by the Student Progression Committee to the DPT Department Chair. The DPT Chair reviews the recommendations of the Student Progression committee and decides on the matter for action. The decision of the DPT Chair will be in writing with copies to the student, DPT Program Coordinator, Chair of the Progression Committee and Director of Clinical Education.

The Department Chair’s decision is considered final in the resolution of grade disputes in the DPT program. This procedure for determination of grade disputes overrides or supersedes other processes for grade disputes in graduate programs or university-wide provisions and policies. The parties in a grade dispute may not appeal the decision of the or DPT Chair.

- c. In steps a or b, Oral presentations to the committee may be allowed at the Committee's sole discretion but the parties involved will not be allowed to cross examine each other.
- d. The student may request a recusal of one member of the Student Progression Committee and a substitute member of the committee shall be selected by the Committee chair.
- e. If the instructor of record is the chair or member of the Student Progression Committee, there will be a recusal with a substitute member selected by the DPT Department Chair. If the DPT Department Chair is the instructor of record, then they will not serve on the Student Progression Committee as ex. officio nor make a final decision on the matter. The Dean or Associate Dean where the department is housed will preside as Acting Chair of DPT in such circumstances.

Section 4: Examinations

Students shall take exams as published in course schedules and syllabi. Circumstances necessitating inability to take exams as scheduled must be reported to the professor at least one hour before the exam. The course professor may exercise their discretion in considering other exculpatory factors in certain circumstances.

A failed exam grade will be awarded to students who do not inform the course professor of their "no show" for an exam. Students arriving late for an exam will be required to complete a test in the remainder allotted time. No extensions of time will be given for students arriving late for testing. The course professor may exercise their discretion in considering other exculpatory factors in certain circumstances.

Section 5: Competency Skills

Skill checks are part of several courses to assist and determine the preparedness and safety of students for clinical experiences and as evidence for competence in essential skills. Skill checks focus mostly on demonstration of psychomotor skills, rationale for the application of the skill, and patient and therapist safety, and are identified as essential for the particular course of study.

Skill checks may be assigned a grade or graded as pass/fail. Students who fail the skill check on first attempt will be required to remediate the skill check with a second attempt. A successful retake of the skill check results in a maximum score of 76.5% unless otherwise specified. A student is deemed to have failed a skill check if a safety component of the skill check is failed. Students are strongly advised to seek additional skill check preparation from the course coordinator prior to a second attempt of the skill check. If a student fails the skill check after the second attempt, the student has one additional attempt to take the skill check following completion of a required remediation as defined by the course coordinator. Should this 3rd failure occur the student does not pass the course or progress to full-time clinical education experiences.

Section 6: Practical Examinations

The practical examinations during midterms and finals constitute a percentage of the overall course grade as stated in the evaluative criteria of the syllabus. Grading of the practical examination is based on selected essential criteria and pre-determined rubric that is designed by course faculty and shared with students prior to the practical exams. Faculty grade practical exams according to rubrics developed to fit each course containing a practical exam. Safety is always assessed as a Pass/Fail measure on the practical examinations. Students are expected to demonstrate competence in performing all procedures in a manner that prioritizes safety of the client, self, and others. Inability to demonstrate competency in safety measures in a practical exam necessitates a failure and need to retake the entire practical exam. If following the first attempt the student has not earned a minimum of 76.5% for the practical examination, they are required to remediate with the course coordinator prior to a second attempt. A successful retake of the practical exam results in a maximum score of 76.5%. The second attempt of the practical examination must be completed 1 week after the required remediation as noted. In situations where the student fails to pass the practical exam on the second attempt, the student will be awarded the failing score for the practical and this will form the % of the final grade stipulated in the syllabus.

Section 7: Examination Results

Scores and results of examinations shall be made available to students within 5 business days except in situations where the examinations include written essays or short answer responses. These are estimated time frames and course faculty will indicate more specific guidelines when examinations are conducted. are at liberty to increase exams results submission time frames by giving students prior notice. Exam scores shall not be posted publicly but will be posted in confidential electronic learning management system or other confidential means.

Section 8: Grade Reports

Official Grade Reports

Final grade reports are accessed through Blackboard and Pirate Port. In order to get a final grade report mailed, a student must request a copy through Pirate Port.

Unofficial Notification of Grades

Course coordinators are at liberty to give unofficial notification of grades at their discretion. Students in the DPT Program who receive a C grade or lower in any course may be contacted by the course coordinator for unofficial notification before official grades are submitted to the office of the registrar. The Whitworth University DPT program adheres to tenets of fair information practice and is compliant with the Family Educational Rights and Privacy Act (FERPA).

Section 9: Make-Up Exams

Make-up exams may be conducted if students produce evidence of mitigating circumstances including illness, attendance at university required function or emergencies. Students must produce documentary evidence in support of requests for reschedule of examinations. Students will make requests for make-up exams but schedule and venue will be at the professors' discretion.

Section 10: Testing Environment and Student Behavior

Electronic devices are prohibited in testing environments. Presence of these devices constitutes dishonesty unless it is required for exams that use devices for testing. Reference materials, texts, notes, personal carriers, food, and devices must be stored in designated areas away from the testing location.

Section 11: Criteria for DPT Program Progression and Advancement

Students in the DPT program must take courses in the order prescribed by the plan of study. Students must enroll as full-time and progress through the curricular sequence to meet requirements for graduation in the time frame stipulated in the curriculum. The plan of study is designed to follow a prescribed sequence of courses.

Students' inability to fulfill required minimum academic standard, maintain academic integrity, exhibit appropriate professional behavior, or adhere to safety standards constitute violations and will result in actions that impact student progression in the program.

Students are notified of a change in academic status by a letter from the Department Chair either as email or through a student portal notice, but failure to provide or receive the notice does not invalidate the action taken or the determined outcome. Probation, suspension with possibility of reinstatement, and suspension without possibility of reinstatement designations are recorded on the permanent academic record (transcript) of the student.

The Department Chair reviews the academic status of students and makes decisions about progression according to the recommendation of the Progression Committee and the criteria in the Student Handbook. The Department Chair may employ other faculty and committees as appropriate to assist in making recommendations and related decisions.

Section 12: Progression of Students in the DPT Program

For progression through the curriculum from Year I to Year II and Year II to Year III, a student must remain in good academic standing that includes no more than two C grades or 6 credits of grades of C in all didactic courses and a pass in clinical education courses of the preceding year while also maintaining a minimum cumulative GPA of 3.0. Students who do not meet the requirements are placed on academic probation and must meet requirements of the academic remediation for progression. Students must have a cumulative 3.0 GPA to progress to final clinical internships unless some individual adjusted degree plan is approved by the Chair. These are rare circumstances involving extenuating factors.

Section 13: Remediation

A grade of C for a course or semester GPA below 3.0 must be remediated per a remediation plan to demonstrate ability to continue to progress successfully through the plan of study. Final course grades of F cannot be remediated. Refer to the Academic Suspension section in the Student Handbook for consequences of grades of F.

Remediations activities can vary for specific deficits. The general steps of the process are outlined here. The process of remediation begins immediately upon official notification of grades or academic status by Department Chair. A remediation contract with input from the

student and course coordinator is developed that outlines format, content, and evaluation method as well as the end date for the remediation contract. The remediation contract is finalized and signed by the student, course coordinator, and Department Chair. All criteria from the remediation contract must be successfully completed by the stipulated time. Failure to successfully complete the remediation contract by the stipulated time may put a hold on the student's progression in the curriculum or approval to participate in a clinical education experience. An exception to this policy is available during semester IV. Students may participate in the Clinical Education I while remediating a "C" grade or semester GPA below 3.0 received in Semester III. However, students may not participate in any subsequent full-time terminal clinical education experiences until remediation for a "C" or semester GPA below 3.0 is corrected. Since courses are offered once a year, this may necessitate stepping out until the next academic year. If the remediation is not completed or successful, the student is considered to have an un-remediated "C" or semester GPA below 3.0 and is recommended for suspension from the program. See program suspension for clarity of this consequence.

Section 14: Academic Warning

A student is placed on Academic Warning and notified by the Department Chair if:

- First grade of a "C" in a course,
- Or student's semester GPA is less than 3.0

Within 5 business days of notification of Academic Warning, the student must submit a completed "Performance Outcome Reflection" to the course faculty (for "C" grade), and student's academic mentor (for C grade or GPA less than 3.0), who will forward the form to the Student Progression Committee. The student and appropriate faculty will design a Remediation Plan with action items. Students may be removed from Academic Warning status after successfully completing action items as outlined in the Remediation Plan, as well as receiving no C grades in the following semester, or the semester GPA ≥ 3.0 the following semester, whichever applies. If either of these requirements is not completed, the student is at risk for Academic Probation.

Section 15: Academic Probation

A student is placed on Academic Probation, and notified by the Program Chair, if:

- They receive two "C" grades (or greater than or equal to six credits of "C," whichever comes first) at any time during the program,
- The semester GPA falls below 3.0 for any two semesters during the program,
- The cumulative GPA falls below 3.0 at any time during the program,
- The student receives a "C" grade and the semester GPA falls below 3.0, in any combination of consecutive semesters,
- The student does not successfully complete the Remediation Plan when in the Academic Warning status.

Within 5 business days of notification of Academic Probation, the student must submit a completed "Performance Outcome Reflection" to the program chair and faculty advisor. The student progression committee and student's faculty mentor will meet and review the student's performance and completed reflection in consultation with involved course faculty

and student to develop the Remediation Plan within 10 business days. The remediation plan may require enrollment in an independent study course of at least 15 contact hours. The student must complete the remediation plan satisfactorily to return to good standing in the DPT program. Students may be removed from Academic Probation status after successfully completing action items outlined in the Remediation Plan, as well as after completing two consecutive semesters of no “C” grades, two consecutive semesters of semester GPAs of 3.0 or above, and a cumulative GPA of 3.0 or above. All faculty are notified of students on academic probation during student academic and professional behavior review meetings.

A student is allowed a maximum of two nonconsecutive probation semesters during the length of the program. The program expectation is that the student will make every effort to raise his/her cumulative GPA to 3.0 in the first probationary semester to return to good academic standing. If it is not possible for a student on probation to raise the cumulative GPA to a 3.0, the student is reviewed for Academic Suspension with Possibility of Reinstatement (See Section 16). A student on academic probation is not allowed to participate in any full-time clinical education experiences. Academic Probation is noted on the permanent academic record (transcript).

Section 16: Academic Suspension with Possibility of Reinstatement

A student is suspended from the DPT Program if:

- They fail to complete necessary remediation of Academic Probation to a satisfactory level in the subsequent semester,
- They receive a grade lower than a “C” in a course will not receive course credit and is suspended from the program,
- They have a cumulative grade point average less than 3.0 for more than two consecutive semesters, they are suspended from the program,
- They fail a clinical experience.

Academic Suspension with Possibility of Reinstatement renders the student ineligible to participate in the Whitworth University DPT academic activities including academic course work (the student may not attend lectures/labs), clinical course work, and project course work for the remaining sequence of course offerings with their respective class.

The student may apply for consideration of readmission to the program for the next academic year through a written formal request to the chair. Even if a request to return is granted, the student is suspended from the program until the return plan courses are available. Upon return, the student is placed on probation, must complete a Remediation Plan or learning contract for a new study plan and must successfully pass all courses with a “B-” or higher, have 2 consecutive semesters with semester GPAs of 3.0 or above, and a cumulative GPA of 3.0 or above after 2 semesters following return to the program. The chair is responsible for creating the learning contract in consultation with mentors and instructors, which will be finalized and signed by the student, SAP Committee, and Department Chair. If the student fails to complete the learning contract successfully, the student is at risk for Academic Suspension without the Possibility of Reinstatement.

Academic Suspension with Possibility of Reinstatement is noted on the Official Academic Transcript. A student who is suspended must surrender the Whitworth University identification card and other school properties to the DPT Program's coordinator.

Section 17: Academic Suspension without Possibility of Reinstatement

Academic Suspension without Possibility of Reinstatement is an action taken by the Program that renders a student ineligible to return to the Whitworth University DPT program. For this action to be taken, a student must have been suspended for academic reasons, been readmitted to the DPT Program on academic probation, failed to complete the learning contract, and subsequently failed to achieve the required cumulative GPA of 3.0.

A student is also suspended without possibility of reinstatement from the DPT Program if:

- They receive a combination of three grades at or below a "C" (or greater than or equal to nine credits of " \leq C" or more, whichever comes first) at any time during the program,
- They receive below a "C" in two courses or more at any time in the program,
- The semester GPA falls below 3.0 for any three semesters during the program,
- The cumulative GPA falls below 3.0 for any two semesters during the program attempts,
- Or inability to meet criteria for progression or suspension with possibility of reinstatement resulting from an unsuccessful remediation.

The Chair of the Physical Therapy Department shall notify the student of their status of suspension without possibility of reinstatement from the program after reviewing students' academic standing relative to progression criteria or other factors influencing enrollment status in the program. The Chair may consult other faculty and staff in addition to the Dean's office prior to the decision. Academic Suspension without Possibility of Reinstatement is recorded on the permanent academic record (transcript).

Section 18: Appeal Procedure - Academic Suspension

An appeal of a decision made by the Chair related to academic suspension may be requested only if the decision was made without the use of relevant evidence. If a student wishes to appeal a decision of suspension, the following process must be followed:

1. Submit an appeal letter to the DPT Department Chair within 5 business days of the date on the letter of notification. The appeal letter must include:
 - (a) Student's description and analysis of current academic predicament.
 - (b) Student's description of mitigating circumstances that may have contributed to current academic predicament that was not available or known at the time of the Chair's decision.
 - (c) Proposed plan of remedy for student's current academic challenges.
2. The student may submit supporting documents and statements from their faculty mentor, other faculty members, or other useful sources with the appeal letter to the Chair who then forwards documents to the Student Progression Committee. The Student Progression Committee shall meet within 10 business days and make

recommendations for actions in a formal report to the DPT Chair based on the facts and evidence presented only.

3. The DPT Chair may consult with the Dean on the matter of appeal. The Chair will make a decision and notify the student within 3 business days of receiving the SAP report.

In the case of request for appeal of academic suspension with the possibility of reinstatement, students have the option of attending classes in next semester until an appeal decision has been reached. If the student's request for appeal of suspension is successful:

- For Academic Suspension with the Possibility of Reinstatement, the student's status would revert to another level of academic discipline as deemed appropriate and would also require successful appeal of course grades (see Section 3).
- For Academic Suspension Without the Possibility of Reinstatement, the status would revert to an academic suspension with the possibility of reinstatement in which the student is suspended from the program until the return plan courses are available and follow remediation requirements detailed above.

Section 19: Final Appeal Procedure – Suspension

All decisions by the Department Chair regarding a student's suspension can be appealed in writing to the Dean or their designee. This appeal letter must be submitted to the designated person within 5 business days of suspension notification by the Department Chair. After consulting handbook policies and any reports from the SAP committee, the Dean or their designee shall conduct an in-person meeting with the student. The Dean's decision is final and binding on all parties.

Section 20: Readmission After Academic Suspension without Possibility of Reinstatement

A student will not be considered for readmission to the DPT program under any circumstances following a suspension without possibility of reinstatement from the program. This policy overrides all existing policies regarding readmission of students at Whitworth university.

Part IV: Requirements for Graduation

Section 1: Grades

A student must have earned a passing grade in all didactic and clinical educational courses required of the curriculum leading to the Doctor of Physical Therapy (DPT) degree and have at least a 3.0 (B) cumulative grade point average. All students must have made appropriate arrangements to discharge all financial obligations to the University.

Section 2: Capstone Portfolio

During the Student Orientation, students will be provided with information regarding the Capstone Portfolio. For graduation, the Capstone Portfolio must be completed prior to graduation from the program, that includes confirmation of a score of ≥ 580 on the PEAT exam.

Section 3: Graduation, Commencement and Award of Degree

Students are considered graduates of the DPT Program the semester they fulfill all graduation requirements and apply for graduation and the Office of the Registrar receives required documentation in such regard. Late submission of required documentation may delay graduation to a subsequent semester.

Graduation Application

Applications for graduation from the DPT Program must be submitted by the application due date that is often in the proceeding semester of the actual graduation. A schedule of graduation dates, commencement dates, and due dates for graduation applications can be found on the Whitworth University website: [Commencement | Whitworth University](#).

Financial Clearance

Students must fulfill all financial obligations to Whitworth University prior to gaining financial clearance for graduation. Inability to do so may result in withholding of Diplomas, transcripts, and licensure release information until financial obligations are paid in full.

Commencement Activities

Students are strongly encouraged to attend commencement activities to mark their graduation. Students confirm notification to participate when they file their "Application for Graduation". Graduates are listed in the commencement program in which they march. In most cases, DPT students participate in the Spring commencement ceremonies. Further information and commencement documents can be found at [Commencement | Whitworth University](#)

Section 4: Academic Honesty Guidelines/Academic Integrity

The DPT program faculty strongly endorses and abides by the academic honesty policy published in the Whitworth University Course Catalog at [Catalog < Whitworth University](#), and in the university-wide student handbook at [Academic Policies | Student Handbook | Whitworth University](#). Students and faculty have a duty and responsibility to acquaint themselves with the academic dishonesty policy. Ignorance of the policy shall not stand as reasonable explanation for violations. Consequences for any form of dishonesty may range from a failing grade on a specific assignment to a failing grade in the course. Violations of the academic honesty policy become part of the student's educational record.

Academic dishonesty includes but is not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, collusion, unauthorized collaboration, falsifying academic records, misrepresentation of facts and unauthorized access to academic or administrative systems. Detailed explanations of various forms of academic dishonesty can be found in the university catalog at [Catalog < Whitworth University](#) and in the university-wide student handbook at [Academic Policies | Student Handbook | Whitworth University](#).

All confirmed incidents of academic dishonesty are initially reported to the Department Chair for resolution. If a conclusive resolution of the matter is not reached at that level, the incident will be reported to the Associate Provost and follow Whitworth University Policies and Procedures. Sanctions will be imposed as dictated by the University's Student Handbook at [Academic Policies | Student Handbook | Whitworth University](#). For further information and a thorough description of the University's policy on academic dishonesty, refer to the university-wide student handbook at [Academic Policies | Student Handbook | Whitworth University](#).

Section 5: Use of Artificial Intelligence

In this digital age of our society, students are encouraged to consider the prudent use of Artificial Intelligence (AI) software such as ChatGPT. In the Whitworth DPT program, AI should never serve as a replacement of students' work. Unsanctioned use of AI software to produce content without proper authorization from faculty or when an assignment does not explicitly call or allow for it is considered plagiarism and will be handled according to the university's academic dishonesty policies (See Section 4). Please consult individual course syllabi for policies stating when the use of AI may be permitted.

Section 6: Course Evaluations

Course evaluations provide feedback for professors and are sources of vital data that enhance student experience throughout the program. All students in the DPT program are expected to complete all course evaluation forms at the end of each semester. The information provided is anonymous and will not be linked to specific student identities.

The course evaluations are administered at the end of each course in the semester. Students are encouraged to offer constructive professional feedback about their experiences in the course.

Exit interviews are also held to gather data at the end of each cohort's final clinical internships. Students are encouraged to participate in this evaluation as this is a vital source of overall feedback of the program that can enhance student experiences for future cohorts.

Section 7: Hardship Withdrawal Requests

In rare circumstances, a student may be granted a hardship withdrawal (HW), given when a debilitating medical, psychological condition or family emergency makes it necessary for them to withdraw from all of their non-graded courses and get the off-campus support/help necessary to their return as a student. Students must be in good standing at time of a HW request. To be considered, the student should apply to the Dean or their designee within a week of the anticipated withdrawal, providing written documentation of the condition. Under HW status, the student will receive a "W" in all non-graded classes for the term, and financial

officers will determine charges to be paid, based on the current [Tuition and Fee Refund Policy](#). A hold will be placed on the withdrawing student's account until reinstatement criteria are met and reinstatement is approved by the Dean or their designee. Hardship withdrawal requests will not be granted after the Friday before finals week.

In order to apply for HW the following steps must be taken:

- Student submits request for HW, along with validating documentation (e.g. paperwork from a medical provider if for medical reasons) to the Dean.
- The Dean will confer with offices of financial aid and registrar and then make a decision on whether or not a HW is warranted.
- If a HW is warranted, the Dean will determine reinstatement criteria for the student to meet in consultation with the Chair.
- The Dean will inform the student of their decision in writing, including reinstatement criteria. The student will then have to request to be reinstated, along with proof that reinstatement criteria have been met, which will be reviewed by the Chair for satisfactory progress. Returning students from leave of absence may be required to repeat some or all coursework completed prior to the HW.

Section 8: Program Withdrawals/Academic Withdrawal

A student who has no desire to return to the program may withdraw from the program at any time by submitting an appropriate application, letter to the Chair and documentation that shows proof that all outstanding obligations to the university are made to the Chair prior to withdrawal. As a component of the withdrawal process, the student must also contact the Financial Aid Office and the Student Accounts Office to change student status.

Part V: Student Professional Behavior Policies

Section 1: Professional Behaviors

At the heart of the Whitworth DPT Program, is the desire that faculty and students are representatives of the mission of the University and its commitment to the integration of faith and learning. Commitment to faith means commitment to good—including life that reflects (Christian) virtue, action that is ethical, and public policy that is just. Students must reflect upon how their character, behavior, and communication is representative of both a Whitworth DPT student and a future health care provider caring for the needs of patients. This includes demonstrating behavior consistent with the [APTA Guide to Professional Conduct](#), [Code of Ethics for the Physical Therapist \(APTA\)](#), [Core Values for the Physical Therapist and Physical Therapist Assistant](#), and the Physical Therapy Practice Act.

Coming to class, laboratory and clinical experience under the influence of alcohol or prohibited substances is a violation of professional standard and may constitute grounds for suspension without possibility of reinstatement from the program.

Students have a professional and ethical obligation to report cases of intoxication of prohibited substance use by other students or faculty during active hours to the program Chair or the Director of Clinical Education. For information on intoxication and prohibited substance use

during clinical education sessions, refer to the clinical education manual. Students are also to abide by the university policies on public intoxication which can be found in WU [Student Handbook | Whitworth University](#)

All enrolled students in the DPT program are expected to:

- Be punctual and present in person for all classes
- Prepare for classes by completing all assigned readings and assignments prior to class
- Produce necessary resources including equipment and materials to facilitate class participation
- Seek professors' permission prior to recording or electronic copying of class sessions or materials. Recording of live class sessions are only permitted with advance permission by the instructor and/or through other designated university wide services.
- Give prior notice to professors of a disability or medical condition that affects class participation or requires reasonable accommodation approved by the Educational Support Services.

Inability to meet the above guidelines consistently may result in the generation of a professional development contract intended to clarify and guide actions and expected behaviors of the student moving forward.

Section 2: Class Attendance and Participation

All classes, lab sessions and seminars are mandatory for students in the DPT program. Attendance is one of the professional responsibilities for a DPT student. It is expected that every student will be available for and fully participate in all classes during the entire semester including finals week for the entire curriculum. Noncompliance with the attendance policy constitutes violation of academic and professionalism standards and will be reviewed by the faculty and Chair for determination if their actions challenge students' status in the program. Tardiness is a form of absence. Tardy is defined as not being seated and prepared at the time class begins or when class resumes from a break. Students should consider all contingencies in order to be on time for every scheduled class and lab session. If a student is tardy, the instructor expects the student to consult with them following class about the reason for tardiness and any missed content. The course instructor reserves the right to deduct a certain percentage amount from the overall course grade for being tardy repeatedly more than 2 times as described in the syllabus.

In the case of an absence, it is up to the student to fill out the Absence Form (see Appendix B) and acquire necessary signatures as well as make up any missed course material. Students will turn the completed form into the Program Chair. Only 5 excused absences from classes, seminars or lab sessions will be allowed in a semester for extenuating circumstances such as medical or personal reasons such as documented family emergencies, death of a family member and religious holidays. Students should inform the course professor and Chair about requests for absences prior to scheduled sessions. Should an extenuating circumstance occur that doesn't allow prior notice, the student is required to inform the course professor via email within 24 hours of the missed session. Students are responsible for planning for missed

assignments/tests during their absence. Professors reserve the right to exercise their discretion in requiring a make-up or alternate assignment for each missed session.

Excused absences will only be considered for the following reasons:

- Bereavement: Immediate family only (student's spouse, parents, siblings, children, grandparents, father/mother-in-law, son/daughter-in-law, or grandchild).
- Emergency (Non-Health): Automobile accident, severe weather that leads to a closing or delayed start of the University or an official emergency statement issued in the student's living area that makes travel to school impossible, unwise, or unsafe.
- Health (Personal): Verified illness or hospitalization. Documentation from physician or health care provided verifying illness or hospitalization may be required.
- Health (Immediate Family): Immediate family members (as listed above) with terminal or acute illness or scheduled surgery.
- Religious observance
- Jury Duty/Court Summons. A copy of the summons is required for documentation.
- Military Duty: Activation or deployment for three consecutive days or less may be considered excused. Note: longer activation periods or deployments should be handled through a leave of absence request. A copy of the military orders is required for documentation.
- University/School Approved Activity: Attending school sanctioned professional conferences, scholarly competitions, student forums and educational programs.

In the case of a medical or significant family emergency that results in an extended period of absence from any course, it is the student's responsibility to set an appointment either in person or via email to meet with the Department Chair and course coordinators to develop a plan to make up missed class time and assignments. The final decision to allow make up of class assignments with the course coordinator.

In the case of illness, each student is personally responsible for calling or emailing the instructor of the absence as a professional courtesy. This absence does not relieve the student of the responsibility for discussed materials or assignments. Many courses incorporate small group dialogue and grades are affected if students do not actively participate or if they come to class unprepared to discuss expected materials. Absences of more than 3 consecutive days must be substantiated by a written letter from a licensed health care practitioner.

Absences due to incomplete preparation, social obligations (weddings, graduations, birthdays)/conflicting appointments, or for student's convenience will always be considered unexcused absences and will result in notification to the Department Chair. If unexcused absences or tardiness exceed 5% of the total contact hour time within a semester, the student will be reviewed for a breach in professional behaviors. If repeated unexcused absences occur throughout the duration of the program, the SAP committee will convene and make recommendations to the DPT Chair for an elevated disciplinary status.

Section 3: Copyright Protection on Education Material

Students in the DPT program are only allowed to use electronic records of instructional material in various courses (i.e., lectures/presentations in PowerPoint format, pictures & video in electronic format, etc.) for personal educational use allowed under fair educational use guidelines. Sharing materials with others or for use in conference presentations, clinical in-services or research publications or other unfair use which violate copyright laws is prohibited without the written permission of the owner of the material.

Section 4: Access to Physical Therapy Lab Space After Normal Business Hours

Students in the DPT program can access classrooms and simulation rooms outside of normal class or business hours without the supervision and presence of a faculty member. The Research/Clinical Space requires permission from and oversight by a faculty member.

To access laboratories after normal business hours students must:

Plan for entry key access, lock-up after use, and restoration of pre-use conditions.

Section 5: Maintenance of Laboratories/Equipment/Supplies

Students have an obligation to maintain cleanliness of teaching and research laboratories, equipment, and personal items as much as possible. This includes but not limited to proper disposal of soiled laundry, trash and recycle material while maintaining lab equipment in designated organized spaces after use.

Equipment damage or failure during use must be immediately reported to the faculty member attending. Equipment, furniture, and accessories cannot be removed from the laboratories without attending faculty permission.

Food, drinks, and water are allowed in the classrooms, and common areas but not in the simulation rooms, anatomy labs or the Research/Clinical space.

Section 6: Laboratory Release

Students consent to participate in laboratory sessions and due to the nature of this professional program, students are expected to practice and serve as subjects for PT evaluation and intervention techniques and participate in all laboratory experiences throughout the program. Demonstration of a variety of clinical practices are required in the classroom to demonstrate student competence prior to clinical experiences. Each semester, students are asked to complete the Clinical Laboratory Participant Release of Liability form (Appendix E). This Release of Liability is completed by each student at the beginning of each semester. Safety of students in the role of patient-simulators will be ensured by following safety guidelines and precautions to minimize the potential risk of injuries during laboratory sessions.

Section 7: Potential Health Hazards and Standard Precautions

There are numerous health risks associated with being a student physical therapist, including but not limited to i) exposure to infectious diseases, ii) exposure to toxic substances, iii) strains and sprains, and trauma from slips, trips and falls, iv) injury related to role as a subject or patient - simulator. The faculty are committed to educating students in practices that minimize

these risks during all learning and practice activities. Students will be required to take the Occupational Safety and Health Administration (OSHA) prescribed training in universal precautions for blood borne pathogens, chemical hazards, fire hazards and personal protective equipment. Each student is expected to complete this training at the beginning of the program and retraining each subsequent year prior to participating in clinical experiences. Failure to comply with this annual requirement may result in a delay in progression and the ability to participate in the clinical experiences. Faculty will provide students with information regarding potential health risks they may encounter within their respective courses, as well as policies and procedures governing use of standard precautions, storage and use of any hazardous materials, safety regulations, emergency procedures including the proper and safe use of all equipment. It is the student's responsibility to follow all such instruction, process, and use.

Section 8: Emergency Response Plan and Campus Injuries

Students should familiarize themselves with the Whitworth University Emergency Response Plan. Whitworth University has established the WhitAlert Emergency Notification system. This system will notify and give directions to students in case of emergency, dangerous system, or campus closure. In the event of such emergency or campus closure, notification will be sent through WhitAlert via text messages, voice messages, and email announcements. Further details on the management of emergencies in the university can be found in the [Student Handbook | Whitworth University](#). To view the Whitworth Emergency Response Plan, visit www.whitworth.edu/emergency.

Whitworth University cares about the welfare of students in the event of an emergency. It is recommended that during the campus orientation, students familiarize themselves with the safety information available. In the event that a student is injured while on campus, the student should seek immediate medical attention if required. In addition, the student is responsible for notifying the DPT Chair and faculty mentor, who will guide the student through steps required by the university for support..

Section 9: Estimate Cost of Tuition and Fees

- Tuition= \$121,160 for the cohort beginning 2023
- No additional course fees

In addition to the University's tuition and academic fees, DPT students will be responsible for the cost of:

- Annual Parking Fee = \$100
- Clinical educational housing, travel, and site-specific requirements
- Printing
- Laboratory supplies, including dissection kits and examination equipment (goniometer, stethoscope, reflex hammer, tape measure, gait belt)
- Health Insurance
- Criminal background check application (initial)

Section 10: Dress Code

1. Students in the DPT program are expected to dress appropriately for all campus learning experiences and occasions. Appropriate dressing involves dressing to meet the professional and specific requirements of appearance for various activities and settings.
2. Should other specific attire be required, the course faculty will define these class/lab dress requirements. For example, lab clothes are expected to be worn for practicing evaluations and treatment procedures and techniques. These lab clothes should be supportive of observations that need visualization of body parts while allowing for flexibility and freedom of movement. In order to maximize learning, students will be expected to remove pants, shoes, socks, and shirts frequently. Thus, all students will be expected to wear shorts and females will be expected to wear sports bras for all lab activities. Pants and shirts can be worn over shorts and sports bras until students need to expose specific body parts for learning purposes.
3. Students' non-lab classroom attire should be distinguishable from lab classroom attire. This expectation is especially important when giving presentations, listening to guest speakers, or working with patients or the public as part of a class. Students are encouraged to check with course instructors for appropriate attire for these specific class activities.
4. Students are required to observe site-specific guidelines for the Clinical Education Dress Code. Specifically, students will have to check in with the clinical education site about preference for scrubs, uniforms, casual, business, or other codes. For further information on dress codes, refer to the Clinical Education Handbook.
5. Students shall maintain good hygiene, appear neat and well-groomed at all times on campus. While there are no specific requirements for appearance of hair, facial hair, jewelry or head gear, students are expected to maintain conventional appearances that are expected of healthcare workers for safety and health reasons.
6. Clothing must be kept neat, clean, and decent. Students must do well to avoid wearing shredded clothing or tattered clothes even if they were purposefully shredded for fashion.

Section 11: Social Media Policy

The Whitworth University DPT program understands the large role that social networking plays in the lives of students and appreciates both its positive uses and potential negative consequences. Students are not restricted from personal use of social media, but a certain standard of conduct is expected in doing so. The following policy was developed to provide clear guidelines on expectations for professionalism regarding social media and other public venues that will reflect on both the student and the WU DPT Program.

Students should take note that potential employers, graduate programs and scholarship committees often use social media sites to screen candidates. Students should maintain that all pictures, posts, and tags are positive and professional at all times so as not to place yourself or others in a compromising position that could embarrass you or Whitworth University. Social

media is neither private nor secure; once something is posted it is available to anyone on the internet.

Therefore, in the interest of protecting the safety and reputation of students and the program, the following actions are recommended:

- For social media sites such as Facebook, Twitter, and Instagram, make your profile private
- Enable security settings that allow you to preview pictures or posts that you are tagged in before they become public, and determine who can see posts that you tag others in
- Do not allow the transience of social media to affect the level of care and professionalism with which you share; change privacy settings to limit access to those with whom you are not affiliated
- Be in the right state of mind when you make a post; refrain when you are angry, upset, or your judgement is impaired in any way

As a member of the Whitworth DPT Program, the following actions are considered inappropriate:

- Posting pictures of clinical site facilities or a sanctioned event
- Posting pictures of patients or of imaging films
- Sharing any information concerning the injury/illness of a patient or with a person involved in their immediate care
- Communicating with a patient about their health care over social media
- Posts about internal matters of the Whitworth University DPT Program, or any clinical site
- Pictures or posts depicting consumption of alcohol, especially with or around patients or while wearing WU clothing
- Use of foul language in social media posts
- Derogatory language and remarks about other professionals, WU faculty or staff, or representatives of other universities or colleges

Section 12: Unprofessional Conduct/ Behavioral Misconduct

Whitworth University DPT Program students shall abide by the policies, procedures, rights, and responsibilities prescribed in the DPT Program Student Handbook and the DPT Clinical Education Handbook. In addition, students must follow University policies as stated in the [Student Handbook | Whitworth University](#), the [Catalog < Whitworth University](#), [Resources & Policies | Graduate Student | Whitworth University](#).

Unprofessional conduct and Behavioral Misconduct in the clinical or academic setting also constitutes grounds for violations of policies and may lead to disciplinary action against perpetrators. The disciplinary actions include but are not limited to probation, suspension with possibility of reinstatement, or suspension without possibility of reinstatement from the program with associated consequences. Examples of behavioral misconduct and violations include:

- Unsafe clinical practices.
- Actions resulting in serious harm to another.
- Physical abuse or dishonest interaction with clients, families, staff, faculty, or peers.
- Use of profane or obscene unprofessional language. Disclosure of clients' confidential health information and violation of a client's confidentiality.
- Criminal Acts.
- Illegal use and possession of controlled substances.
- Violations of policies and procedures of the clinical education sites.
- Academic dishonesty.
- Infraction of Physical Therapy ethical and professional codes stipulated in the APTA's Guide for Professional Conduct and Code of Ethics.
- Violation of Whitworth University statutes, policies and conducts which constitute behavioral standards violations and result in disciplinary actions. Refer to [Student Handbook | Whitworth University](#).

Section 13: Behavioral Misconduct – Review of Violations

Reporting staff, faculty member and/or designated supervisor (clinical instructor) who alleges an incident of behavioral misconduct or violations in an academic or clinical setting shall first inform the student of the behavioral misconduct or violation and subsequently notify the DPT Chair and DCE, if applicable. The faculty member or supervisor shall remove a student perpetrator of an alleged behavioral misconduct from a clinical or academic setting pending review if the alleged behavior warrants immediate intervention.

The student shall meet with the Chair upon invitation to discuss and determine the way forward. The Chair will determine if the behavior requires further review or whether a warning letter suffices. If the decision is to conduct further review of the matter, the Chair refers the matter to Student Progression Committee for review of the allegations. If conduct violates University-wide policy or code of conduct, the student is referred to the Whitworth University's Vice President of Student Life and Dean of Students' Office for review.

If the infraction doesn't violate University policy, it is handled internal to the Department. A student's inability to appear for hearings that have been approved by the program Student Progression Committee Chair shall constitute waiver of the right to a hearing. In that circumstance, the Department Chair can proceed to decide on the matter and notify the Dean of College of Arts and Sciences and Vice President of Student Life and Dean of students' Office about sanction actions taken.

The student is provided with copies of related documents and reports before a review hearing is held. The student reserves a right to have a peer, staff, faculty member serve as advocate during any hearing. These advocates cannot present evidence or respond to questions during the hearing although they may advise the student and provide support.

The Department Student Progression Committee members reserve the right to require the presence and testimony of witnesses relevant to the case, and can interview involved parties,

including the student, about the facts of the case. The student shall reserve the right to hear any witness testimony given as evidence on the matter and to cross examine the provider of such testimonies.

The Student Progression Committee shall make recommendations for actions to the DPT Chair based on the facts and evidence presented only. The final decision ranging across warning, probation, and suspension for behavioral misconduct will be communicated to the student by the DPT Chair. In cases where suspension without possibility of reinstatement is recommended, the matter is referred to the Office of the Vice President of Student Life and Dean of students for consultation and subsequent management from this office.

Section 13: Behavioral Misconduct – Disciplinary Management

After investigations and hearings, the Student Progression Committee will come to a decision on the matter of behavioral misconduct and make recommendations for action to the DPT Chair. Disciplinary Action may include but are not limited to:

Professional Behavior Warning

This involves serving a student a written notice of behavioral misconduct to prevent the repeat occurrence of the violation.

Course Failure

A student may receive a failure in the course in which the behavioral misconduct occurred. Course failure has progression consequences as noted in the suspension section of this Handbook.

Disciplinary Probation

This sanction places a student out of good standing and has consequences such as loss of certain privileges as a student. This sanction also means that a student is a potential candidate for suspension with possibility of reinstatement or without possibility of reinstatement from the program if same or similar offence is committed. The period of probation is determined by the Student Progression Committee conducting the disciplinary hearing.

Disciplinary Suspension with Possibility of Reinstatement

This disciplinary measure prevents a student from participating in all university activities for a designated period. A student who is placed on suspension for disciplinary action has to request approval in writing to the DPT Chair for re-admission to the program after the period of suspension begins per stated dues dates that are determined on a case by case basis.

Disciplinary Suspension without Possibility of Reinstatement

This sanction permanently prevents the student from re-enrolling in the DPT program.

Section 14: Final Appeal Process for Behavioral Misconduct Infractions

Decisions on student behavioral misconduct can be appealed by the student up to the Vice President of Student Life and Dean of Students in writing if a student is unsatisfied with decisions on behavioral misconduct infractions made by DPT Chair. The appeals should be submitted within 5 business days of notification from the DPT Chair. The Vice President of Student Life and Dean of students will review all documentation in the case and may require a

personal interview with the student before a decision is reached. The decision of the Vice President of Student Life and Dean of Students is final.

Section 15: Handling School/Program Complaints that Fall Outside Due Process

There are some policies that fall outside the mandate of DPT program student handbook and most of these are addressed by university-wide policies and guidelines that are stipulated in the Whitworth University [Student Handbook | Whitworth University](#) and the [Resources & Policies | Graduate Student | Whitworth University](#). Student-related issues that do not fall into the realm of due process stipulated in these handbooks ranging from student complaints, parent complaints, clinical education site complaints, employer complaints or general complaints either internal or external to the University shall be referred to DPT Chair for investigation and decisions. Should the situation not be outside the jurisdiction of the Department, the Chair can seek consult from the Vice President of Student Life and Dean of Students.

Part VI: Resources and Student Support Services

Resources are in place to support student retention and progression and to enhance the whole educational experience of students in the DPT program. In addition to department-specific resources including academic advising and mentoring to support student retention and progression, the university-wide Student Life provides and coordinates multiple student services that support graduate student retention and progression. These services include but are not limited to educational support services, counseling, disability services, library services, food services, health center services, and exercise & recreational services. Brief descriptions of these resources for student support can be found below:

Academic Advising: A faculty mentor is assigned to all DPT students. This mentor will assist students to successfully navigate the program and support their progression and retention. Faculty mentors will help students of all backgrounds and ages to self-assess and assist students with their personal and professional growth and progression as an aspiring Doctor of Physical Therapy. Students are required to meet with their mentors a minimum of twice a semester to facilitate ongoing dialogue that aims to internalize the professional formation of the DPT and illustrate professional behaviors commensurate with a doctoring professional, encourages success in academic and clinical expectations, and address progression challenges that may surface throughout their studies. Specifically, mentors serve as advocates to support students prepare remediation plans and required documents for procedural issues related to academic and behavioral policies adherence. Faculty mentors also help direct students to various support services such as educational support services, counseling services, and writing support services as needed. Lastly, the faculty mentor guides students through preparation of the Capstone Portfolio expectations and defense prior to graduation for the program.

Educational Support Services: Whitworth University is committed to delivering a mission-driven educational program that cultivates in students the capacity to engage effectively across myriad dimensions of diversity. Whitworth University is committed to the fair and equal treatment of all students in its educational programs and activities. The University does not discriminate against students based on race, color, national origin, sex, gender identity, sexual orientation, religion, age, or disability and complies with all applicable federal or state non-discrimination laws in its instructional programs.

The Student Success & Equity Office provides numerous services to Whitworth students including disability and medical accommodations, testing accommodations, coaching for success, and programming for student diversity, equity, and inclusion. Educational support services are available to all students, including distance-learning students and DPT students. Further information about these services can be found on Whitworth university weblink: [Student Success & Equity | Whitworth University](#).

Counseling Services: Whitworth University has a Counseling Center that provides services to the DPT program students. Students can make appointments with counseling staff located on campus and these counselors can also work with students who are off campus through remote appointments. The University also works with ProtoCall Services, Inc. to provide 24/7 telehealth services. The telehealth service works to deescalate immediate concerns of anxiety, depression and suicide and helps to schedule follow-up appointments with our health center counselors: [Counseling Center | Whitworth University](#).

Health Services: Whitworth's Health Center provides services to graduate students including the DPT students under an optional fee structure. The center is staffed by a Director of Student Health Services and registered nurses and nurse practitioners. The Health Center is available to students by appointment and provides wellness, immunization, illness, injury, and dietitian services. Telehealth appointments are also available. The Health Center can also make referrals to outside specialists and providers. Whitworth does not offer health insurance to students. DPT students are required to show proof of ongoing health insurance and are responsible for obtaining their own health insurance plans. Further information about these services can be found on Whitworth university weblink [Health Center | Whitworth University](#).

Recreation Services: The University Recreation Center (U-Rec) provides fitness and recreation services. U-Rec membership is available to all students, faculty, and staff. Further information about these services can be found on Whitworth university weblink: [University Recreation Center | Whitworth University](#).

Food Services: Whitworth University contracts with Sodexo for all campus food services. Dining is available at the main Food Court in the Hixon Union Building (HUB) as well as the Café at the Hub and the Mind and Hearth coffee shop, also located in the HUB. An additional coffee shop with limited food services is located in Robinson Science Hall located adjacent to the new Health Science building that will house the DPT, OTD, and the Athletic Training programs. The New Pines Café & Bookstore provides an expansion of food services specifically intended to serve the needs of graduate and continuing studies students, outside of the regular HUB operating hours, as well as to provide an optional year-round dining service to full-time day matriculated students. Sodexo provides a variety of dining plan options for all students, faculty and staff which can be used at any of the available dining service areas. Further information about these services can be found on Whitworth university weblink: [Homepage \(sodexomyway.com\)](#).

Writing Support Services: Whitworth's Composition Commons (WCC), located on the second floor of the H. C. Cowles Memorial Library, provides writing consultation services to anyone affiliated with Whitworth University. The WCC is under the direction of Dr. Jessica Clements, an Associate Professor of English, and employs student writing consultants across many disciplines. Although not typically used by graduate students, WCC student writing consultants are available to all students by appointment to receive help and support in any step of the writing process. Appointments for DPT program students are also available. Further information about these services can be found on Whitworth university weblink: [Composition Commons | Whitworth University](#).

Library Services: Library services are provided by The H. C. Cowles Memorial Library on Whitworth's campus and are also available online to all Whitworth students, faculty, and staff. Reference librarians are available at the reference desk during regular operating hours. All students, including DPT program students, can also make a research appointment with a reference librarian. A full description of library services and further information about these services can be found on Whitworth university weblink: [Research - Main - Research Guides at Whitworth University](#) .

Title IX Support Services: Whitworth University faculty members are committed to the well-being of each student. It is common for students to discuss non-course related issues with faculty and, when possible, faculty will keep such conversations strictly confidential. However, because federal law views faculty members as mandated reporters of any incidents of sexual misconduct, if a student informs a faculty member of an issue of sexual harassment, sexual assault, or discrimination, the faculty member is required by federal law to bring it to the attention of the University Title IX Coordinator. The Title IX Coordinator will make the student aware of all options and resources available to them under Whitworth University policies and under the law. There are Whitworth University employees whom federal law does not view as mandatory reporters, to whom a student could speak without the conversation being reported to the Title IX Coordinator. These include counselors in Counseling Services, health center staff, and any of the university chaplains on the staff of Campus Ministries.

Student Life provides resources for sexual harassment and bias incident prevention and reporting for students. Vice President of Student Life, is the Title IX coordinator for campus and leads investigations into Title IX reports such as those pertaining to sexual harassment, hostile environments, sexual assault, domestic violence, dating violence, stalking, and retaliation. Full description of these services can be found at [Title IX | Human Resource Services | Whitworth University](#). In addition, Whitworth is also a participating institution in the Green Dot movement. Further information about these services can be found on Whitworth university weblink: [Green Dot | Whitworth University](#) .

Campus Ministry: Campus Ministry provides multiple avenues for the spiritual development of students at Whitworth university. Campus ministry at Whitworth exists to support Christians in the Whitworth community have opportunities to know and follow Jesus more in their time at Whitworth. Further information about various activities of campus ministry can be found at [Chapel | Whitworth University](#)

Appendices

Appendix A: Receipt of Handbook Form

**WHITWORTH UNIVERSITY
DPT PROGRAM
RECEIPT OF HANDBOOK FORM**

I, the Undersigned, have received a copy of the Whitworth University DPT Program Student Handbook which has information on online access to all other program and university-wide handbooks, policies, and procedures. I have read and understand the policies and procedures in the WU DPT Student Handbook. I understand I am responsible for adhering to and applying the policies and procedures as intended. If I have any questions, I may ask my academic mentor in the DPT Program. I understand that I will need these handbooks during the entire course of study in the DPT program and ignorance of the policies will not be accepted as explanation for violations or nonadherence.

_____	_____
Student Name	Student ID#
_____	_____
Student Signature	Date

Witness Name: _____

Witness Signature: _____

Date: _____

Appendix B: Absence Form

**WHITWORTH UNIVERSITY
DPT PROGRAM
ABSENCE FORM**

Attendance in the DPT program courses is mandatory. If you have an extenuating circumstance that prevents you from coming to class, you are responsible for letting the instructor/faculty know as soon as possible by completing this form.

Student Name: _____

Please Print

Date of Request: _____

Date(s) of Requested Absence: _____

Reason for Absence: _____

Remediation Plans for Missed Material: _____

<u>Date</u>	<u>Class</u>	<u>Faculty Signature</u>	<u>Excused</u>	<u>Unexcused</u>
			Faculty Use ONLY	
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>

Student Signature

Date

Program Chair

Date

Appendix C: Hardship Withdrawal Request Form

**WHITWORTH UNIVERSITY
DPT PROGRAM
HARDSHIP WITHDRAWAL REQUEST FORM**

Student Name: _____

Student Contact Information (over next 12 months):

Phone: _____

Email: _____

Mailing Address: _____

My signature below indicates that I understand the requirements and implications of my selected option. Further, I acknowledge, in the event of a medical leave of absence, and if requested, I must provide the Program with necessary medical clearances prior to the initiation of clinical education.

Student Signature: _____

Date: _____

Witness Name: _____

Witness Signature: _____

Date: _____

Appendix D: Grade Appeal Documentation Form

**WHITWORTH UNIVERSITY
DPT PROGRAM
GRADE APPEAL DOCUMENTATION FORM**

I. General Information

Name of Grievant: _____ Date: _____

Contact Information of Grievant:

Email: _____

Phone: _____

Cell Phone: _____

Mailing Address: _____

Course and Instructor Involved in Grievance:

II. Description of Formal Course Grade Appeal

Succinctly provide information to demonstrate grading was arbitrary or capricious as outlined in the grievance appeal policy:

III. Supporting Documentation

If you have supporting documentation for your formal course grade appeal, provide a list of the supporting documentation with a brief summary of each supporting document below. Submit the supporting documentation along with your Appeal Documentation form.

Witness Name: _____

Witness Signature: _____

Date: _____

Appendix E: Training and Laboratory Participation Agreement

**WHITWORTH UNIVERSITY
DPT PROGRAM
TRAINING AND LABORATORY PARTICIPATION AGREEMENT**

I understand that as part of my instruction in the DPT Program at Whitworth University, I may be asked to participate in various laboratory and practical procedures that require me to be a subject for teaching purposes. I may be asked to allow faculty or other students to perform skills training or demonstration procedures on me. I understand that I have the right to not participate in this activity without impact or consequence on my course grade.

I understand that this student laboratory activities and practical might pose certain risks to injury and I have been oriented on these prior to participation in the DPT program.

I hereby grant Whitworth University DPT program my consent for participating in the various laboratory and practical sessions as a subject for teaching purposes and voluntarily signed this agreement under no duress.

Student Signature **Date**

Emergency Contact phone number(s) - optional

Witness Name: _____

Witness Signature: _____

Date: _____