



NORTH CENTRAL COLLEGE

Doctor of
Physical Therapy

Student Handbook

2023

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Disclaimer

If a policy or procedure in the North Central College Doctor of Physical Therapy (DPT) Program Student Handbook differs from the North Central College Student Handbook or North Central College Catalog, the North Central College Doctor of Physical Therapy Student Handbook will take precedence unless the policy or procedure does not meet or exceed the expectations of the policy or procedure in the [North Central College Handbook or Catalog](#). In that case, the policy or procedure in the North Central College Student Handbook or Catalog will be followed.

Revision of the Student Handbook

Revision of the DPT Program Student Handbook will occur as needed throughout the academic year. Implementation of new policies and procedures will take place the semester following faculty approval. Students will be informed of DPT Program Student Handbook revisions and be expected to sign a new [Student Handbook Acknowledgement form](#) at the time new revisions will go into effect.

Statement on Non-Discrimination

North Central College ("College") is committed to maintaining a positive learning, working, social, and residential environment. The College does not discriminate or allow discrimination or harassment on the basis of race, religion, color, sex, pregnancy, political affiliation, creed, ethnicity, national origin (including ancestry), citizenship status, physical or mental disability (including perceived disability), age, marital status, sexual orientation, gender identity, gender expression, veteran or military status, unfavorable military discharge (except dishonorable discharge) predisposing genetic characteristics, order of protection, or any other protected category under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any resolution process on campus, with the Equal Employment Opportunity Commission, or other human rights agencies in both employment and access to educational opportunities.

In pursuit of these goals, and to ensure compliance with federal and state civil rights laws and regulations, the College will not tolerate acts of discrimination, harassment, sexual misconduct and/or retaliation against any administrator, staff, faculty, student, guest, visitor, camper, vendor, or subcontractor, as such behavior seriously undermines the College's effectiveness as an educational institution and a workplace. The College adheres to and supports the principles of academic freedom, and each member of the North Central College community also shares a common responsibility to maintain an environment free from discrimination, harassment, sexual misconduct, and retaliation. Administrators, faculty, and staff members who violate this policy will be subject to disciplinary action, up to and including termination of employment. Students who violate this policy will be subject to disciplinary action up to and including expulsion.

For additional information regarding North Central College's Non-Discrimination Policy, please see the source listed below and information provided in the [Institutional Policies and Procedures](#) section of the DPT student Handbook.

Source: [North Central College Discrimination, Harassment, Sexual Misconduct and Retaliation Policy](#)

Introduction and Welcome

Welcome to the Doctor of Physical Therapy (DPT) Program at North Central College! We are excited to have you join us as learners on the journey to becoming excellent clinicians, educators, scholars, and leaders in the physical therapy profession. Along the way, you will make life-long friends among your classmates, faculty, and staff. All of us are in this together, supporting each other. Bring your family and friends into your support circle as well, recognizing that sometimes we need support from those that understand our daily tasks, and sometimes we need it from someone who does not. All are equally valuable in helping us reach our Program and individual commitments to the Success of Every Learner!

In this handbook you are provided information that ranges from policies and procedures to expectations and tips for success. Read it now and save it for later when you might need to go back and review a clinical education policy or re-read the tips for success when you need to find new motivation to continue to push towards your goals. The purpose of the handbook is to help you succeed along the way.

There may be times in the next 28 months that are rigorous and demanding and there will be times that are fun and rewarding. Embrace every moment as each is a learning experience to tuck away for the future. Embrace opportunities that present themselves, whether it be in the classroom, the clinic, the community, through service, or just a random cup of a coffee. You never know where that gem of a learning moment may be hiding or where the next networking opportunity will arise!

Throughout your time as a student at North Central College, and as future alumni, know that the faculty and staff of the DPT Program are here to support you in your journey. Engage with us, learn with us, share with us. We all are learners on our journeys to similar yet different personal and professional Plans for Success!

Accreditation Information

Accreditation is a quality assurance process that involves an evaluation of an institution or a program within an institution by an external organization to determine if applicable standards are met. When an institution meets those standards, accredited status is granted by the agency. North Central College, as an institution, is [accredited](#) by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Entry-level physical therapy education programs must be accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). All students must sign the [Acknowledgement of Accreditation Status Form](#) at the time of matriculation.

Effective October 25, 2022, North Central College has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call 630-637-5835 or email sscholtes@noctrl.edu.

Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

Complaints about the Program

Anyone who is dissatisfied with an experience or encounter with a student, faculty, or staff of the DPT program may file a complaint with the Chair of the Department of Physical Therapy. The complaint must be in writing and sent to:

Sara Scholtes, PT, DPT, PhD
Graduate, Education Leadership Institute Fellowship, APTA
Professor and Chair, Department of Physical Therapy
North Central College
30 N. Brainard St.
Naperville, IL 60540
Email: sscholtes@noctrl.edu

Complaints about the Department of Physical Therapy Chair/DPT Program Director may be submitted to the Dean of the School of Education and Health Sciences. The complaint must be in writing and sent to:

Marci J. Swede, PhD
Dean, School of Education and Health Sciences
Professor of Health Sciences
North Central College
mjswede@noctrl.edu

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

If the complainant is involved with an institution/program grievance subject to formal due process and procedure, CAPTE requires that the process be completed prior to initiating CAPTE's formal complaint process, unless the complaint includes an allegation that the institution/program process has not been handled in a timely manner as defined in the institution/program policy, in which case CAPTE will consider the complaint prior to completion of the grievance process. Evidence of completion of the institutional process or of the untimely handling of such must be included in the complaint materials.

If the complaint is related to situations that fall outside of formal due process policies and procedures, the complaint may be filed at any time.

More information about filing a complaint with CAPTE can be found at:
<https://www.capteonline.org/complaints>

About North Central

Core Values

North Central College values a rigorous, student-centered education grounded in the liberal arts tradition with purposeful integration of professional studies and civic engagement. While at its core is a residential undergraduate institution, we value distinctive programs for graduate and non-traditional students. We govern ourselves in a shared model between faculty and administration, overseen by a Board of Trustees, and value academic freedom in the development and delivery of our curriculum.



We are a diverse, inclusive, and global community. We are an engaging and mentoring educational community that nurtures a culture of curiosity and fosters life-long learning. We have rigorous expectations of all students, of faculty as teachers and scholars, and of staff as partners in student success. We value quality, respect, and collaboration.

We value the development of the intellectual, the physical, and the spiritual human being. To that end, we encourage engaged civil discourse and dialogue on disparate viewpoints. We value the integration of the curricular, co-curricular, and athletic experiences. We value our alumni and their ongoing commitment to and engagement in our success. We value our affiliation with the United Methodist Church and its contribution to advancing the spiritual health of the campus in all its diversity.

We value our special and storied relationship with Naperville and the surrounding region as a community with which we share values of strong fiscal and environmental stewardship, an innovative and entrepreneurial spirit, and a steadfast commitment to being destinations for success.

Vision Statement

North Central College will be a national model of a transformative undergraduate education, enhanced with distinctive graduate and professional programs, in all things steadfastly committed to a liberal arts tradition.

Mission Statement

North Central College is a diverse community of learners dedicated to preparing students to be curious, engaged, ethical, and purposeful citizens and leaders in local, national, and global contexts.

Strategic Imperatives

Student Learning and Success
Diversity, Inclusion, and Global Engagement
College of Destination
Culture of Excellence

Source: [The North Central College Strategic Plan](#)

School of Education and Health Sciences

Mission Statement

We are a community of learners dedicated to social transformation through an innovative liberal arts lens that centers relationship building and inclusivity by developing ethical, skillful, and intellectually curious professionals and members of society.

Doctor of Physical Therapy Program

Mission

To support learners on their journey to becoming excellent clinicians, educators, scholars, and leaders dedicated to serving society as movement system experts.

Vision

To impact the lived experiences of others through movement.

Values

Members of the North Central College Doctor of Physical Therapy community are expected to strive to live in pursuit of integrity, excellence, and balance while working to encourage the same in others through education, clinical practice, community engagement, leadership, and scholarship.

Commitment

The commitment of the North Central College Doctor of Physical Therapy Program is Success of Every Learner. Learners include faculty, staff, and students, who are working together to develop excellent clinicians, educators, scholars, and leaders dedicated to serving society as movement system experts.

Program Goals

- Provide a curriculum grounded in the liberal arts to enhance skills in critical thinking, ethical decision-making, civic engagement, self-reflection, and life-long learning
- Construct a curriculum that develops movement system experts dedicated to serving society
- Embrace a culture of excellence, in all aspects of teaching, learning, scholarship, and service
- Foster successful personal and professional growth and development in a diverse group of learners

Essential Skills / Technical Standards

Essential Skills: The admitted Doctor of Physical Therapy student must possess the following skills and abilities from matriculation through graduation. These essential skills are required as a foundation for the Doctor of Physical Therapy curriculum and a career as a physical therapist. The admitted student must be able to:

1. Communicate effectively, efficiently, and sensitively in English
2. Collaborate effectively with others

3. Demonstrate respect for all people
4. Demonstrate ability to critically appraise data and situations
5. Demonstrate physical ability that would support employment in an area of physical therapy practice

Technical Standards: Program faculty have identified the following technical standards necessary for completion of the North Central College Doctor of Physical Therapy curriculum and to perform clinical skills consistent with contemporary physical therapy practice. Students must demonstrate these abilities independently and fully from matriculation through graduation with or without reasonable accommodations. No disability can be reasonably accommodated with an intermediary that provides cognitive support, substitutes for essential skills, or supplements clinical and ethical judgement. Such reasonable accommodations should be designed to help the student meet learning outcomes without eliminating essential program elements or fundamentally altering the Doctor of Physical Therapy curriculum.

North Central College views disability as an important aspect of diversity and is committed to providing equal opportunity and meaningful access for all students. Student Disability Services has been designated by North Central College to coordinate reasonable accommodations in compliance with Section 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008. Student Disability Services engages in an interactive process with each student on an individual, case-by-case basis to determine reasonable accommodations. To be eligible for academic accommodations, students must register with Student Disability Services and provide documentation of disability as defined by the Americans with Disabilities Act. Additional information regarding accommodations can be requested at sds@noctrl.edu. Reasonable accommodations to meet these technical standards are supported and encouraged by the Program faculty.

Habits of the Head: Cognitive skills and abilities necessary for success in the field of physical therapy. The student is expected to:

1. Retain, recall, and synthesize information from a variety of sources
2. Critically appraise situations in real time
3. Use critical reasoning to develop and defend responses
4. Approach problem solving with creativity
5. Maintain flexible thinking as new information/ideas are presented
6. Recognize and respond appropriately to emergency situations

Habits of the Hand: Physical skills and abilities necessary for success in the field of physical therapy. The student is expected to:

1. Perform physical manipulation of parts of or whole persons including but not limited to pushing, pulling, lifting, rolling, compressing, palpating, and moving
2. Physically navigate the clinical setting independently
3. Maintain and assume a variety of positions repeatedly or for prolonged periods (>60 minutes) including but not limited to sitting, standing, squatting, and kneeling
4. Perform commonly used physical therapy assessment and intervention procedures for patients across the lifespan
5. Lift and move a minimum of 20 pounds frequently, 50 pounds intermittently, and >75 pounds rarely

6. Assess vital signs and perform cardiopulmonary resuscitation
7. Perform skills or impart information within set time constraints
8. Maintain emotional, physical, mental, and behavioral safety of self and others
9. Engage in academic or clinical coursework for a minimum of 40 hours per week on a pre-determined schedule

Habits of the Heart: Attitudes and attributes necessary for success in the field of physical therapy. The student is expected to:

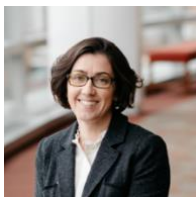
1. Demonstrate respect to all people without showing bias or preference on the grounds of age, race, gender, sexual preference, disease, mental status, lifestyle, opinions, or personal values
2. Acknowledge and respect individual values, beliefs, and opinions to foster effective relationships
3. Empathize with others
4. Receive, interpret, and send communication in both written and oral formats with appropriate non-verbal components
5. Display behaviors that are consistent with all APTA Core Values, Code of Ethics, and professional standards of practice
6. Maintain adaptability to changing environments and/or schedules
7. Adhere to set schedules and expectations to respect the time of others
8. Accept responsibility for actions
9. Utilize effective stress management strategies to sustain the mental and emotional rigors of a demanding educational program

Faculty and Staff

The North Central College Doctor of Physical Therapy Program Faculty are committed to the success of every learner. This commitment includes being accessible to students, although availability may vary by individual faculty members. All faculty will include in their syllabi the best method to communicate with them about course content or other topics. Additionally, all faculty contact information is provided on the NCC DPT Students Microsoft Teams Channel. If a student feels a faculty member has not been responsive, they are advised to reach out to their faculty coach and/or the program director for assistance.

Program Director

The Program Director is responsible for all day-to-day activities of the Doctor of Physical Therapy Program including, but not limited to communication with all stakeholders, program assessment and planning, fiscal management, curricular oversight, and faculty evaluation.



Sara Scholtes, PT, DPT, PhD
Office: HSE 216
sscholtes@noctrl.edu
630-637-5835
[Schedule a Meeting](#)

Director of Clinical Education

The Director of Clinical Education (DCE) is responsible for the day-to-day activities of the clinical education portion of the DPT Program, including, but not limited to clinical site development and

assessment, communication with clinical education stakeholders, and overseeing student placement and assessment throughout the DPT curriculum.



Nicole Bettin, PT, DPT
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Core Faculty

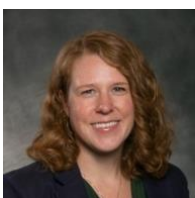
The core faculty, including the Program Director and DCE, have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum. Core faculty hold contemporary expertise in one or more areas of physical therapy practice and are expected to engage in teaching, scholarship, and service consistent with the Vision, Mission, Values, and Commitment of the North Central College DPT program.



Leanna Blanchard, PT, DPT
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lpblanchard@noctrl.edu
630-637-5856
[Schedule a Meeting](#)



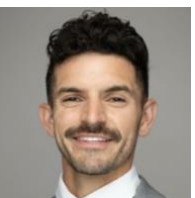
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Sarah Tylkowski, PT, DPT
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630-637-5864
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Associated Faculty

Associated faculty include additional faculty employed full- or part-time with North Central College to provide content expertise to the classroom experience. Individuals in this role may coordinate a course, lecture in classes, or provide assistants in laboratory experiences. Current associated faculty information is listed in the course syllabi for which they teach.

Site Coordinator of Clinical Education

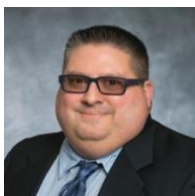
The Site Coordinator of Clinical Education (SCCE) is an individual that the clinical facility designates as the liaison between academic institutions and the facility clinical instructors. The SCCE coordinates student placements along with the DCE and determines readiness of clinicians to serve as clinical instructors. The SCCE may or may not be a physical therapist. Current SCCE information for clinical facilities is in Exxat.

Clinical Instructor

The Clinical Instructor (CI) directly oversees student development while on clinical experiences. The CI identifies appropriate opportunities to interact with individuals for examination and intervention, develops a schedule that incorporates opportunities for instruction, supervises the student, and evaluates student performance on a regular basis. The clinical instructor is a licensed physical therapist who has been practicing for at least one year. Current CI information for clinical facilities is in Exxat.

Physical Therapy Coordinator

The primary role of the Physical Therapy (PT) Coordinator is to assist the Department of Physical Therapy with completing essential administrative functions. These functions will include but are not limited to assisting with accreditation, inventory, budget, registration, scheduling, and event management.



Name: Eric Osburn
Office: HSE 212
Email: ecosburn@noctrl.edu
Phone: 630-637-5839

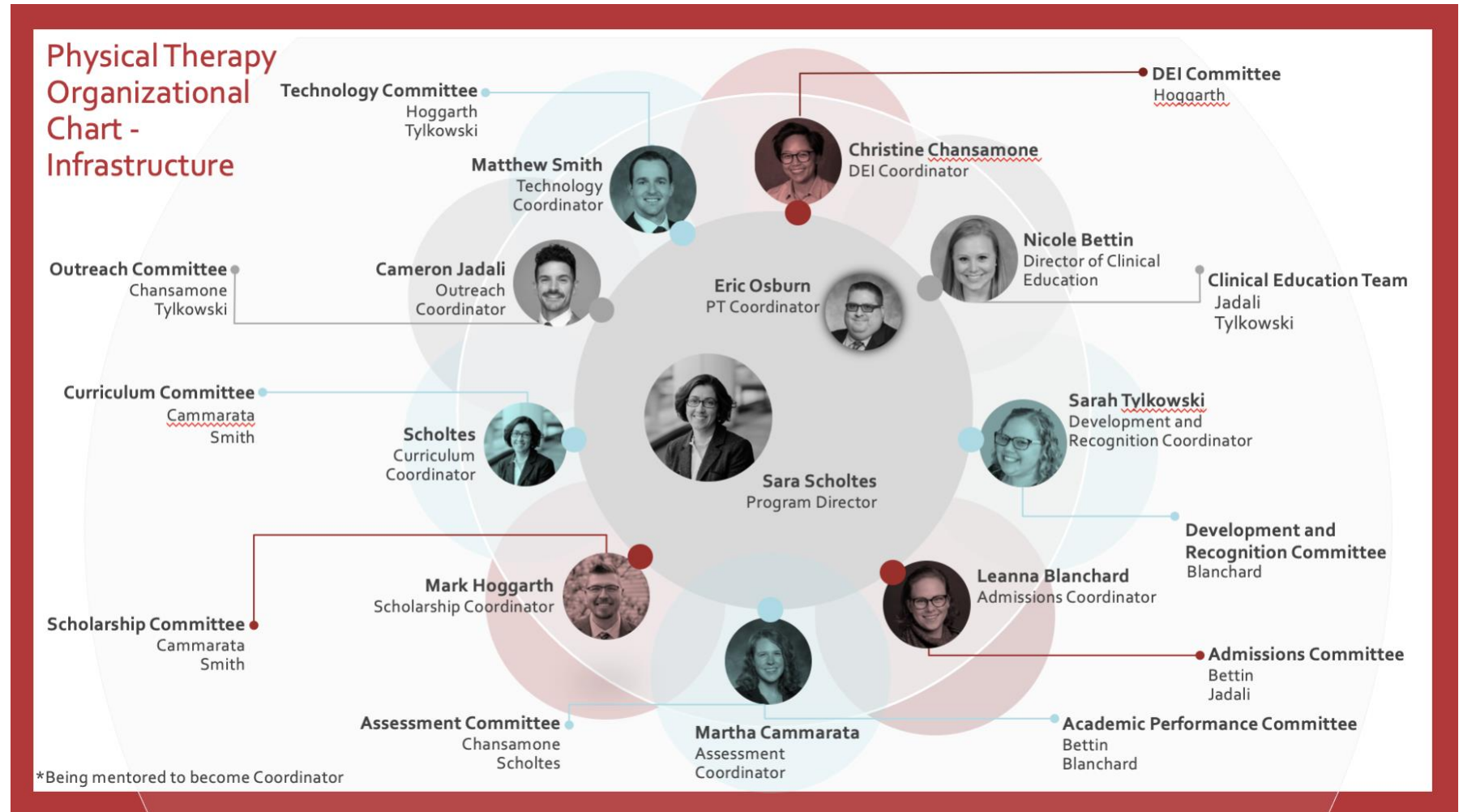
Clinical Education Administrative Assistant

The primary responsibility of the Clinical Education Administrative Assistant will be to assist with the administrative management of the clinical education component of the DPT Program.

Staff Physical Therapist

The primary role of the staff physical therapist is to assist students in the development of clinical skills in and outside the classroom including, but not limited to assisting with laboratory experiences, completing skill checks, and providing formal and informal tutoring.

Program Organizational Chart



Tuition and Expenses

Tuition

Tuition is expected to be paid in the timeframe outlined by financial aid prior to each academic semester. If a student fails to pay their student account bill or any monies due by the scheduled due date, North Central College will place a financial hold on the student account, preventing adjustments of current registration, registering for new classes, requesting transcripts, or receiving a diploma. Additionally, previously registered courses may be cancelled, and finance charges may be assessed.

Onboarding Fee

Students who matriculate into the DPT Program are expected to pay a one-time fee at the time of matriculation. This fee covers the cost of an electronic device and all technology utilized throughout the program. This device will belong to the student and be the responsibility of the student, like all other personal electronic devices. The North Central College DPT Program embraces technology for two reasons: to enhance the learning process and to model clinical practice. All students will be provided the same device and have access to the same technology to provide all students with access to the same learning environment.

The Onboarding Fee also covers additional items typically purchased by students prior to matriculation including stethoscope, goniometers, reflex hammers, etc. The goal is to provide as part of this fee most items students would need to use in the classroom during their educational experience.

Books

Students will have access to Access Physiotherapy and F.A Davis e-books through the [Oesterle Library](#). The faculty of the North Central College DPT Program have embraced this technology as a resource for students to decrease the financial burden of purchasing required textbooks for all courses. Students may still choose to purchase hard copies of books from this collection or books from the Strongly Recommended list on a syllabus as part of a professional library. Students are encouraged to purchase additional books they believe would be an important addition to their professional library.

Travel and Lodging

Although not required, students should anticipate the need to complete one or more full-time clinical experiences more than 60 miles from North Central College. Because physical therapy practice, people, customs, and cultures vary widely within the State of Illinois, the local region, or nationally, students are encouraged to embrace clinical experience opportunities outside the local region. Traveling to sites outside the immediate region provides the opportunity to experience this diversity. Travel and lodging accommodations for clinical experiences are to be arranged by the student; students are financially responsible for costs related to travel and lodging.

Students must also travel to clinics and facilities throughout the Chicagoland as part of integrated clinical experiences. Students are responsible for their transportation during these visits.

Site-Specific Fees

Some clinical education sites require additional fees to cover onboarding costs and technology access. Any site-specific fees will be disclosed to the student during the site selection process. Site-specific fees are the responsibility of the student. Additionally, students are responsible for the cost of any additional TB testing, background checks, immunizations, or drug screens that a clinical site requires.

Financial Assistance

The faculty of the Program in Physical Therapy hope that no student's education is compromised due to financial need. Students may be eligible for financial aid through the [North Central College Financial Aid Office](#) and are encouraged to reach out to the financial aid office with questions or concerns at any time prior to or during their time in the DPT program.

Additional financial assistance options at North Central College include Cardinal Operation Hope and Help and book assistance funds. Information for both of these options can be found on [The Hub](#).

Students also are encouraged to seek out scholarship opportunities. Students may find scholarship funding through a wide variety of sources including small businesses, philanthropic and service groups, and special interest groups. It does take time to make the effort to complete applications, but the payoff in the long run could well be worth that time. Students may be successful covering many school-related costs by obtaining a series of small scholarships. Faculty members are willing to write letters and references that are needed for scholarship applications. Ask a faculty member whom you feel knows the most about you and your performance to receive a positive reference. Students should also explore scholarships offered by the American Physical Therapy Association (APTA; www.apta.org). These scholarships usually require some evidence of involvement in professional activities at the local, state, or national level.

Financial literacy is an important component of managing graduate student debt. The DPT program will provide some information about financial literacy as part of program materials. Students also are encouraged to seek out additional information from outside sources. The APTA and American Council of Academic Physical Therapists (ACAPT) provide the following information for students:

- [Enrich – A financial education platform](#)
 - Free to APTA members
- [Laurel Road – Student Loan Refinancing](#)
 - Refinancing discounts available to APTA members
- [ACAPT Financial FAQ for Prospective Physical Therapy Students](#)

The North Central College DPT Program does not endorse any one option. Students are encouraged to do due diligence in learning about all their available options when making financial decisions.

Curriculum

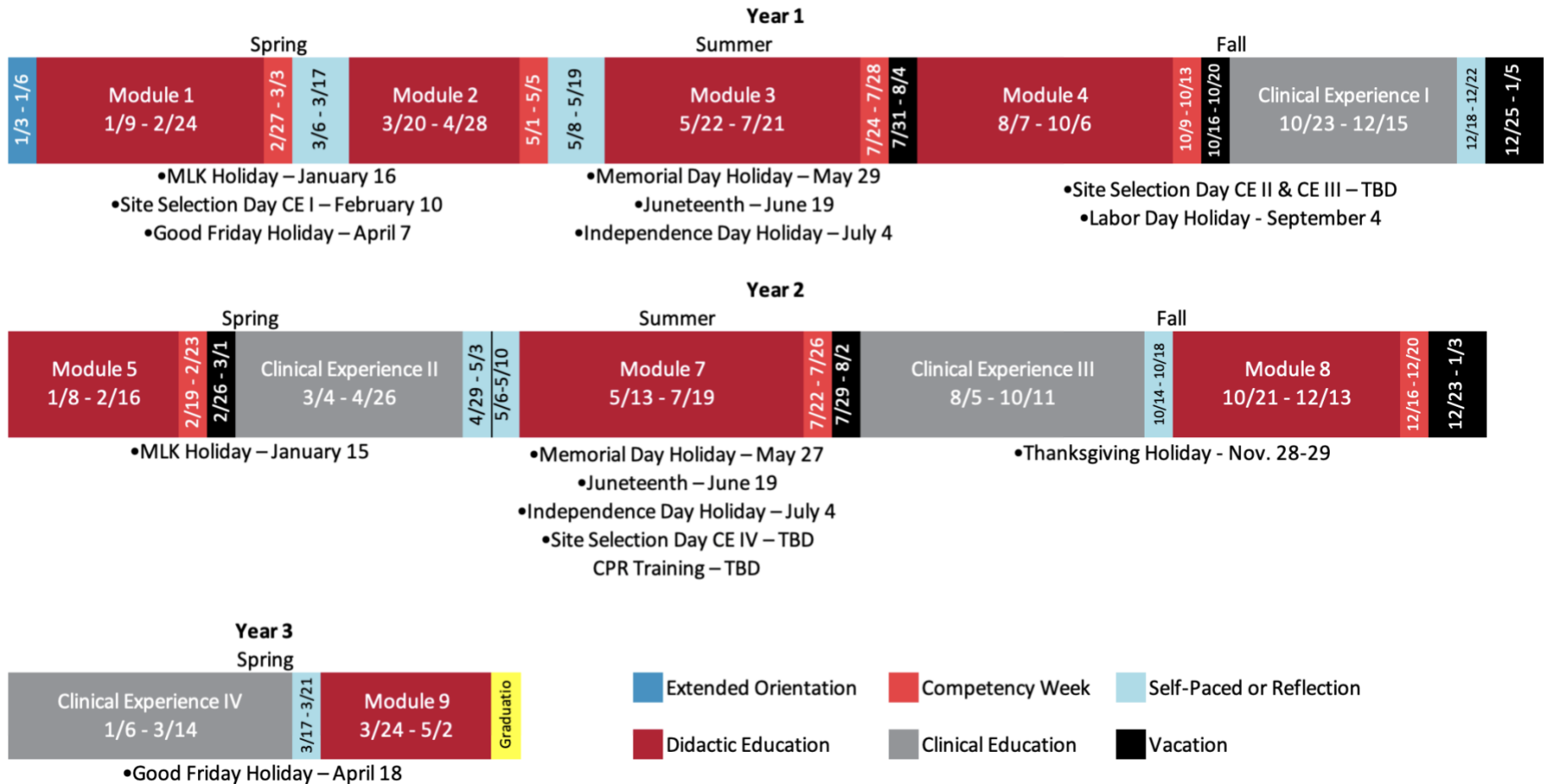
Curricular Philosophy

The highly integrated curriculum connects the foundational movement sciences with the examination of the movement system to enhance student appreciation and understanding of the fundamentals of the physical therapy profession. Fundamentals of a liberal arts education are integrated to develop strong skills in critical thinking, problem solving, communication, and self-reflection, along with a greater appreciation for the lived experiences of every individual they encounter. Consistent with the vision, mission, values, and commitment of the Program, the curriculum emphasizes the development of the learner as they successfully pursue their personal and professional goals of becoming excellent clinicians, educators, scholars, and leaders.

Academic Calendars

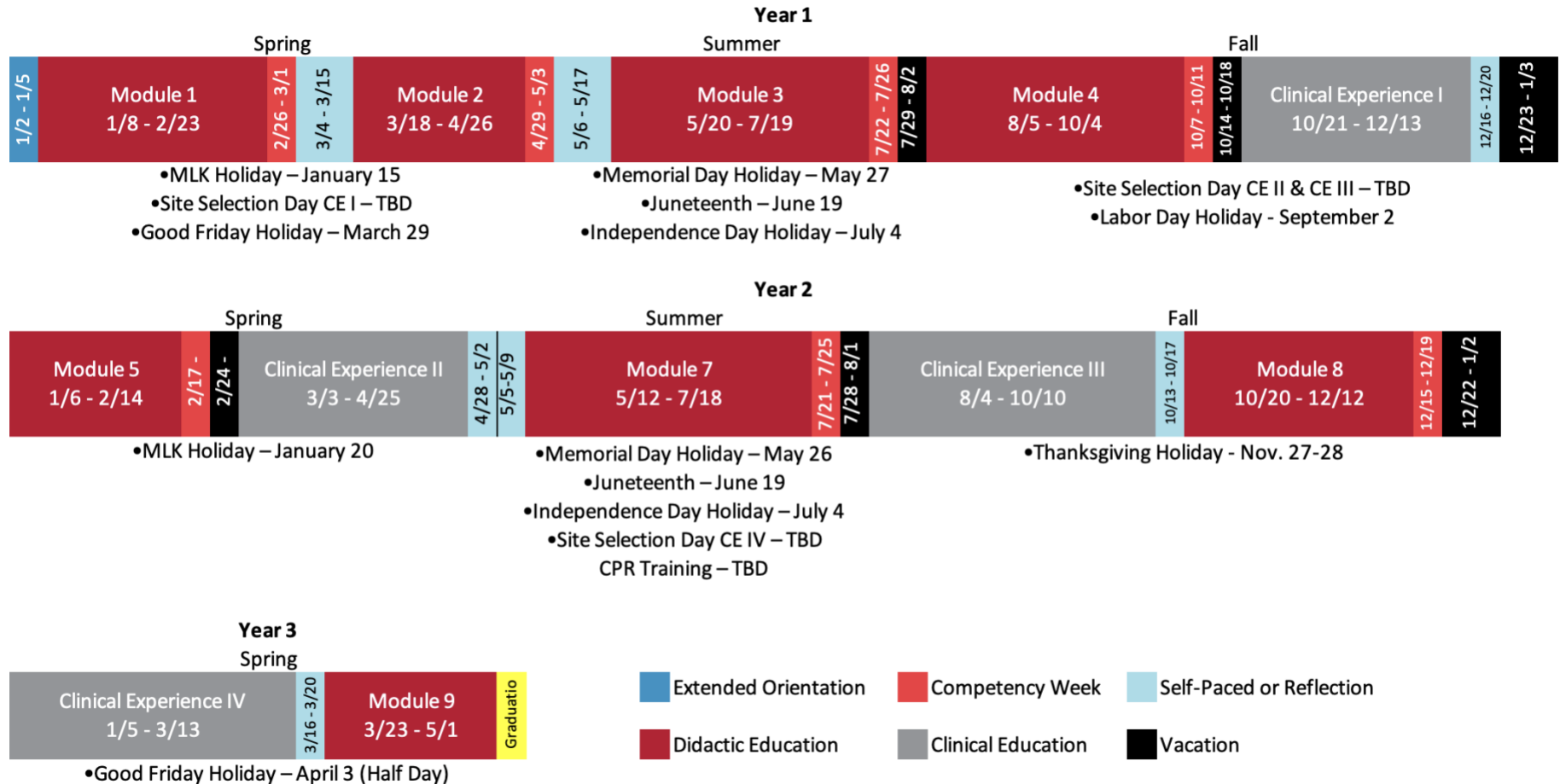
Class of 2025

Dates are subject to change. Updated dates will be provided as part of syllabi and on the NCC DPT calendars shared with students. Students who need to know specific dates beyond the current semester are encouraged to reach out to the Program Director prior to scheduling off campus commitments.



Class of 2026 (Draft)

Dates are subject to change. Updated dates will be provided as part of syllabi and on the NCC DPT calendars shared with students. Students who need to know specific dates beyond the current semester are encouraged to reach out to the Program Director prior to scheduling off campus commitments.



Curricular Plan of Study

Year 1, Spring Semester

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>
DPTD 701	The North Central College DPT I	1
DPTD 711	Professional Formation I	2
DPTD 721	Foundational Practice Management I	3
DPTD 731	Foundational Movement Science I	6
DPTD 741	Foundational Applied Movement Science I	6
DPTD 10	Competency Progression Assessment I	0
Semester Total		18

Year 1, Summer Semester

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>
DPTD 702	The North Central College DPT II	1
DPTD 712	Professional Formation II	3
DPTD 722	Foundational Practice Management II	2
DPTD 732	Foundational Movement Science II	5
DPTD 742	Foundational Applied Movement Science II	5
DPTD 20	Competency Progression Assessment II	0
Semester Total		16

Year 1, Fall Semester

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>
DPTD 703	The North Central College DPT III	1
DPTD 713	Professional Formation III	2
DPTD 723	Foundational Practice Management III	2
DPTD 733	Foundational Movement Science III	4
DPTD 743	Foundational Applied Movement Science III	4
DPTD 791	Clinical Experience I	5
DPTD 30	Competency Progression Assessment III	0
Semester Total		18

Year 2, Spring Semester

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>
DPTD 804	The North Central College DPT IV	1
DPTD 851	Musculoskeletal Practice Management I	2
DPTD 861	Neuromuscular Practice Management I	2
DPTD 871	Multi-System Practice Management I	2
DPTD 881	Clinical Practice I	2
DPTD 892	Clinical Experience II	5
DPTD 40	Competency Progression Assessment IV	0
Semester Total		14

Year 2, Summer Semester

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>
DPTD 805	The North Central College DPT V	1
DPTD 852	Musculoskeletal Practice Management II	3
DPTD 862	Neuromuscular Practice Management II	3
DPTD 872	Multi-System Practice Management II	3
DPTD 882	Clinical Practice II	3
DPTD 889	Physical Therapists as First Providers	2
DPTD 50	Competency Progression Assessment V	0
Semester Total		15

Year 2, Fall Semester

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>
DPTD 806	The North Central College DPT VI	1
DPTD 853	Musculoskeletal Practice Management III	3
DPTD 863	Neuromuscular Practice Management III	3
DPTD 873	Multi-System Practice Management III	3
DPTD 883	Clinical Practice III	3
DPTD 893	Clinical Experience III	6
DPTD 60	Competency Progression Assessment VI	0
Semester Total		19

Year 3, Spring Semester

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>
DPTD 807	The North Central College DPT VII	1
DPTD 814	Professional Formation IV	1
DPTD 824	Advanced Practice Management	2
DPTD 884	Advanced Clinical Practice	2
DPTD 894	Clinical Experience IV	6
Semester Total		12
Curriculum Total		112

Credit and Credit Hour Policies

Credit

The unit of credit at North Central is the credit hour, which is equivalent to one semester hour of credit.

Definition and Assignment of Credit Hours

In accordance with federal regulations, state guidelines, and Higher Learning Commission standards, North Central College defines a credit hour as the equivalent of the amount of work that approximates one hour of classroom lecture, discussion, or direct faculty instruction and two hours of out-of-class work per week for a 15-week semester, or an equivalent amount of work for a shorter period. On average, students should expect approximately 45 hours of dedicated time per credit hour, either in-class or engaging with out of class activities or study. In the DPT program, 2 hours of

lab activity is equivalent to one of classroom lecture, therefore a class with laboratory activities will required greater than approximately 45 hours of dedicated time per credit.

The course workload, represented by the assessment of intended learning outcomes and evidence of student achievement will be the same regardless of mode of instruction (traditional classroom, blended, online). At minimum, an equivalent amount of work will be expected for all other academic activities established by the institution including laboratory work, independent study, practica, internships, studio courses that result in the awarding of academic credit.

The assignment of credit hours for a course is determined during the course approval process and monitored by the Academic Programs and Policies Committee (APPC) or the College Graduate Studies Council (CGSC).

Source: Adapted from [North Central College Student Handbook](#)

Course Descriptions

DPTD 10-60 The Competency Progression Assessment I-VI courses are part of a seven-course sequence that assesses progress of the NCC DPT student throughout the curriculum using the NCC DPT Domains of Competence.

DPTD 701 The North Central College DPT I: The North Central College DPT I course is part of a seven-course sequence that emphasizes content distinct to the development of the NCC DPT. Emphasis of the sequence will be placed on the success of every learner, how we live our shared values, and personal and professional growth. The North Central College DPT I course focuses on who we are as members of the NCC DPT community. Prerequisites: Admission into the DPT Program; Corequisites: None

DPTD 702 The North Central College DPT II: The North Central College DPT II course is part of a seven-course sequence that emphasizes content distinct to the development of the NCC DPT. Emphasis of the sequence will be placed on the success of every learner, how we live our shared values, and personal and professional growth. The North Central College DPT II course focuses on development of personal and professional growth in clinical practice, scholarly inquiry, education, and service. Prerequisites: DPTD 701; Corequisites: None

DPTD 703 The North Central College DPT III: The North Central College DPT III course is part of a seven-course sequence that emphasizes content distinct to the development of the NCC DPT. Emphasis of the sequence will be placed on the success of every learner, how we live our shared values, and personal and professional growth. The North Central College DPT III course focuses on the development of the individual project to meet personal and professional goal(s). Prerequisites: DPTD 702; Corequisites: None

DPTD 711 Professional Formation I: The Professional Formation I course is part of a four-course sequence that emphasizes the development of the physical therapist as a professional practitioner in the healthcare environment. Professional Formation I focuses on the history of the profession,

professionalism, ethics, values, and the role of physical therapists within the healthcare system, and the importance of evidence informed practice to physical therapy care. Prerequisites: Admission into the DPT Program; Corequisites: DPTD 721

DPTD 712 Professional Formation II: The Professional Formation II course is part of a four-course sequence that emphasizes the development of the physical therapist as a professional practitioner in the healthcare environment. Professional Formation II focuses understanding the individual variability that personalizes who we are as therapists, colleagues, and patients/clients and influences our interactions and care. The course also advances understanding of evidence informed practice through review of study design. Prerequisites: DPTD 711, DPTD 721; Corequisites: DPTD 722

DPTD 713 Professional Formation III: The Professional Formation III course is part of a four-course sequence that emphasizes the development of the physical therapist as a professional practitioner in the healthcare environment. Professional Formation III focuses on understanding the lived experiences of others and how to account for experiences in patient/client care. Students will continue to develop their evidence informed practice skills through honing their literature appraisal techniques. Prerequisites: DPTD 712, DPTD 722; Corequisites: DPTD 723

DPTD 721 Foundational Practice Management I: The Foundational Practice Management I course is part of a four-course sequence that emphasizes the development of cognitive and affective skills relative to the management components of clinical practice. Foundational Practice Management I introduces the student to essential practice management skills necessary for patient/client management including communication, chart reviews, referral, direct access, writing notes, and understanding outcome measures. Students will have the opportunity to complete integrated clinical experiences in this course. Prerequisites: Admission into the DPT Program; Corequisites: DPTD 711

DPTD 722 Foundational Practice Management II: The Foundational Practice Management II course is part of a four-course sequence that emphasizes the development of cognitive and affective skills relative to the management components of clinical practice. Foundational Practice Management II introduces the student to essential practice management skills necessary to managing the financial and legal components of practicing management including state statutes and rules, billing, scheduling, telehealth, technology, and communicating with individual who are part of the health care team. Students will have the opportunity to complete integrated clinical experiences in this course. Prerequisites: DPTD 711, DPTD 721; Corequisites: DPTD 712

DPTD 723 Foundational Practice Management III: The Foundational Practice Management III course is part of a four-course sequence that emphasizes the development of cognitive and affective skills relative to the management components of clinical practice. Foundational Practice Management III focuses on differential diagnosis and recognizing the role of the physical therapist in identifying physical therapy appropriate conditions vs. health-related issues that necessitate referral to another member of the healthcare team. Prerequisites: DPTD 712, DPTD 722; Corequisites: DPTD 713

DPTD 731 Foundational Movement Science I: The Foundational Movement Science I course is part of a three-course sequence designed to provide the foundational movement science knowledge necessary to become a movement system expert. The content in the course is closely aligned with

content in the Foundational Applied Movement Science sequence of courses. Content taught in this sequence will include the anatomy, physiology, genetics, exercise science, biomechanics, kinesiology, neuroscience, pharmacology, diagnostic imaging, histology, and nutrition related to the examination and intervention skills taught in Foundational Applied Movement Science I. Prerequisites: Admission into the DPT Program; Corequisites: DPTD 741

DPTD 732 Foundational Movement Science II: The Foundational Movement Science II course is part of a three-course sequence designed to provide the foundational movement science knowledge necessary to become a movement system expert. The content in the course is closely aligned with content in the Foundational Applied Movement Science sequence of courses. Content taught in this sequence will include anatomy, physiology, genetics, exercise science, biomechanics, kinesiology, neuroscience, pharmacology, diagnostic imaging, histology, and nutrition related to the examination and intervention skills taught in Foundational Applied Movement Science II. Prerequisites: DPTD 731, DPTD 741; Corequisites: DPTD 742

DPTD 733 Foundational Movement Science III: The Foundational Movement Science III course is part of a three-course sequence designed to provide the foundational movement science knowledge necessary to become a movement system expert. The content in the course is closely aligned with content in the Foundational Practice Management III course. Content taught in this course will include the anatomy, physiology, genetics, exercise science, biomechanics, kinesiology, neuroscience, pharmacology, diagnostic imaging, histology, and nutrition related to the skills taught in Foundational Practice Management III related to the physical therapist's role in distinguishing between conditions appropriate for physical therapy and conditions that necessitate referral to another member of the healthcare team. Prerequisites: DPTD 732, DPTD 742; Corequisites: DPTD 743

DPTD 741 Foundational Applied Movement Science I: The Foundational Applied Movement Science I course is part of a three-course sequence focusing on the acquisition of the psychomotor skills of a movement system expert that are necessary in all clinical practice settings and across the lifespan. Foundational Applied Movement Science I primarily focuses on basic assessment and intervention in the subacute and post-operative musculoskeletal environments. Prerequisites: Admission into the DPT Program; Corequisites: DPTD 731

DPTD 742 Foundational Applied Movement Science II: The Foundational Applied Movement Science II course is part of a three-course sequence focusing on the acquisition of the psychomotor skills of a movement system expert that are necessary in all clinical practice settings and across the lifespan. Foundational Applied Movement Science II builds on the first course by adding assessment and intervention strategies appropriate for simple cases in general acute care, rehabilitation, and outpatient orthopedic environments. Prerequisites: DPTD 731, DPTD 741; Corequisites: DPTD 732

DPTD 743 Foundational Applied Movement Science III: The Foundational Applied Movement Science II course is part of a three-course sequence focusing on the acquisition of the psychomotor skills of a movement system expert that are necessary in all clinical practice settings and across the lifespan. Foundational Applied Movement Science III builds on the first two courses in the sequence by adding assessment and intervention strategies appropriate for more complex acute care and outpatient orthopedic environments. Prerequisites: DPTD 732, DPTD 742; Corequisites: DPTD 733

DPTD 791 Clinical Experience I: Clinical Experience I is comprised of both clinical and didactic components. During the clinical component, students will complete an 8-week full-time, supervised, clinical experience allowing them to practice the cognitive, psychomotor, and affective knowledge and skills acquired thus far in the curriculum. The didactic component will focus on preparation for the clinical experience as well as completion of tasks throughout the experience designed to assist the student to better integrate the classroom and clinical content as an NCC DPT student. Prerequisites: DPTD 703, 713, DPTD 723, DPTD 733, DPTD 743; Corequisites: None

DPTD 804 The North Central College DPT IV: The North Central College DPT IV course is part of a 7-course sequence that emphasizes content distinct to the development of the NCC DPT. Emphasis of the sequence will be placed on the success of every learner, how we live our shared values, and personal and professional growth. The North Central College DPT IV course focuses on the progressing toward completion of the individual project to meet personal and professional goals. Prerequisites: DPTD 703; Corequisites: None

DPTD 805 The North Central College DPT V: The North Central College DPT V course is part of a seven-course sequence that emphasizes content distinct to the development of the NCC DPT. Emphasis of the sequence will be placed on the success of every learner, how we live our shared values, and personal and professional growth. The North Central College DPT V course focuses on the progressing toward completion of the individual project to meet personal and professional goals. Prerequisites: DPTD 804; Corequisites: None

DPTD 806 The North Central College DPT VI: The North Central College DPT VI course is part of a seven-course sequence that emphasizes content distinct to the development of the NCC DPT. Emphasis of the sequence will be placed on the success of every learner, how we live our shared values, and personal and professional growth. The North Central College DPT VI course focuses on the progressing toward completion of the individual project to meet personal and professional goals. Prerequisites: DPTD 805; Corequisites: None

DPTD 851 Musculoskeletal Practice Management I: The Musculoskeletal Practice Management course is part of a 3-course sequence that addresses pathology specific knowledge, assessment, and intervention of common musculoskeletal conditions across the lifespan. Emphasis is placed on integration of pathology specific content with the previously learned movement system evaluation content. Musculoskeletal Practice Management I focuses on the lumbar spine, hip, and pelvic health. Prerequisites: DPTD 703, DPTD 713, DPTD 723, DPTD 733, DPTD 743; Corequisites: DPTD 881

DPTD 852 Musculoskeletal Practice Management II: The Musculoskeletal Practice Management II course is part of a three-course sequence that addresses pathology specific knowledge, assessment, and intervention of common musculoskeletal conditions across the lifespan. Emphasis is placed on integration of pathology specific content with the previously learned movement system evaluation and intervention content. Musculoskeletal Practice Management II focuses on the knee, foot/ankle, cervical spine, and temporomandibular joint. Prerequisites: DPTD 851, DPTD 881; Corequisite: DPTD 882

DPTD 853 Musculoskeletal Practice Management III: The Musculoskeletal Practice Management III course is part of a three-course sequence that addresses pathology specific knowledge, assessment, and intervention of common musculoskeletal conditions across the lifespan. Emphasis is placed on integration of pathology specific content with the previously learned movement system evaluation and intervention content. Musculoskeletal Practice Management III focuses on the thoracic spine, shoulder, elbow, wrist and hand. Prerequisites: DPTD 852, DPTD 882; Corequisites: DPTD 883

DPTD 861 Neuromuscular Practice Management I: The Neuromuscular Practice Management I course is part of a three-course sequence that addresses pathology specific knowledge, assessment, and intervention of common neuromuscular conditions across the lifespan. Neuromuscular Practice Management I focuses primarily on examination and assessment of neurologic conditions with an emphasis on linking specific movement impairments across different diagnoses. This course pairs these neurologic impairments with related neurologic disorders including stroke/acquired brain injuries, traumatic brain injuries, cerebral palsy, and vestibular disorders. Prerequisites: DPTD 703, DPTD 713, DPTD 723, DPTD 733, DPTD 743; Corequisites: DPTD 881

DPTD 862 Neuromuscular Practice Management II: The Neuromuscular Medical Practice Management II course is part of a three-course sequence that addresses pathology specific knowledge, assessment, and intervention of common neuromuscular conditions across the lifespan. Neuromuscular Practice Management II builds off the assessment in Neuromuscular Practice Management I, progressing to intervention of patients with neurologic diagnoses. New neurologic disorders are introduced in this course including spinal cord injuries, central nervous system oncology, Guillain Barre Syndrome, and degenerative conditions such as multiple sclerosis, Parkinson's Disease/movement disorders, amyotrophic lateral sclerosis (ALS), and concussion. This course also contains a review of vestibular disorders with a focus on treatment. Prerequisites: DPTD 861, DPTD 881; Corequisites: DPTD 882

DPTD 863 Neuromuscular Practice Management III: The Neuromuscular Practice Management III course is part of a three-course sequence that addresses pathology specific knowledge, assessment, and intervention of common neuromuscular conditions across the lifespan. Neuromuscular Practice Management III focuses on special neurologic populations including muscular dystrophy, myasthenia gravis, post-polio syndrome, and pediatric diagnoses including developmental delay, Down Syndrome, and spina bifida. This course also focusses on advanced neurologic therapist skills including wheelchair seating and positioning/power mobility, advanced bracing and splinting, advanced outcome measures, electrical stimulation, and adaptive sports. Prerequisites: DPTD 862, DPTD 882; Corequisites: DPTD 883

DPTD 871 Multi-System Practice Management I: The Multi-System Practice Management I course is part of a three-course sequence that addresses components of physical therapy practice more commonly associated with the acute or subacute healthcare environment and/or other components of the movement system beyond the neuromusculoskeletal systems. Emphasis is placed on integration of pathology specific content with the previously learned movement system evaluation and content. Multi-System Practice Management I focuses on examination, evaluation and intervention in a variety of acute care settings including the intensive care unit, across the lifespan. Prerequisites: DPTD 703, DPTD 713, DPTD 723, DPTD 733, DPTD 743; Corequisites: DPTD 881

DPTD 872 Multi-System Practice Management II: The Multi-System Practice Management II course is part of a three-course sequence that addresses components of physical therapy practice more commonly associated with the acute or subacute healthcare environment and/or other components of the movement system beyond the neuromusculoskeletal systems. Emphasis is placed on integration of pathology specific content with the previously learned movement system evaluation and intervention content. Multi-System Practice Management II focuses on examination, evaluation, and intervention of cardiopulmonary conditions across the lifespan. Prerequisites: DPTD 871, DPTD 881; Corequisites: DPTD 882

DPTD 873 Multi-System Practice Management III: The Multi-System Practice Management III course is part of a three-course sequence that addresses components of physical therapy practice more commonly associated with the acute or subacute healthcare environment and/or other components of the movement system beyond the neuromusculoskeletal systems. Emphasis is placed on integration of pathology specific content with the previously learned movement system evaluation and intervention content. Multi-System Practice Management III focuses on examination, evaluation, and intervention of a variety of additional medical conditions commonly addressed in physical therapy ranging from oncology to prosthetic management. Prerequisites: DPTD 872, DPTD 882; Corequisites: DPTD 883

DPTD 881 Clinical Practice I: The Clinical Practice I course is a part of a three-course sequence that provides an opportunity for students to advance towards becoming movement system experts by integrating previous and current content through case-based learning. As the sequence progresses, the complexity of cases will also progress. With this complexity, new content related to lifespan, communication, cognition, etc. will be introduced as appropriate to advance the learning of the movement system expert. Prerequisites: DPTD 703, DPTD 713, DPTD 723, DPTD 733, DPTD 743; Corequisites: DPTD 851, DPTD 861, DPTD 871

DPTD 882 Clinical Practice II: The Clinical Practice II course is a part of a three-course sequence that provides an opportunity for students to advance towards becoming movement system experts by integrating previous and current content through case-based learning. As the sequence progresses, the complexity of cases will also progress. With this complexity, new content related to lifespan, communication, cognition, etc. will be introduced as appropriate to advance the learning of the movement system expert. Prerequisites: DPTD 851, DPTD 861, DPTD 871, DPTD 881; Corequisites: DPTD 852, DPTD 862, DPTD 872

DPTD 883 Clinical Practice III: The Clinical Practice III course is a part of a three-course sequence that provides an opportunity for students to advance towards becoming movement system experts by integrating previous and current content through case-based learning. As the sequence progresses, the complexity of cases will also progress. With this complexity, new content related to lifespan, communication, cognition, etc. will be introduced as appropriate to advance the learning of the movement system expert. Prerequisites: DPTD 852, DPTD 862, DPTD 872, DPTD 882; Corequisite: DPTD 853, DPTD 863, DPTD 873

DPTD 889 Physical Therapists as First Providers: Physical Therapists as First Providers will provide the necessary knowledge, skills, and tools needed for the physical therapist to help sustain life, reduce pain, and minimize injury during out-of-hospital medical and traumatic emergencies while waiting for or working alongside healthcare personnel. The course also expands upon the role of the physical therapists during crises situations in health care management. Prerequisites: DPTD 733, DPTD 743; Corequisite: None

DPTD 892 Clinical Experience II: Clinical Experience II is comprised of both clinical and didactic components. During the clinical component, students will complete an 8-week full-time, supervised, clinical experience allowing them to practice the cognitive, psychomotor, and affective knowledge and skills acquired thus far in the curriculum. The didactic component will focus on preparation for the clinical experience as well as completion of tasks throughout the experience designed to assist the student to better integrate the classroom and clinical content as an NCC DPT student. Prerequisites: DPTD 851, DPTD 861, DPTD 871, DPTD 881, DPTD 791; Corequisites: None

DPTD 893 Clinical Experience III: Clinical Experience III is comprised of both clinical and didactic components. During the clinical component, students will complete a 10-week full-time, supervised, clinical experience allowing them to practice the cognitive, psychomotor, and affective knowledge and skills acquired thus far in the curriculum. The didactic component will focus on preparation for the clinical experience as well as completion of tasks throughout the experience designed to assist the student to better integrate the classroom and clinical content as an NCC DPT student. Prerequisites: DPTD 852, DPTD 862, DPTD 872, DPTD 882, DPTD 892; Corequisites: None

DPTD 807 The North Central College DPT VII: The North Central College DPT VII course is part of a seven-course sequence that emphasizes content distinct to the development of the NCC DPT. Emphasis of the sequence will be placed on the success of every learner, how we live our shared values, and personal and professional growth. The North Central College DPT VII course focuses on completion of all required projects that are distinctive to the NCC DPT. Prerequisites: DPTD 806; Corequisites: None

DPTD 814 Professional Formation IV: The Professional Formation IV course is part of a four-course sequence that emphasizes the development of the physical therapist as a professional practitioner in the healthcare environment. Professional Formation IV focuses on professional advocacy and legislation, and personal and professional growth beyond completion of the physical therapist education, including becoming a future clinical instructor. Prerequisites: DPTD 893; Corequisites: None

DPTD 824 Advanced Practice Management: The Advanced Practice Management course is part of a four-course sequence that emphasizes the development of cognitive and affective skills relative to the management components of clinical practice. Advanced Practice Management expands upon the financial and legal components of practice by highlighting business models, marketing, policies and procedures, and advocacy and legislation. Prerequisites: DPTD 893; Corequisites: None

DPTD 884 Advanced Clinical Practice: Advanced Clinical Practice provides opportunity for students to explore a variety of clinical practice items beyond the entry-level expectation. Students will learn

more about more about areas of practice and advanced certifications they may be exposed to now or in their future practice. Prerequisites: DPTD 893; Corequisites: None

DPTD 894 Clinical Experience IV: Clinical Experience IV is comprised of both clinical and didactic components. During the clinical component, students will complete a 10-week full-time, supervised, clinical experience allowing them to practice the cognitive, psychomotor, and affective knowledge and skills acquired thus far in the curriculum. The didactic component will focus on preparation for the clinical experience as well as completion of tasks throughout the experience designed to assist the student to better integrate the classroom and clinical content as an NCC DPT student.

Prerequisites: DPTD 853, DPTD 863, DPTD 873, DPTD 883, DPTD 893; Corequisites: None

Curricular Threads

The curriculum of the North Central College DPT Program is built on the Mission, Vision, Values, and Commitment of the DPT Program. To maintain and reinforce the key components of the Mission, Vision, Values, and Commitment throughout the curriculum, the DPT Program faculty have identified curricular threads that are woven throughout the curriculum.

Human Movement System

Physical therapists are human movement system experts who are committed to transforming society by optimizing movement to improve the human experience.¹ Development of this expertise is dependent on an in-depth understanding of the structure and function of the human body and how its component parts (endocrine, nervous, cardiovascular, pulmonary, integumentary, and musculoskeletal) interact to produce movement. Further, it is necessary to understand how impairments to the component parts influence the functional movement and how we, as movement system experts can prevent and treat impairments of the human movement system.

Culture of Excellence

We believe that excellence is a mark of distinction which indicates a level of superior quality and expertise. While maintaining our shared values of integrity, excellence, and balance, the North Central College DPT program strives for a visionary future of physical therapy practice, education, and service for all faculty and students. We strive to partner with students, colleagues across campus, and community members to provide the best educational experience for our students and service to our community. Throughout the process of learning, we strive to set high expectations of ourselves in the pursuit of our personal and professional goals.

Pursuit of Knowledge

The pursuit of knowledge is fundamental to excellence in clinical practice, education, leadership, and service. It is through continual pursuit of knowledge and life-long learning that we can remain contemporary in practice, education, leadership, and service to achieve the end goals of serving our profession and our communities. The pursuit of knowledge extends beyond physical therapy, recognizing pursuit of knowledge in a variety of areas from religion to the culinary arts informs our interactions and influences the lived experiences of others.

¹ <https://www.apta.org/apta-and-you/leadership-and-governance/policies/vision-statement-for-the-physical-therapy-profession>

Serving Society

With our knowledge as movement system experts and our dedication to patients and clients, we serve society by improving the health and lived experiences of others through movement.

Assessment of Academic Performance

Definition of Academic Performance

Quality health care requires practitioners who are competent in their clinical reasoning, health care skills, and in their ability to communicate with and work with others. It is a primary responsibility of professional health care program faculty to keep public safety in mind when educating students; a student who is not adequately prepared in all aspects of the position has the potential to be an unsafe health care provider. Additionally, licensure requirements address behavioral components that are expected of a professional health care provider. For these reasons, academic performance in health care professional programs at North Central College includes competency in knowledge, skills, and professional behaviors.

The Commission on Accreditation in Physical Therapy Education (CAPTE) sets curricular standards which all accredited DPT programs must meet. These standards pertain to knowledge, skills and professional behaviors all physical therapists must possess. These requirements are outlined in [Appendix A](#).

Knowledge

An excellent physical therapy clinician, scholar, educator, and leader requires an integrated fundamental knowledge of the movement system, movement science, and bio-medical, clinical, epidemiological, and social/behavioral sciences. Evidence-based practice, statistics, communication, teaching, ethics, values, law, and other component parts enhance our ability to be excellent clinicians, educators, scholars, and leaders. This knowledge informs our ability to effectively practice in all practice settings.

The North Central College DPT program includes additional knowledge as it relates to the liberal arts foundation upon which the curriculum is developed and for which the faculty of the DPT program believes is integral to the development of excellent clinicians, educators, scholars, and leaders prepared to serve society into the future as movement system experts. Examples include reflection on art or literature and how such knowledge can inform us as clinicians or using theatre or art to better understand and relate a difficult concept to clinical practice.

Skills

Physical therapy skills include the psychomotor skills common with many examination and intervention techniques such as assessment of muscle performance and assisting someone to walk safely. Physical therapy skills also include our ability to observe movement, listen actively, and communicate effectively. Knowledge informs the practice of the skills we perform in the clinic setting.

Professional Behaviors

The North Central College DPT program believes the following documents are of importance when considering the development of excellence physical therapists, educators, scholars, and leaders

dedicated to serving society as movement system experts. All members of the NCC DPT community are expected to model these behaviors.

Core Values for the Physical Therapist and Physical Therapists Assistant

The Core Values for the Physical Therapist and Physical Therapists Assistant guide the behaviors of physical therapists (PTs) and physical therapist assistants (PTAs) to provide the highest quality of physical therapist services. These values permeate the scope of PT and PTA activities. The core values retain the PT as the person ultimately responsible for providing safe, accessible, cost-effective, and evidence-based services; and the PTA as the only individual who assists the PT in practice, working under the direction and supervision of the PT. The core values are accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility. A complete list of the APTA Core Values, definitions, and examples can be on the APTA [website](#).

APTA Code of Ethics

The American Physical Therapy Association Code of Ethics delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the APTA. The North Central College Doctor of Physical Therapy Program believes in the importance of the APTA Code of Ethics as a fundamental document for how we live, learn, and interact within the Doctor of Physical Therapy Program, and while we are in the community in clinical settings or when otherwise representing the North Central Doctor of Physical Therapy Program or the profession of physical therapy.

The full APTA Code of Ethics document can be found on the APTA [website](#).

Professional Behaviors of the 21st Century

In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession (Alverno College Faculty, Assessment at Alverno, 1979). The identified repertoire of behaviors that constitute professional behavior reflect the values of any given profession and, at the same time, cross disciplinary lines (May et. al., 1991). Visualizing cognitive knowledge, psychomotor skills, and a repertoire of behaviors as the legs of a three-legged stool serves to emphasize the importance of each. Remove one leg and the stool loses its stability and makes it very difficult to support professional growth, development, and ultimately, professional success. (May et. al., Opportunity Favors the Prepared: A Guide to Facilitating the Development of Professional Behavior, 2002)

The intent of the Professional Behaviors for the 21st Century is to identify and describe the repertoire of professional behaviors deemed necessary for success in the practice of physical therapy. The Professional Behaviors of the 21st Century is intended to represent and be applied to student growth and development in the classroom and the clinic. It also contains behavioral criteria for the practicing clinician. Each Professional Behavior is defined and then broken down into developmental levels with each level containing behavioral criteria that describe behaviors that represent possession of the Professional Behavior they represent. Each developmental level builds on the previous level such that it represents growth over time in physical therapy education and practice.

The key behaviors identified as Professional Behaviors of the 21st Century include critical thinking, communication, problem solving, interpersonal skills, responsibility, professionalism, use of constructive feedback, effective use of time and resources, stress management, and commitment to learning. The Professional Behaviors for the 21st Century are further described here:

<https://www.marquette.edu/physical-therapy/documents/professional-behaviors.pdf>.

Domains of Competence

To assess the knowledge, skills, and professional behaviors necessary to be an excellent physical therapist, the North Central College Doctor of Physical Therapy Program will be assessing student progress in eight domains of competence at various timepoints in the curriculum:

- Patient/Client Care: Provide informed, effective, and efficient care for the management of movement-related health conditions and the promotion of health and wellness.
- Knowledge of Practice: Integrate knowledge from established and evolving movement and other relevant biomedical, clinical, epidemiological, and social-behavioral sciences to guide practice
- Practice-Based Learning and Improvement: Evaluate one's delivery of care, appraise and assimilate scientific evidence, and continuously improve performance based on self-evaluation
- Interpersonal Communication: Use effective interpersonal communication skills to interact and collaborate with others
- Professionalism: Adhere to ethical and legal principles, model professional behaviors, and display a commitment to citizenship within the profession and the community
- Systems-Based Practice: Function effectively and proactively within evolving systems and environments that contribute to the health of individuals and populations
- Professional Collaboration: Engage within interprofessional teams as an effective member and collaborative leader
- Personal and Professional Development: Demonstrate the attributes required to engage in lifelong personal and professional growth

The competency rubric that outlines expectations for each domain can be found in [Appendix B](#).

Course Assessment Types

The North Central College Doctor of Physical Therapy Program is committed to the success of every learner. To enhance student success at achieving their goals of becoming excellent clinicians, scholars, educators, and leaders, the approach to assessment of student performance includes several formative assessment types throughout each module with cumulative, summative assessments at the end of each module.

Faculty will work together to create an assessment calendar to ensure assessments are adequately spaced. Most assessments will be completed in ExamSoft/Examplify. Questions will be categorized for student and Program assessment purposes.

Formative Assessment

The purpose of formative assessment is for the faculty and the student to help identify strengths and opportunities for growth and improvement. With these assessments, feedback is provided by the assessor immediately or within a short time frame to improve student learning.

- **Pre-Quizzes:** The pre-quiz is intended to provide the student with a baseline understanding of their own knowledge in the content area. Students will be provided immediate review of quiz results along with where to find content for study purposes. Pre-quizzes and review of learning materials are to be completed prior to the date the content is scheduled for class. Students who score 100% are well-prepared in this content area for the related classroom activities; additional study is encouraged but not required. Students who score between 80-100% will be informed their baseline knowledge is likely sufficient for the related classroom activities; however increased review of the content is strongly encouraged to increase classroom success and overall content knowledge. Students who score <80% will be advised to study the content thoroughly as they are not yet prepared for the active, in-class portion of learning. Students are expected to complete all pre-quizzes by the deadline to pass the class. If a student does not complete a pre-quiz prior to the deadline, faculty will complete an [APC Alert](#) to track student performance on pre-quizzes. This information will be monitored by the Program Director or Chair of the DPT Academic Performance Committee to identify early in the process students who may need additional assistance to achieve success.
- **Skill Checks:** Skill Checks are designed to provide feedback on the learner's skills throughout the curriculum. Students must Pass all required Skill Checks and may retake the Skill Check as many times as necessary to Pass. Expected standards will be high for Passing a Skill Check in preparation for the Comprehensive Clinical Examination at the end of each didactic module; students are encouraged to seek feedback through Skill Checks as often as necessary to feel confident in their skills. Students may complete as many or as few recommended Skill Checks as they feel are necessary for their success. Course coordinators, in conjunction with course faculty, determine which Skill Checks are required in a course.

If a student does not Pass a required Skill Check, faculty will complete an APC Alert to track student performance on Skill Checks. This information will be monitored by the Program Director or Chair of the DPT Academic Performance Committee to identify early in the process students who may need additional assistance to achieve success. It is not necessary for faculty to complete an APC Alert for optional Skill Checks, but faculty may do so if there is a noted concern.

- **Unit Quizzes:** All students will be required to take unit quizzes after related classroom activities. Course coordinators are encouraged to keep units small with frequent, short assessments to evaluate student knowledge, rather than larger, infrequent assessments. Unit quizzes will be over content that is taught in class or explained in Program provided content, not from supplemental readings or optional items.

Students must score a cumulative score of 73% on unit quizzes across a course to pass the course. Students may remediate a unit quiz, if the course allows remediation, but their score on

the quiz will not change. If a student does not pass a unit quiz, faculty will complete an APC Alert to track student performance. This information will be monitored by the Program Director or Chair of the DPT Academic Performance Committee to identify early in the process students who may need additional assistance to achieve success.

During Unit Quizzes, no questions of the proctor are allowed. Students will have the option to make notes on the quiz question in Exemplify

Students will be allowed to leave the room during unit quizzes as necessary; however students are encouraged to come prepared to stay in the room for the designated time frame. If there is a known medical or personal reason why a student may need to leave the room more frequently, the student is encouraged to choose a seat closer to the door to decrease disruption to other students during the quiz.

- Other learning activities: All activities will be graded Pass/No Pass. Remediation on homework assignments is determined by individual course coordinators.
 - Low-stakes activities: Examples include reflections, worksheets, participation, class prep activities.
 - High-stakes activities: Examples include assignments with a rubric, presentations, practical skills assessments.
- Full-Time Clinical Experiences: The Clinical Internship Evaluation Tool (CIET) will be utilized to assess student performance on full-time clinical experiences. Students will be formatively assessed at mid-term with written and verbal feedback on current performance. Students are encouraged to ask about specific knowledge, skills, or behaviors they should focus on to improve in the second half of placement to achieve the desired final marks.

The table below outlines the different assessment types used by faculty throughout the program

Assessment Item	Success of Every Learner	Gradebook Completion Requirement	Remediation Policy	APC Alerts
Pre-Quizzes	<ul style="list-style-type: none"> • Purpose: To provide the student with a baseline understanding of their own knowledge in a content area prior to engaging with the material. The questions are typically Bloom's level Remembering and Understanding • Students have access to score and feedback for learning purposes • 100%= ready for class, 80-100%= study encouraged, <80% = study strongly encouraged • A second, optional pre-quiz may be provided, but no expectation of completion or grade implications • Pre-quizzes are completed via Canvas outside the classroom • Viewed as "entry ticket" to class 	<ul style="list-style-type: none"> • Pass: Must submit all prior to deadline. • No Pass: Did not submit pre-quizzes on time 	<ul style="list-style-type: none"> • Exceptions can be made per course coordinator 	<ul style="list-style-type: none"> • APC alert if not completed prior to class
Low Stakes Activities <ul style="list-style-type: none"> • Assignment, no rubric • Reflection • Participation • Class prep activity 	<ul style="list-style-type: none"> • Purpose: Formative assessment and engagement with material • Delayed feedback due to grading time. Faculty encouraged to return feedback as soon as possible. • Ongoing P/NP in gradebook, but final P/NP is determined by % of total submissions • Some Low Stakes Activities are required to be completed. Syllabus will confirm which items are required vs. part of an 80% completion of total submissions 	<ul style="list-style-type: none"> • Pass: 80% of items completed at satisfactory level, unless otherwise indicated in course syllabi • No Pass: <80% of items completed at satisfactory level 	<ul style="list-style-type: none"> • Exceptions can be made per course coordinator 	<ul style="list-style-type: none"> • APC alert if activity not submitted
Skill Checks	<ul style="list-style-type: none"> • Purpose: Formative assessment • Student schedules skill check according to the skill check window provided in the syllabus • Pass per rubric, retake until Pass • Immediate feedback to students • Student needs to schedule remediation and retakes as needed 	<ul style="list-style-type: none"> • Pass if all skills checks passed by due date • No Pass if all skills checks are not passed by due date 	<ul style="list-style-type: none"> • Unlimited remediation within window of completion 	<ul style="list-style-type: none"> • APC alert for each time an attempt is not passed
High Stakes Activities <ul style="list-style-type: none"> • Assignment with rubric • Presentation • Practical • Case study 	<ul style="list-style-type: none"> • Purpose: Formative assessment • Pass per rubric, remediate/redo per course. Rubrics must clearly articulate Pass criteria • Delayed feedback due to grading time. Faculty encouraged to return feedback as soon as possible. • Examples for remediation – identified concerns during self-reflection on a recorded practical, answering questions verbally during a presentation, repeating a written assignment 	<ul style="list-style-type: none"> • Pass: Meet specific requirements of assignment. Must pass all activities • No Pass: Do not meet specified requirements of assignment 	<ul style="list-style-type: none"> • Remediation per course coordinator 	<ul style="list-style-type: none"> • APC alert if submitted late or No Pass
Unit Quizzes	<ul style="list-style-type: none"> • Purpose: Formative assessment with a longitudinal view at cognitive knowledge gained over the course of a module • Assessment completed throughout the semester. Students have access to score and feedback for learning purposes after each assessment completion. • Assessments are completed via Examssoft/Examplify. 	<ul style="list-style-type: none"> • Pass if cumulative unit quiz score is $\geq 73\%$ • No Pass if cumulative unit quiz score is $<73\%$ 	<ul style="list-style-type: none"> • No remediation 	<ul style="list-style-type: none"> • APC alert if $<73\%$ on single assessment

Summative Assessment

The purpose of summative assessment is to evaluate cumulative student learning at the end of a module. These assessments are considered high stakes assessments within the North Central College DPT Program as progression in the Program is based on performance on these assessments. However, the faculty of the DPT Program encourage students to see these assessments as an opportunity to highlight to themselves and to faculty their progression towards becoming an excellent physical therapist.

- **Comprehensive Clinical Examination:** At the conclusion of each didactic modules, students will complete a cumulative event, the Comprehensive Clinical Examination. Comprehensive Clinical Examination events are scheduled during Competency Week and are cumulative for all information learned to date. More information about the Comprehensive Clinical Examination can be found in the [Program Progression, Assessment of Competency](#) section of the handbook.
- **Comprehensive Written Examination:** At the conclusion of seven didactic modules across six semesters, students will complete a cumulative written examination to assess progress in knowledge. Comprehensive Written Examinations are scheduled during Competency Week and are cumulative for all information learned to date. More information about the Comprehensive Written Examination can be found in the [Program Progression, Assessment of Competency](#) section of the handbook.
- **Full-Time Clinical Experiences:** The Clinical Internship Evaluation Tool (CIET) will be utilized to assess competence in the clinical setting. Expectation on the CIET will increase as students progress through the curriculum; requirements to Pass each clinical experience are listed in individual course syllabi. The final determination of passing a Clinical Experience is decided by the DCE. If a student does not Pass a Clinical Experience, they will be recommended for dismissal by the program to the Graduate Academic Standing Committee. A student may appeal this recommendation following the procedures outlined in the [Program Dismissal Appeal Process](#).

Grading Policy

The North Central College DPT Program has selected to take a competency-focused, Pass/No Pass approach to grading. The faculty believe this approach is more learner-centered, focused on acquisition of knowledge, skills, and behaviors that are consistent with excellent clinicians, educators, scholars, and leaders dedicated to serving society as movement system experts than a more traditional grading scheme focused on letter grades. The grade of No Pass is utilized to signal when a student has not reached the expected level of knowledge, skill, or behavior acquisition, signaling to the learner and the faculty member need for continued study and practice in a given content area to achieve mastery of competence in all eight Domains of Competence.

Assessments

When an assessment (e.g., unit quiz) is scored using points or percentage and the points or percentage is used to determine Pass/No Pass, a score of 73% is considered passing. All percentages

are rounded to the nearest 100th; scores of 79.5% and above indicate a Pass, scores 79.49% and below are a No Pass.

When an assessment is scored based on completion of key items or correct completion of key items, the instructions or rubric used for the assessment will indicate what is necessary to Pass.

Program Progression

Progression through the DPT Program is dependent on two components, coursework and assessment of competency on the eight Domains of Competence.

Coursework

The North Central College Doctor of Physical Therapy Program curriculum is designed to build on each subsequent semester. Therefore, for students to successfully continue in the curriculum, they must pass all previous didactic courses. A student who does not pass a didactic course will be recommended for dismissal from the Program. The student may appeal a dismissal due to a No Pass grade in a course. If an [appeal](#) is granted, the student must pass the course before they can progress in the Program. A student who does not pass a clinical course will be recommended for dismissal from the Program. If an appeal is granted, the student may continue with their cohort in didactic coursework and will be required to repeat the clinical course before progressing to the next clinical course.

Assessment of Competency

Didactic Environment

In addition to assessment in individual courses, students are assessed by the DPT Academic Performance Committee throughout the curriculum on their progress towards mastery on the eight Domains of Competence.

Time Point	Requirement
End Semester 1	Novice in one or more Domains
End Semester 2	Novice in all eight Domains
Prior to Clinical Experience I	Developing in all eight Domains
Prior to Clinical Experience II	Advanced in all eight Domains
Prior to Clinical Experience III	Proficient in all eight Domains
Prior to Clinical Experience IV	Mastery in all eight Domains

Assessment of progress towards mastery on the eight Domains of Competence is completed as part of the DPTD 10-06 Competency Progression Assessment non-credit course sequence. Assessment is completed through three components: Comprehensive Written Examination, Comprehensive Clinical Examination, and Domains of Competence Assessment. Students may receive one No Pass grade in a Competency Progression Assessment course. The second No Pass grade in a Competency Progression Assessment course will result in recommendation for dismissal from the program. The student may appeal a recommendation for dismissal due to a No Pass grade in a Competency Progression Assessment course. If an appeal is granted, the student may continue with their cohort in didactic

coursework while working with the DPT Academic Performance Committee to develop and complete a Plan for Success.

Comprehensive Clinical Examination

At the end of the module, students will complete a Comprehensive Clinical Examination that will assess their clinical competency across all content completed to date. A Pass is required to Pass the course.

Comprehensive Written Examination

At the end of the module, students will complete a Comprehensive Written Examination that will assess the cognitive knowledge across all courses within the curriculum completed to date. A Pass is required to Pass the Course.

Domains of Competency Assessment

Each student will be evaluated by the Academic Performance Committee to determine appropriate progress on the Domains of Competence.

To assess progress on the Domains of Competence, data will be collated from a variety of sources including formative and summative assessments throughout the semester, faculty reports throughout the semester using APC Alerts, and Faculty Domains of Competence Assessment Forms. Based on all collated data, the DPT Academic Performance Committee will determine the current progress of each student on the [Competency Rubric](#) and provide the student with an assessment of their progress via a Notification of Academic Standing letter.

Clinical Environment

In addition to completing the CIET to assess clinical performance, clinical instructors will assess students using the [Competency Rubric](#) at the end of every full-time clinical experience. Below are expectations at the end of each full-time clinical experience.

Clinical Experience	Requirement
Clinical Experience I	Developing in all eight Domains
Clinical Experience II	Advanced in all eight Domains
Clinical Experience III	Proficient in all eight Domains
Clinical Experience IV	Mastery in all eight Domains

If a student is not meeting the required level on the Domains of Competence rubric at any time point listed above, they will be referred to the DPT Academic Performance Committee for discussion and potential development of a Plan for Success using processes like what is described above under didactic environment.

Determination of Clinical Readiness

Determination of readiness to start full-time clinical experiences is completed by the DPT Academic Performance Committee in consultation with the Director of Clinical Education. The process is aligned with Competency Progression Assessment courses as described above with the Director of Clinical

Education providing additional insight from a clinical site perspective, as necessary. If a student is meeting the Domain of Competence requirements as outlined above, but the Director of Clinical Education has concerns about how the student may perform in an assigned setting, the Director of Clinical Education will work with the DPT Academic Performance Committee and the student to outline a Plan for Success to help ensure success in the assigned setting.

Students who are deemed not clinically ready, will not be allowed to progress to the clinic, but will be allowed to continue in didactic work when their cohort returns to the classroom. These students will develop a Plan for Success with the DPT Academic Performance Committee, to be completed prior to the next clinical experience opportunity in the curriculum. They will then be re-evaluated for clinical readiness prior to that clinical experience. Any student who is not deemed ready to go to a clinical experience will have a delayed graduation, completing their final clinical experience after completion of the final didactic module.

Academic Probation

Students will be placed on academic probation if they receive a No Pass grade in a Competency Progression Assessment course or if they are recommended for dismissal from the program and are granted their appeal to stay in the program. Students placed on academic probation will be required to meet with the DPT Academic Performance Committee to develop a Plan for Success. This Plan for Success will be developed with input from Committee members and the student to identify the best path forward for returning a student to good academic standing. If they do not meet the requirements of their Plan for Success in the timeframe outlined in the Plan for Success while on probation, they may be subject to dismissal from the DPT Program.

Program Dismissal

The DPT Academic Performance Committee may recommend dismissal from the DPT Program to the School of Graduate and Professional Studies Graduate Academic Standing Committee if a student does not Pass a course or if a student on academic probation does not meet the requirements of a Plan for Success in the expected timeframe. A student recommended for dismissal who wishes to appeal the decision may following the process outlined in the [DPT Program Dismissal Appeal Process](#) policy.

A student may also be recommended for dismissal if they receive an institutional sanction or engage in criminal conduct that the DPT Academic Performance Committee determines is egregious enough that the student does not possess the qualities necessary to become a licensed physical therapist.

Institutional Policies and Procedures

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. A student should submit to the Registrar a written request

that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, he/she will advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision, and the student's right to a hearing regarding the request for amendment.
3. The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The College discloses educational records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position; a person serving on the Board of Trustees; a student serving on an official committee (such as a disciplinary or grievance committee) or assisting another school official in performing his or her tasks; or a person, institution, or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials. The College currently outsources enrollment and degree verification, debt collection, tuition management services, enrollment, retention and graduation tracking and financial aid analysis; other agents include attorneys and auditors. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College. Upon request, the College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Additionally, the College will disclose records without consent to comply with a judicial order or lawfully issued subpoena and to appropriate officials in cases of health and safety emergencies.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

Students of the DPT Program are expected to sign a [Consent to Release Information Form](#) indicating their understanding of FERPA and their educational experience.

Source: [North Central College Student Handbook](#)

Discrimination, Harassment, Sexual Misconduct and Retaliation

North Central College ("College") is committed to maintaining a positive learning, working, social, and residential environment. The College does not discriminate or allow discrimination or harassment on the basis of race, ethnicity, national origin (including ancestry), color, citizenship status, sex, sexual orientation, gender identity, gender expression, pregnancy (and parenting for students), religion, creed, physical or mental disability (including perceived disability), age, marital status, veteran or military status, unfavorable military discharge (except dishonorable discharge), predisposing genetic

characteristics, order of protection, or any other protected category under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any resolution process on campus, with the Equal Employment Opportunity Commission, or other human rights agencies in both employment and access to educational opportunities.

In pursuit of these goals, and to ensure compliance with local, state and federal civil rights laws and regulations, the College will not tolerate acts of discrimination, harassment, sexual misconduct and/or retaliation as such behavior seriously undermines the College's effectiveness as an educational institution and a workplace and values of equity, diversity, and inclusion. This policy covers nondiscrimination in both employment and access to educational opportunities. Therefore, any member of the College community whose acts deny, deprive, or limit the educational or employment or residential and/or social access, benefits, and/or opportunities of any member of the College community, guest, or visitor on the basis of that person's actual or perceived membership in the protected classes listed above is in violation of the College's policy on nondiscrimination. When brought to the attention of the College, any such discrimination will be promptly and fairly addressed and remedied by the College according to the Title IX and civil rights grievance process described below.

The College adheres to and supports the principles of academic freedom, and each member of the North Central College community also shares a common responsibility to maintain an environment free from discrimination, harassment, sexual misconduct and retaliation. Administrators, faculty and staff members who violate this policy will be subject to disciplinary action, up to and including termination of employment. Students who violate this policy will be subject to disciplinary action up to and including expulsion.

All employees are considered to be mandated reporters and have the responsibility to report disclosures or observations of sexual misconduct or other forms of discriminatory harassment to the Assistant Vice President for Equity, Diversity and Inclusion. Employees who are exempted from this reporting requirement are professional or pastoral counselors who provide work-related mental-health counseling, campus advocates who provide confidential victim assistance, medical staff, and employees who are otherwise prohibited by law from disclosing information received in the course of providing professional care and treatment. Failure of an employee (who is not exempted from this reporting requirement as defined above) to make a report in a timely manner, is a violation of College policy and the employee can be subject to disciplinary action.

The formal resolution procedures set forth in this policy provide a fair and impartial process for reporting, investigating, resolving, and determining appropriate sanctions or remedies in relation to a report of discrimination, harassment, sexual misconduct and/or retaliation under this and related policies regarding Consensual Relationships, Service and Emotional Support Animals, and Pregnant and Parenting Students.

Assistant Vice President for Equity, Diversity, and Inclusion

The Assistant Vice President for Equity, Diversity and Inclusion has primary responsibility for enforcement of this policy, specifically for coordinating efforts related to investigation, resolution,

and implementation of corrective measures and monitoring to stop, remediate, and prevent discrimination, harassment, sexual misconduct and/or retaliation prohibited under this policy.

Dr. Rebecca Gordon
Assistant Vice President for Equity, Diversity, and Inclusion
Title IX/504 Coordinator
524 Old Main
30 N. Brainard
(630) 637-5340
rgordon@noctrl.edu

External Inquiries may also be made to:
Office for Civil Rights (OCR); Chicago Office
U.S. Department of Education
Citigroup Center
500 W. Madison Street, Suite 1475
Chicago, IL 60661-4544
Telephone: (312) 730-1560
Fax: (312) 730-1576
Email: OCR.Chicago@ed.gov

Equal Employment Opportunity Commission (EEOC)
Chicago District Office 2
500 West Madison Street, Suite 2000
Chicago, IL 60661
Phone: (800) 669-4000
Fax: (312) 869-8220
Contact: <http://www.eeoc.gov/contact/>
Illinois Human Rights Commission
<https://www2.illinois.gov/sites/ihrc/pages/default.aspx>

Illinois Department of Human Rights Chicago Office
100 W. Randolph Street, 10th Floor Intake Unit
Chicago, IL 60601
(312) 814-6200
(866) 740-3953 (TTY)
<http://www.illinois.gov/dhr>

Source: [North Central College Student Handbook](#)

Accommodations

North Central College views disability as an important aspect of diversity and is committed to providing equal opportunity and meaningful access for all students. Student Disability Services has been designated by North Central College to coordinate reasonable accommodations in compliance

with Section 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008. Student Disability Services engages in an interactive process with each student on an individual, case-by-case basis to determine reasonable accommodations. To be eligible for academic accommodations, students must register with Student Disability Services and provide documentation of disability as defined by the Americans with Disabilities Act. Additional information regarding accommodations can be requested at sds@noctrl.edu.

Students in the North Central College Doctor of Physical Therapy Program who may be eligible for accommodations are strongly encouraged to contact Student Disability Services. In alignment with the Program Commitment of 'Success of Every Learner' the program faculty view a student taking ownership of their learning needs, including appropriately seeking accommodations, as an important component of student success.

Source: <https://www.northcentralcollege.edu/disability-services>

Time Limit to Degree Completion

In alignment with North Central College graduate academic regulations, the DPT degree must be completed within five years of matriculation. For more information about institutional policies related to degree completion, please review the [North Central College Graduate Catalog](#).

Program Policies, Procedures, and Expectations

Related to all DPT Program policies and procedures, the Program Director, and where appropriate the Director of Clinical Education or Chair of the DPT Academic Performance Committee will work diligently with the student throughout the process to make sure the student receives due process.

It is the expectation of the Program that the students abide by the following policies. If a student does not follow a policy, faculty or staff will discuss the issue with the student and complete an APC Alert Form. APC Alerts forms are received by the Program Director, Director of Clinical Education, and Chair of the DPT Academic Performance Committee. Data is collated as part of the Competency Progression Assessment sequence of course. If there is a repeated pattern of behavior reported on APC Alerts, or a single incident that is unbecoming of a future physical therapist, the student may be referred to the DPT Academic Performance Committee for development of a Plan for Success at any time during the program.

Inclusivity

The NCC DPT Program supports an inclusive learning environment where diversity and individual differences are respected, appreciated, and recognized as a source of strength. It is expected all students, faculty, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives and lived experience may be different from their own. As we communicate with one another, keep in mind that the reader/listener should work as hard as the writer/speaker in the communication process. It is expected that all students, faculty, and staff will listen patiently, work to understand one another, and seek clarification when necessary. Behaviors

that do not support inclusivity will be reported via an APC Alert to the Program Director, Director of Clinical Education, and Chair of the DPT Academic Performance Committee for review.

Academic Honesty

North Central College students are expected to maintain the highest standards of integrity with respect to their academic pursuits. Students in the Doctor of Physical Therapy Program, who are expected to uphold the North Central College DPT values of integrity, excellence, and balance, and the APTA Core Values of accountability, altruism, compassion/caring, excellence, integrity, and social responsibility, also are expected to maintain academic honesty with respect to their academic pursuits. North Central College DPT students are expected to be vigilant in their pursuit of academic honesty in the classroom, while engaging with peers outside the classroom, when in the clinical setting, and when engaging in all additional activities related to their physical therapy education. Maintaining a high level of integrity is important to future success as a clinician; maintaining academic honesty as a student is a precursor for integrity in future clinical practice. Intentional academic dishonesty of any type, including, but not limited to plagiarism, cheating, misconduct, fabrication, and collusion, will not be tolerated by the faculty of the physical therapy program. The program is committed to the success of every learner; a learner who is struggling to succeed is advised to seek assistance from the faculty dedicated to their success, rather than compromise their integrity through academic dishonesty.

The faculty of the North Central College DPT are aware that academic dishonesty is not always intentional and can be gray in nature. Therefore, faculty are committed to working diligently to be as explicit as possible with all academic expectations in the classroom and the clinic. It is the students' responsibility to ask for clarification when expectations are not clear.

It also is the student's responsibility to report known or suspected acts of academic dishonesty by their peers. If a student knows of or suspects academic dishonesty, they are expected to inform the Program Director. The initial report will remain anonymous to individuals other than the Program Director, to the extent possible.

Students also will be expected to acknowledge an Honor Pledge prior to every exam and other assessment activities as determined appropriate by faculty. This act further confirms the student's dedication to maintaining integrity in the academic environment.

Honor Pledge

I am committed to upholding the Values of the North Central College DPT program: Integrity, Excellence, and Balance. Maintaining academic honesty is a part of this commitment. Therefore, I pledge that I have not given or received any unauthorized assistance on this assessment.

The NCC DPT Faculty take academic dishonesty very seriously. Suspected acts of academic dishonesty, intentional or unintentional will be addressed. All cases of suspected acts of academic dishonesty will be reported to the Program Director. The Program Director will further investigate the suspected infraction. If evidence exists to indicate an infraction may have occurred, the student's

faculty coach, the DPT Academic Performance Committee, and the Dean of the School of Education and Health Sciences will be notified. The DPT Academic Performance Committee will call a meeting within 3 business days of the notification. At this meeting, the student will be given the opportunity to provide an alternative explanation of the evidence or admit fault. Following conversation with the student, the DPT Academic Performance Committee will deliberate on whether there is evidence to support the allegation of intentional academic dishonesty. If so, the DPT Academic Performance Committee will determine the sanction on the student, which can range from the development and completion of a Plan for Success to a recommendation of dismissal to the dean of the School of Education and Health Sciences. The severity of the infraction is considered first and foremost when determining the sanction, followed by whether prior infractions were committed.

The sanction will be recorded in the student's Doctor of Physical Therapy Program file. Additionally, the sanction will be reported to the School of Education and Health Sciences academic dean for notation in the student's North Central College file. Notation of the incident will not appear on a student's academic transcript.

Any student who receives a sanction for an academic honesty infraction who is not dismissed from the Program will work with the DPT Academic Performance Committee to develop a Plan for Success.

Throughout the review of any suspected academic honesty infraction, if it is determined ambiguity on the part of the course instructor played a role, feedback will be provided to all faculty on how to be less ambiguous in assessment instructions.

Students of the DPT Program are expected to sign an [Academic Honesty form](#) at the time of matriculation.

Source: [North Central College Student Handbook](#)

Leave of Absence Requests

The faculty of the North Central College Doctor of Physical Therapy Program recognize that life continues to happen around us, even as we pursue professional goals. The faculty are committed to supporting students in achieving both personal and professional success. If a life event (e.g., illness, death of a family member, etc.) begins to interfere or has the potential to interfere with academic success in the program, the faculty will work with the student to help develop a Plan for Success to complete all current courses on time and remain on track to continue in the program with their cohort. However, if it is not possible, or it appears remaining with the cohort is not the best option for ultimate academic success, the student may request a leave of absence. Because of the lock-step nature of the curriculum, it is likely a student who requests a leave of absence that would affect didactic coursework will need to take a year off from the program and re-enter the program with the next cohort at the point in the curriculum in which they left. If a curricular change was made between the two cohorts, the student will follow the curriculum of their new cohort. If that puts undue hardship on the student (e.g., an earlier course was added), the Program Director will work with the faculty and the Registrar's office to determine an appropriate Plan of Study for the student.

A student who wishes to take a leave of absence should contact the Program Director and their faculty coach to inform them of their intentions and apply for the leave of absence through the [School of Graduate and Professional Studies](#). A student may only take a leave of absence for a maximum of one academic year. Beyond one academic year, the student will need to re-apply to the program and start the program from the beginning as a new student.

A student must notify the School of Graduate and Professional Studies and the DPT Program Director of their intent to resume study in the program 30 days prior. A Plan for Success will be developed with the DPT Academic Performance Committee and, if necessary, an individualized Plan of Study will be created with the Program Director with the goal of both to be ultimate success when they return to the Program. The student may choose to work with the DPT Academic Performance Committee at any time following application of a leave of absence to determine their Plan for Success.

A student who requests a leave of absence that would only affect clinical coursework may rejoin their cohort at the conclusion of the missed clinical experience. The student must complete clinical experiences in order from I through IV, with any remaining experiences completed after the original graduate date, as necessary. Graduation will be delayed until all coursework is satisfactorily completed. A student may only miss one clinical experience due to a leave of absence. If a second leave of absence is requested, the student must work with the DPT Academic Performance Committee and Program Director to determine the best path forward for success, similar to if didactic coursework were affected.

Grade Appeal Process

A student who believes that the final grade received in a course does not reflect the quality of the work performed should follow the College Grade Appeal Process, outlined in the [North Central College Catalog](#).

DPT Program Dismissal Appeal Process

The appeal process described here only addresses the recommendation for dismissal and does not address a dismissal by the School of Graduate and Professional Studies Graduate Academic Standing Committee or North Central College. A student who wishes to appeal decisions by either of these entities would follow North Central College policies and procedures as appropriate.

If it is recommended by the DPT Academic Performance Committee to the School of Graduate and Professional Studies that a student be dismissed from the DPT program for any reason, the student may appeal this recommendation prior to the recommendation moving forward to the School of Graduate and Professional Studies Graduate Academic Standing Committee. A student who wishes to appeal the decision should notify the Program Director within 48 hours of receiving notification. A timeline for completing the remainder of the appeal process will be determined through conversation between the student and the Program Director, based on circumstances of each individual case. As a timeline is developed, the student should be prepared to appeal their case to the DPT core faculty in an appeal meeting. The vote of the DPT core faculty will determine whether to grant the appeal.

If the recommendation is reversed, the student will remain in the program, however, may still be subject to dismissal by the School of Graduate and Professional Studies Graduate Academic Standing Committee if the School of Graduate and Professional Studies academic expectations are not met. If the recommendation is not reversed, the recommendation for dismissal will be moved forward to the School of Graduate and Professional Studies Graduate Academic Standing Committee for review. Should the School of Graduate and Professional Studies Graduate Academic Standing Committee dismiss the student, any further appeals would follow policies and procedures of the School of Graduate and Professional Studies.

Institutional Sanction Program Review

It is expected that all North Central College Doctor of Physical Therapy students abide by all North Central College institutional policies contained in the North Central College Student Handbook. Should a DPT student be sanctioned by the institution for violation of any institutional policy, the sanction will result in an automatic review of the student by the DPT Academic Performance Committee with potential resultant consequences in addition to the institutional sanction. These additional consequences could range from a sanction addressed with Plan for Success to dismissal from the program. The level of professionalism required as a health care professional to be licensed and/or to practice may be higher than what is required at the institutional level, necessitating an additional review by the DPT Academic Performance Committee.

Any report of a violation of an institutional policy received by the Program Director will be reported to the student's faculty coach and the DPT Academic Performance Committee. The DPT Academic Performance Committee will meet with the student within three business days. The student will have the opportunity to speak to the Committee prior to any deliberation and decision by the DPT Academic Performance Committee.

If a sanction is warranted, it will be recorded in the student's Doctor of Physical Therapy Program file. Additionally, the sanction will be reported to the School of Education and Health Sciences Dean. Any student who receives a sanction for violating any institutional policy who is not dismissed from the Program will work with the DPT Academic Performance Committee to develop a Plan for Success.

Program Withdrawal

A student who no longer wishes to pursue their DPT studies at North Central College may withdraw from the Program at any time. Should a student wish to withdraw, they are expected to notify the Program Director in writing via email or written letter. The Program Director will reach out to the student within three business days to follow-up on any questions or concerns and work with the student to finalize withdrawal. A refund of any tuition or fees will be determined based on timing of the withdrawal notification and North Central College withdrawal dates as outlined in the [North Central College Withdrawal Information Policy](#).

Program Evaluation

It is through continual evaluation that a culture of excellence is achieved. Students and graduates are strongly encouraged to participate in the program evaluation process formally and informally as we

all strive to become excellent clinicians, educators, scholars, and leaders dedicated to serving society as movement system experts.

Students will have the opportunity to formally review all courses during end of semester course evaluations. Students will have the opportunity to provide formal program feedback during their exit interviews at the end of the time in the program and again through alumni surveys after graduation. Students will also be offered informal opportunities to engage in the program evaluation process through a variety of mechanisms such as responding to calls from their class representatives for feedback to share with the Program Director, attending Program Director meetings with students about the program, completing mid-term course evaluations, when offered, and feeling free to speak directly with any faculty members about questions and concerns. The Program Commitment, Success of Every Learner, applies to faculty, staff, and students; through program evaluation, faculty and staff can continue to grow in their ability to provide an excellent educational opportunity to our future DPT students.

Maintaining Student Files

The Doctor of Physical Therapy Program maintains electronic files for every student. Information in this file includes documents from the time of application until after graduation. Students may request access to their files at any time.

ID Badge

It is expected all students always have their ID badge with them. ID badges provide entrance into swipe card access spaces, are necessary to use printers on campus, and provide proof of identity if requested by faculty, staff, or students on campus.

Participation

The Program Commitment, Success of Every Learner, requires the student to commit to their own success. Part of that commitment to personal success is through full, active, and appropriate participation in all classroom activities. To enhance the learning experience for all students and promote success of all learners, students will be expected to participate as both future healthcare professionals and as simulated patients/clients. When learning hands-on skills, it is expected students be comfortable with both providing examination and treatment, as well as receiving examination and treatment from their peers.

A tenet of healthcare is to first do no harm. Knowing this, the faculty of the DPT program do recognize there are health conditions that may prevent students from fully participating in all activities. It is the responsibility of the student to disclose to the instructor any physical, mental/emotional, or medical conditions that might make participation in class or laboratory sessions difficult or potentially harmful. If the health condition rises to the level of a disability per [Student Disability Services](#), students are strongly encouraged to register with Student Disability Services to allow for proper accommodations to be created and documented. The Program Director and DPT faculty are available to assist students with working through questions regarding health concerns.

Attendance

General Program Attendance Policy

In clinical practice, clinicians are expected to be prepared and on-time for appointments and meetings and are expected to properly communicate if this is not possible. Thus, the North Central College DPT faculty hold North Central College DPT students to the same expectations. Attendance requirements for educational activities are determined by the course coordinator overseeing the activity. Regardless of the attendance policies of any specific course, it is the general expectation of all faculty that students demonstrate professional behavior by arriving prepared and on-time for all activities. If the student is not able to do so, for any reason, it is expected the student communicate with the appropriate individual (e.g., course coordinator).

If a student anticipates a prolonged absence, they are advised to speak with the Program Director about a potential [leave of absence](#).

Clinical Experience Attendance Policy

In clinical practice, clinicians are expected to be punctual and prepared. Just as our clinical instructors will model this professional behavior, North Central College DPT students are expected to also be punctual and prepared for the clinic. The North Central College DPT Program attempts to only create contracts with clinical settings that uphold the APTA Core Values, promote professionalism amongst their staff, and can meet the CAPTE requirements of full time (minimum of 35 hours per week). It is an expectation of North Central College DPT students that they embrace the clinical experience as a learning experience, being prepared for each day, and working the same hours and days as their clinical instructor(s). Students are encouraged to also seek out additional learning opportunities while on clinical experiences if those additional opportunities do not interfere with the expectations of their clinical instructor(s).

Students are expected to complete the 36 weeks of full-time clinical experiences as scheduled. Students who are unable to attend a scheduled clinical day due to illness or other unexpected event are to notify both their Clinical Instructor and the DCE prior to the scheduled workday and log the absence in EXXAT prior to the end of the workday.

Communication

Communication is an essential part of being an excellent clinician, educator, scholar, and leader in the physical therapy profession. The North Central College DPT Program faculty have included communication as an essential skill for this reason. Faculty will role model all aspects of professional communication during interactions with students. Students are expected to engage in professional written and oral, verbal, and non-verbal communication with each other, with faculty, and staff, and with other stakeholders of the DPT program including other members of the North Central College community, external guests, and individuals encountered during integrated and full-time clinical experiences. When communication by a student does not meet the expectations of the faculty, faculty will coach students through the process of improving their communication skills. Students are encouraged to seek out coaching by faculty with written and oral communication when they are

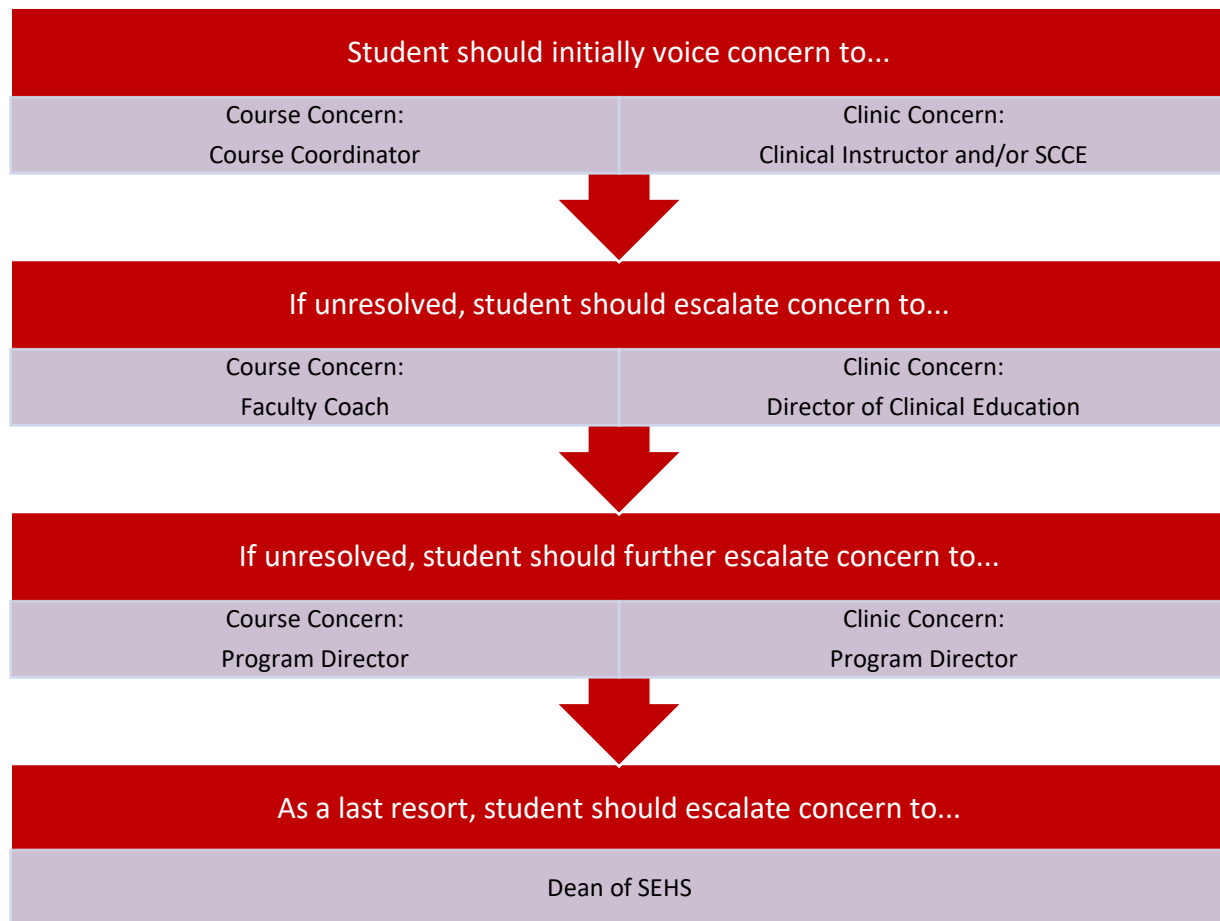
uncertain about the best way to communicate with faculty/staff, peers, patients/clients, colleagues, or other stakeholders of the DPT program.

Faculty Communication with Students

Faculty will indicate in their syllabi how they intend to communicate with students as part of course communication. Students are expected to review the syllabi for expectations for each course.

Student Communication with Faculty and Staff

Outlined below is general guidance of who students should speak with when there are individual concerns about courses or the clinic. If there is a concern about the Program, students are encouraged to speak to the Program Director.



If there are concerns shared by multiple students or the entire cohort, students should express those concerns to the class representatives who will bring concerns forward to the Program Director.

Contact Information

Students are expected to keep updated current address and phone information on file with North Central College and with the Physical Therapy Department Coordinator. Although most communication with students by Program faculty and staff will occur in person or via email, in the occasion it is necessary to reach a student via phone or to send a formal letter, it is necessary for the

program to maintain accurate records. If students need to update their contact information, they are encouraged to contact the Physical Therapy Coordinator as soon as possible.

Email Etiquette

Students are required to have an active North Central College email address. North Central College Faculty and staff will only correspond with the student via their North Central College email address and not alternative addresses. Students should check their North Central College email daily to not miss any important updates, announcements, or information inquiries that are pertinent to their education. Students are expected to respond to all North Central College emails from their North Central College account in the amount of time allotted by the sender.

Students are expected to update their passwords and maintain access to their accounts. Students will receive email reminders regarding updating their passwords. Should students miss the opportunity to update their password and get locked out of their account, it is their responsibility to contact Information Technology Services (helpdesk@noctrl.edu or 630-637-5440) for assistance. The inability to access email, Canvas, ExamSoft, or any other campus item due to an expired password is not an acceptable excuse for missing a deadline, obligation, or opportunity.

Students are encouraged to communicate directly with faculty and staff whenever possible. Email messages should never be used as a substitute for direct communications simply to avoid a face-to-face interaction. However, when direct communication is not feasible or practical, students should observe the following rules of etiquette when sending an email message:

- Be courteous and respectful. Remember tone is not conveyed through email and word choices matter!
- Avoid the use of text abbreviations, jargon, and emojis. Emails are a more formal mode of communication than text messages and should be written accordingly.
- Be mindful of faculty time and their stated typical response times to email. If a faculty member does not respond in the amount of time they say they typically respond, then a gentle reminder email would be appropriate. Not all faculty will respond to emails on the weekend; be mindful of normal business hours. If you need a response to something quickly, email is not the best choice of communication. Seek out the individual in person, call the individual, or contact someone else who can assist you.
- When sending email, stop and ask yourself the purpose of the email. If you are emailing out of frustration or anger, it is best to request a meeting to discuss in person (or via phone or virtually), rather than express the frustration in an email. Remember, tone is not conveyed well in an email and result in permanent documentation. If it is not possible to speak directly to the person, draft the email, then step away and return to the draft later. A second read when emotions are calmer is always beneficial.

Texting and Virtual Chatting Etiquette

Faculty are not obligated to share their personal phone numbers with students. However, if faculty choose to do so, they may share their personal phone numbers or set up a texting option through a third-party app such as Microsoft Teams. Texting/chatting is a less formal form of communication than email; thus, students are not expected to be as formal as they would be in email. However, students are still expected to be courteous and respectful. Students should also be mindful of the

time when texting faculty for business reasons. Although we generally text our family and friends at any time, students should recognize the Program Value of Balance and be mindful of the time when texting faculty for business reasons. Faculty are not expected to respond outside normal business hours or the hours they indicated in syllabi.

Informed Consent

It is part of standard practice that physical therapists ask for informed consent from the patient/client before proceeding with examination and intervention procedures, particularly those that require the therapist place their hands on the patient/client. This provides autonomy for the patient/client, providing them opportunity to be an active voice in physical therapy. Asking for consent from the patient/client also provides opportunity for the physical therapist to provide education to the patient/client about the risks and benefits of care. Should a patient/client in the classroom or in the clinic setting not provide consent, the student is expected to conform to the patient/client choice and either terminate care, or provide alternative options to the patient/client, as appropriate.

To become more comfortable with the informed consent process, students will practice asking for consent from their classmates, faculty, and guests in the classroom before performing examination and intervention procedures, particularly those that require hands on care.

Students who engage in research with a faculty member also are expected to abide by informed consent requirements. These requirements will be discussed in further detail in Professional Formation II, and as part of Collaborative Institutional Training Initiative (CITI) training, required for participation in research projects, and by the faculty member overseeing the research.

Appearance/Dress Code

Appearance is a form of communication, outwardly expressing to others one's level of professionalism and persona visible prior to actions or words. Members of the North Central College DPT community are expected to always present themselves professionally, with variability in dress code dependent on activity.

If a student feels they cannot meet the dress code due to religious reasons or wishes to discuss how their cultural dress may not align with the dress code, the student is encouraged to reach out to the Program Director to discuss. The North Central College DPT Faculty wish to be inclusive of all individuals and may either modify or make exceptions to the dress code as appropriate.

Program expectations for all activities/environments:

- Good personal hygiene is always expected. Fingernails should be kept short, particularly at times when hands-on skills are being learned/practiced. Perfume/cologne should not be worn to avoid causing a reaction in a sensitive individual. Facial hair should be well-groomed. Long hair should be appropriately restrained when working with patients/clients as to not interfere with care.
- Accessories should be kept to a minimum and not interfere with patient/client care.
- Head coverings (e.g., scarves, caps, hats) are not allowed unless worn for religious reasons.
- If an article of clothing, tattoo, or other item of appearance is considered offensive to anyone, it is expected the student will change clothing and/or cover the offensive item, when asked.

- Students who do not meet appearance expectations will be informed of concerns. If a student does not appropriately address their appearance as requested, the faculty member may report the incident on an APC Alert Form.

Additional expectations vary by activity. Outlined below are definition of expected attire and when this type of attire is required.

- **Laboratory Attire:** Students are required to be dressed appropriately for lab experiences. To become movement system experts who are prepared to serve society through movement, students must be comfortable with examination of others and of themselves by others. It is expected students perform tasks directly on skin and/or watch movement free of clothing, when possible. It is expected students wear shorts in lab experiences focused on the lower quadrant, and sports bras, tank tops, swim top attire when lab experiences focus on the upper quadrant and the spine. The faculty of the DPT program do recognize there are cultural or religious reasons for which dressing for lab to the fullest extent may not be possible. If this is true for a given student, it is expected the student speak with their faculty coach and Program Director to develop an appropriate plan for lab experiences. It is advised that students always have lab attire to change into when appropriate.
- **Classroom Attire:** When students are in class, but not engaged in lab experiences, students may wear what is comfortable, provided they continue to recognize the importance of outward appearance. Slippers, pajama bottoms, tattered and/or dirty clothing, etc. are not acceptable. Faculty recognize it is common for PT students to wear athletic clothing as this is easiest to transition between lab and non-lab class experiences. Athletic clothing is appropriate, provided it is clean and not offensive to others.
- **Clinical Attire:** Clinical attire includes pants (no shorter than ankle length) and a dress shirt or blouse that covers the upper arms (no sleeveless shirts/blouses). Shirts must be long enough that skin is not exposed when bending over or reaching upward. Leggings are not allowed. Shoes must be clean, close-toed, and low heeled. Tennis shoes are not appropriate unless they are all one color (e.g., all white or all black), or allowed by the clinical setting when on a clinical experience. Jewelry should be kept to a minimum and not interfere with patient/client care. A name tag is required.
- **Professional Attire:** Like clinic attire, professional attire includes pants and a dress shirt or blouse. Professional attire also may include a skirt, dress, or suit coat. Skirts and dresses must be of an appropriate length. The distinction between clinical attire and professional attire is to remind students that some professional attire, although appropriate in appearance, is not functional in all settings. For example, it is acceptable to wear a dress to attend a professional event that does not include patient/client care (e.g., professional meeting or guest lecturer in class) but would not be appropriate when performing a transfer with a patient. A name tag is required.

When described attire is required:

- **Comprehensive written and clinical examinations:** Students are expected to dress in appropriate professional or clinical attire, including nametag, for the Comprehensive Written and Clinical Examinations.

- Clinical experiences: Students are expected to dress per the facility guidelines. If no guidelines are provided, students are expected to dress as described above under Clinical Attire.
- Guests in class: Students are expected to dress in professional or clinical attire as appropriate.
- Professional activities outside the classroom: Students are expected to dress in professional or clinical attire as appropriate.
- North Central College DPT students are expected to dress professionally when representing NCC DPT at events on campus, in the local community, or at regional or national events. Additionally, when attending events as a student physical therapist, regardless of NCC representation, it is recommended students dress professionally to start to represent themselves as they wish others to see them when networking within the profession or across professions.

Individuality in appearance: Students who wish to express themselves through their appearance, including dying their hair a non-natural hair color, tattoos, piercings, etc., may do so provided it is not offensive to others and conforms to the rules of the clinic in which they are assigned for clinical experiences. As necessary per a facility policy, piercings must be removed/covered, hair dyed back to a natural color, and body art covered. Any additional requests of the clinical facility must be met by the student. If the student refuses or is unable to conform to a facility requirement, they risk being removed from the clinical experience and delaying graduation.

Photographing or Videotaping Classroom Activities

Formal classroom activities are the intellectual property of the faculty presenting. For this reason, digital recording (audio or video) of any class is for educational purposes only. A faculty member must be notified if being recorded and they can reserve the right to deny digital recording. Recordings are not permitted to be shared outside of the program and may not be posted to the internet.

Recording clients in the clinic is prohibited unless the patient/client has filled out the [Permission to Create Images, Videos, and/or Voice Recordings form](#). This form also will need to be signed by the Clinical Instructor to assure that clinic policies regarding patient/client recording is being followed. A copy of the form should be kept by the student and a second copy should be submitted the Course Coordinator.

Students may not photograph or videotape guests in the classroom without explicit permission from the course instructor.

Social Media

The internet, technology, and especially social media can be a powerful tool. When utilized properly it can be a great source of connection with others within the physical therapy and healthcare communities. Improper use of social media, however, can have significant consequences. Students who utilize social media for personal or professional use are encouraged to consider the following:

- Anything posted on the internet is retrievable in the future. Consider the images you are posting of yourself and whether they are representative of the person you wish to portray to future patients/clients and/or employers. Ideally, we would be able to separate our personal and professional worlds; however, the reality is that can be difficult to do in social media.

- To increase the likelihood of maintaining privacy, check your security settings frequently.
- Do not post any content you do not have permission to post. Unauthorized posting of any instructional activities (i.e., classroom lectures, lab demonstrations, patient interactions) on the internet (i.e., YouTube, Facebook, other social media outlets) is strictly prohibited without consent of the faculty. Likewise, unauthorized posting of patients/clients from the classroom or clinic setting is strictly prohibited and a violation of HIPAA. Unauthorized posting may have serious consequences by the Program and/or by a clinical affiliation.
- Do not engage in negative conversation about the Program, classmates, patients/clients, or clinical affiliations or employers on social media. Such conversation has the potential not just be damaging for the individual being discussed, but your own reputation. Our words are often considered a reflection of ourselves and thus, a future employer or patient/client who sees negative conversations displayed by you may be hesitant to work with you in the future. Expressing frustrations is human nature; but how and where we express those frustrations are important to personal and professional growth and development.

Equipment Use

Practice outside of formal class time is an important component of PT education. For this reason, students are encouraged to use equipment for study purposes outside of formal class time. This policy provides a balanced approach to permitting student access to equipment, while also providing for safe, responsible use of the equipment.

Supervision:

1. Mechanical clinical equipment that is readily available to the public (e.g., assistive devices, wheelchairs) may be used without supervision by students after they have received instruction in their use.
2. Electrical and thermal clinical equipment (e.g., ultrasound, traction, electrical stimulation) may be used without supervision by students in the following instances:
 - after they have successfully completed courses in which they receive training in the use of the equipment or
 - after receiving focused instruction in its use (e.g., instruction from a faculty member to prepare students for independent data collection for a research project).

Responsible Use:

1. Mechanical clinical equipment that is readily available to the public (e.g., assistive devices, wheelchairs) may be used by students for educational and research purposes. This equipment also may be loaned, with the approval of NCC faculty or staff, to students who have a personal short-term clinical need for the equipment (e.g., student with an ankle sprain).
2. Electrical and thermal clinical equipment should be used by students for educational and research purposes only. Students should not use the equipment to treat their own or others' injuries unless this treatment is in the context of education or research. Students who may need treatment for an injury may consult with a faculty member for advice regarding where to seek treatment.
3. For safety, after regular business hours students should only practice in groups with a minimum of three students or when a minimum of three students are in the space, in separate groups.

4. Use of equipment should conform to acceptable standards of practice and safety.
5. Students are to promptly report incidents, equipment malfunctions, or the need for additional supplies to the Physical Therapy Department Coordinator and/or Program Director.
6. Students must clean and return equipment to its proper location after use.

Students who wish to use equipment that is not readily available may request access to the equipment from the Physical Therapy Department Coordinator.

Providing Physical Therapy Services

As physical therapy students begin to learn new skills and gain confidence in their abilities to practice as a physical therapist, it can be enticing to want to practice on friends and family members. Although practicing a recently taught skill on friends or family is strongly encouraged to broaden abilities of completing skills on a variety of body types, students are reminded it is illegal to engage in providing physical therapy services without supervision of a licensed physical therapist. Therefore, students of the North Central College DPT Program are prohibited from providing physical therapy services outside the context of the classroom or clinical setting without a licensed physical therapist associated with the Program present. If students are uncertain what constitutes practicing for class versus providing physical therapy services, they are encouraged to reach out to their faculty coach to discuss.

Faculty Evaluation/Treating Students

Faculty (core faculty, adjunct faculty, or lab assistants) will not evaluate or treat students in the program unless it is at an off-campus clinic in which the faculty member works as a representative of that clinic and not of North Central College.

Student Hiring Process

Hiring of students in the Department of Physical Therapy is at the discretion of the department chair with input from department faculty as appropriate. The department chair may choose to defer the hiring process to another core faculty member if appropriate.

Students hired to assist with department activities must be in good academic standing. Any student who is on probation or has an active Plan for Success due to a clinical coursework, didactic coursework, or professionalism issue will not be eligible to work for the department until the Plan for Success is complete.

Work

Completion of graduate work in a Doctor of Physical Therapy Program is often considered a full-time job. Between scheduled class and expected outside class work, students are likely to spend an average of 40+ hours/week dedicated to their DPT studies. There is recognition, however, by the DPT Program faculty that some students are more efficient with their studies and/or need to work to finance their DPT education. Students are encouraged to self-reflect on their personal situations and

determine whether working is something they can balance along with meeting the expectations of the DPT Program.

Safety

The Program is committed to the safety of faculty, staff, students, and guests of the Program. Safety is a collaborative effort by all parties involved. There are, however, inherent risks associated with physical therapy education and the profession of physical therapy. Students are expected to sign an [Assumption of Risk form](#) upon matriculation.

Classroom/Laboratory Safety

Doctor of Physical Therapy students participate in laboratory and clinical activities that have certain inherent risks associated with them. The most common potential risks include musculoskeletal injuries (e.g., sprains / strains) from the physical aspects of the job and exposure to infectious diseases through working with patients/clients who are ill.

Musculoskeletal Safety: Supervision by a licensed physical therapist is provided in the classroom and clinic setting when new skills are being learned and practiced, decreasing the likelihood of physical injury. However, like clinical practice, injury is still possible when something unexpected occurs or students do not come adequately prepared or able to perform a skill. It is the responsibility of the student to report relevant health information if it results in the student not being comfortable or able to safely perform a lab activity as the physical therapist or the patient/client. Through faculty conversation, it will be determined whether the health information is significant enough to warrant conversation with Student Disability Services to allow for proper accommodations to be created and documented. The Program Director and DPT faculty are available to assist students with working through questions regarding health concerns.

Illness: Hand sanitizer and cleaning procedures are in place to minimize the transmission of infectious diseases. To provide an optimal learning environment which is safe, clean, and comfortable, students are expected to participate in routine lab cleaning procedures following the completion of each lab. Students who do not feel well enough to attend class or are worried about infecting classmates are expected to inform course coordinators as outlined in course syllabi and not attend class. Consistent with the Program Values of Integrity and Balance, personal health and wellness and the wellness of others are both important aspects to consider when making decisions about attending class when ill. Faculty will work with students as necessary to address missed work. If the student will miss more time than is advantageous for their success in the program, it may be necessary for the student to work with Student Disability Services to determine appropriate accommodations or consider a leave of absence from the program.

Students are responsible for prompt reporting of any acute adverse health event (injury or illness) associated with a Program class or lab session to a course instructor, or, in the event of an adverse health event during a clinical experience, to the DCE. Students should complete an [Incident Report](#) and submit it to the Program Director or Director of Clinical Education.

Universal Precautions

Universal precautions are an approach to infection control. When using universal precautions, all human blood and certain human body fluids are treated as if known to be infectious for blood-borne pathogens. Students and faculty should always practice universal precautions during class activities that may expose them to bodily fluids. These precautions include proper handwashing and donning of gloves, mask, and/or gown when appropriate. In the event of a known exposure to bodily fluids, a faculty member should be notified immediately, and the exposed skin thoroughly washed with soap and water for at least 10 seconds. If the skin has been broken, apply a local antiseptic and cover with a bandage. If eyes, mouth, and/or mucous membranes are exposed to body fluids, rinse the affected area(s) thoroughly with water for at least 10 seconds. Blood-contaminated items such as gloves, bandages, clothing, and paper towels, should be placed in a red hazardous materials container. The container owned by the Department of Physical Therapy is small and intended for classroom use; it may be necessary to contact maintenance for assistance on campus. When in the clinic, materials should be disposed of according to the policy of the clinical facility. Regardless of where the spill occurred, contact the Program Director or DCE to determine whether a departmental or institutional Incident Report should be completed. If a student or faculty/staff member suspects exposure to infected blood/body fluid (e.g., HIV or hepatitis), the student or faculty/staff member is advised to follow up with the Dyson Wellness Center; following universal precautions, the assumption should be that all body fluids are infect unless known to be otherwise. If exposure occurs while completing a clinical experience, the student is expected to follow the policies and procedures of the clinical facility and report the incident by completing an incident report in Exxat.

Equipment:

Students are expected to report potential malfunctions or breakages of equipment to a faculty member or the PT Department Coordinator. This includes noticing wobbly table legs in the classrooms, loose bolts, squeaky wheels, or electronics not working properly with any equipment. Electronic modality equipment and other equipment that relies on calibration for accuracy and safety is calibrated annually.

Space

To maintain a safe environment for all, students are expected to maintain a clean, clutter free space, to the extent possible.

Lockers/Cubbies: Students enrolled in the DPT program have access to the lockers and cubbies located in the Health Science and Engineering building. Students are encouraged to use lockers and classroom cubbies to keep classroom traffic areas free of personal belongings. It is expected students keep the locker space clean and free of any items that are perishable.

Students who wish to reserve a locker should contact the PT Department Coordinator who will assign a locker on first-come, first-serve basis. If no lockers are available, students will be placed on a waiting list.

Students are expected to remove all items from the locker if they will be away from campus greater than 3 weeks and prior to graduation. The PT Department Coordinator will remind students it is necessary to empty their lockers prior to leaving campus.

Equipment: Hand sanitizer, cleaning wipes, and spray are available for the students in each classroom. Students are expected to wipe down surfaces before and after each use. Dedication to maintaining a clean environment signals recognition of the importance of wellness, not just for the self, but also others within the community. Students are also expected to keep shoes off the black plinth tables as much as possible to maintain the tables and decrease the transmission of disease. If students are eating on the plinth tables, it is expected the tables be wiped down before and after eating to eliminate dirt and eliminate the potential for an allergic reaction to a food product by the next person sitting in that area.

Classrooms: Students are expected to return the classrooms to a clean and orderly space after each use to facilitate safe space for future class periods. Step stools should be positioned underneath plinth tables, pillows in plinth cubbies or the closet, used linens put in the laundry hamper, skeletons and postural mirrors returned to the back of the classroom, and all small equipment returned to the closet or back on rolling carts to be returned to storage.

Common spaces: The common spaces throughout the building are shared by all NCC community members. Be mindful of this when considering usage of spaces and safety of personal items. Our goal is to keep the shared spaces and lounges a clean and welcoming environment.

Being mindful that refrigerators are shared and space is limited, do not put any insulated lunch bags in the refrigerators. Do not store any communal items (condiments, drinks, etc.) in the refrigerators. Remove all items from the refrigerator when you leave for the day. In an effort to keep the refrigerators clean, the refrigerators will undergo routine (once a week or twice a month) cleaning. During the cleaning process, any items found in the refrigerator will be discarded.

Handling Hazardous Materials

Hazardous materials are those chemicals or substances listed by the Illinois Environmental Protection Agency as being subject to special inventory, storage, and disposal requirements. In general, a material is hazardous if it is flammable, corrosive, reactive, combustible, explosive, a health hazard and/or toxic. If you are uncertain about a substance, consider it hazardous. The North Central College DPT Program does not have any known hazardous materials stored in the department; however, should a hazardous material be brought into the space, or a student is in another building on campus or at a clinical facility with hazardous materials, the information below is relevant.

A hazardous material accident is defined as requiring more than the person who caused the spill to clean it up immediately. If in the judgment of the laboratory manager, laboratory instructor and/or faculty member responsible for such materials, the spill presents any danger to themselves or the other building occupants, the following steps should be taken:

- Evacuate the area where the spill occurred.
- If on campus, notify Campus Safety at extension 5911.
- Trained personnel should confine or stop the spill using appropriate absorbent materials on hand, avoiding contact with skin, eyes and clothing and/or by shutting the doors of the room.
- Do not walk through or stand in any spill areas.
- If a building is evacuated, proceed to the designated assembly area.
- Stay in the area until all are accounted for and/or an “all clear” is given to reenter the building.

- If a spill cannot be handled by local resources (e.g., fire department), a vendor specializing in chemical spill emergency responses will be contacted. Small fires will require manual activation of a fire alarm pull station.

Chemical safety data sheets are housed by their respective departments at North Central College:

- Maintenance Department: 999 E. Chicago Ave.
- Science Chemicals: 131 S. Loomis St., 3rd floor
- Art Supplies: Meiley-Swallow Hall, 31 S. Ellsworth St., lower level

Source: <https://hub.northcentralcollege.edu/sites/crisis-management/SitePageModern/8543/emergency-response-plan>

Building/Classroom Access

Students have access to the Health Science and Engineering Building from 7:00 AM until 11:59 PM every day. Outside business hours, the building is locked, requiring students to use their ID card to enter. Classrooms 206 and 208 are always locked, requiring an ID Card to enter. Students are encouraged to always keep their ID cards on them while on campus. While students may have access to space outside of typical business hours, students are encouraged to consider personal safety when in the building late at night or when entering, exiting the building after hours; students are encouraged to study and travel in groups for safety.

Managing Medical Emergencies

Should an individual experience a cardiac event or other life-threatening condition, someone certified in CPR should initiate resuscitation procedures immediately while another person calls 911. The person calling 911 should make sure to state their name and exact location and remain on the line with the dispatcher until the dispatcher has all necessary information. An automated external defibrillator (AED) is located on the first floor near the Chicago Avenue entrance to the building.

If a student, staff member, or visitor sustains a traumatic injury, first aid procedures should be initiated until the individual can be transported to an appropriate medical facility for additional treatment. In the event of a seizure, anaphylactic episode, fainting spell, or hyper- or hypoglycemic episode, care should be taken to ensure an open airway and monitor vital signs until help arrives. Never leave the individual unattended.

If a staff member is present, they will complete an incident report. If no staff member is present, one of the students will complete an [incident report](#) and submit it to the Program Director.

Source: <https://hub.northcentralcollege.edu/sites/crisis-management/SitePageModern/8543/emergency-response-plan>

Threatening Weather Conditions

In the event of severe weather, occupants of campus buildings should take shelter in the designated areas. In the New Academic Building, the designated areas are bathrooms on the East side of each floor, and the lower-level hallway away from the main entrance. All individuals on campus should:

- Move away from the outside perimeter of the building and toward a safe area such as an interior washroom, stairwell, basement, or other interior room. Avoid areas with large glass windows.
- Not attempt to leave the building.
- Not get on an elevator.

- Remain calm and follow instructions from North Central College personnel.

After the weather event clears, the course coordinator will take attendance upon return to the classroom.

Source: [North Central College Student Handbook](#)

School Closure

As a general practice, North Central College does not close unless the health, safety and security of the College personnel and students are seriously brought into question. When this does happen, either because of severe weather conditions or other emergencies, the College will notify students and employees via text alert, voicemail and/or email and the Office of Marketing and Communications will update the public via the College website and/or other modes of communication. Announcements of the emergency closing will, to every extent possible, specify the starting and ending times of the closing and whether the closing includes specific College services, events and evening or weekend classes and programs. Listen to radio announcements and check the College website for closing information. For school closing information, check your campus email, voicemail and the College home page northcentralcollege.edu and sign up for emergency text messages at: <https://hub.northcentralcollege.edu/sites/campus-safety/Insight/10843/rave-information>

If students are notified of a North Central College closure, students are also expected to check their email for notification of how DPT classes will be altered to accommodate the closure.

Accommodation may include moving in-person content to synchronous online learning at the regularly scheduled time, moving in-person content to asynchronous online learning, rescheduling missed class for an open block in the class schedule, or some other method deemed appropriate by the course coordinator and Program Director to assure students receive the necessary content.

Source: [North Central College Student Handbook](#)

Fire Safety

When a fire alarm sounds, every student, employee, and visitor must promptly and carefully evacuate the building. In preparation for a possible fire, it is a good idea to locate at least two exit routes from your room/floor. If a fire begins in the room you are in, leave the room and close the door behind you to keep smoke and flames out of the corridor. Locate the closest pull station, near the stairwell on each floor, and sound the alarm. Exit the building via the closest exit. If the fire alarm sounds:

1. If the door to the room is closed, first feel the door and doorknob with the palm of your hand. If either is hot, leave the door shut. If they are not hot, open the door slowly.
2. Check the hall. If you can leave safely, shut the door behind you and exit the building via the closest exit.
3. If the nearest exit or stairway is blocked by smoke or fire, use an alternate exit if clear. If you cannot find a safe exit, return to your room, close the door, and let someone know that you are in your room (call 911 and/or Campus Safety at 630-637-5911 and hang something out the window).

If a fire alarm sounds during a class period, students are expected to congregate southwest of the parking lot in the Bambule Riverwalk Gateway, where the course coordinator will take attendance.

Source: [North Central College Student Handbook](#)

Bomb Threat

If a student or faculty/staff member see or receive a suspicious item/package, do not attempt to touch or move the object. Immediately evacuate the area and notify Campus Safety (630-637-5911) or call 911.

Violent Behavior

If confronted with violent behavior or a crime in-progress, attempt to remain calm. When deciding what action to take, consider any real-time information that may be available to you. Avoid approaching the situation or placing yourself in danger. Remain observant and vigilant to your surroundings and be prepared to seek safety, if necessary. Considerations may include:

1. Is a threat nearby? Are you in immediate danger?
2. Do you need to consider options (Run, Hide, Fight) to provide for your safety?
 - a. Run - Are there options to leave the area and relocate to a place of safety?
 - b. Hide - Are there options to seek shelter in a locked room or closet?
 - c. Fight - If the threat is in or entering the area you are in, be prepared to take steps to distract the threat and defend yourself until you can escape.

As you consider your options and take action, inform others of what is taking place. Remain observant and vigilant to your surroundings and be prepared to seek safety, if necessary. Call 9- 1-1 as soon as possible; then notify Campus Safety at 630-637-5911. Provide as much information as possible.

Source: [North Central College Student Handbook](#)

Assessment Procedures

An important value of the North Central College DPT program is Integrity. During individual assessments, upholding integrity is of utmost importance for the success of all learners. For this reason, the following assessment procedures will be followed for all written, individual assessments (e.g., quiz, exam) completed in person.

- Students are to place all belongings either in a locker in the hallway, in a cubby in the back of the room, or at the periphery of the room. The only items allowed with them is their computer and a water bottle or mug. If paper is provided by the individual proctoring the assessment, the student may also have a pencil.
- Students are to leave their cell phones and watches on their face card at the front of the room prior to the start of the assessment. All auditory sounds are to be turned off.
- Headphones are not allowed during assessments unless needed for the assessment. In the case of needing headphones for the assessment, headphones must be simple headphones that do not utilize Bluetooth technology.

- At the end of an assessment, it is the student's responsibility to show the individual proctoring the assessment their green screen (if using ExamSoft). If a student leaves the room without showing their green screen and the assessment is not properly uploaded, the student may potentially receive a 0 on the assessment.
- Students are encouraged to use the bathroom and eat a snack prior to starting an assessment as students may not be allowed to leave the room without first submitting their assessment once one student has completed their assessment.
- Once a student has submitted their assessment and left the room, they may not re-enter the room until all students have completed the assessment.

Technology

Technology is an important part of healthcare practice. We use technology to communicate, collaborate, educate, evaluate, treat, and learn. For this reason, technology is also an important part of the learning experience in the DPT Program at North Central College. Each student will be provided a device upon entering the program that will be utilized by faculty throughout the educational experience. Students are encouraged to use their technology to enhance their learning.

Simultaneously, as much as technology can be a valuable tool in healthcare, it also can be a distraction. It is unprofessional in the clinical setting for a health care provider to utilize personal devices in the presence of a patient/client when it is not patient/client related, or at the expense of patient/client care. The DPT program faculty wish to model and teach best practices for the use of technology in the classroom that mimics clinical care. It is expected students refrain from texting or surfing the internet during class if the task is not learning related. If a student is engaging in the use of technology for purposes other than learning and it is distracting to peers or instructors, faculty may issue complete an APC Alert. If a student is expecting a phone call or text related to a family emergency or other important life experience, the student should communicate this to the instructor and sit in an area of the room that is less distracting to their peers should they need to leave during class.

Microsoft Products

North Central College is a Microsoft campus, with all faculty, staff, and students having access to Microsoft 365 products. The Program embraces these products, as well as associated, supported third-party apps that are available through North Central College. Students are expected to use these same products (e.g., Word, Excel, Power Point, etc.), when completing assignments that are turned in to faculty; students have flexibility to use any software if a submitted product is not required. The program also embraces the use of Microsoft Teams and Calendar features as a form of communication. Students will have access to one or more Teams Channels and Calendars.

Stream is Microsoft's version of YouTube. The DPT program has elected to use Stream to house all skill-based videos (manual muscle testing, gait and transfer skills, etc.), as well as potentially other videos created by the faculty. Videos can be played in quality from 1080p-270p with Stream automatically choosing the best quality for your connection speed (can manually change). Initial viewing of a video must be completed with internet access, but you do have the ability to download any Stream video by clicking on the three dots directly below the video (to the right of the heart) and

clicking the download button. Videos will be downloaded to your device at the quality they are currently being played at.

Canvas

Blackboard Learn is the learning management system formally utilized by North Central College to augment the classroom learning experience. However, the DPT faculty will be using Canvas as part of a pilot program at North Central College. Faculty will utilize Canvas to communicate and share course related content, announcements, assignments, handouts, etc. How faculty utilize Canvas may vary. Students within the DPT program should regularly access Canvas as instructed and expected by course coordinators. Faculty will outline expectations in course syllabi. Canvas can be accessed at <https://canvas.noctrl.edu/> by using the user's North Central College username and password.

ExamSoft/Exemplify

ExamSoft is a computer-based testing software that will be used throughout the curriculum for assessments. This software more closely mimics the National Physical Therapy Examination, required for licensure, and provides more advanced assessment of each student to assist with student success. ExamSoft is the website used to view performance. Exemplify is the software downloaded to the student device to complete assessments. Course specific requirements are outlined in each syllabus.

Exxat

Exxat is a comprehensive clinical education management system. Exxat will be used for students to store health requirements and required training documents, locate information about clinical sites, and complete clinical evaluations and assignments. Exxat ensures students and instructors have access to timely information regarding the student's progression through clinical requirements.

EHRGo

Documentation in healthcare varies by clinical practice and is often electronic. Although practicing with each electronic health record system utilized in clinical practice is not feasible, the faculty of the DPT Program do think practicing documentation electronically is important to future success in clinical practice. EHRGo is an online software product that provides opportunities for student to practice documentation as part of live and paper cases. The North Central College link for EHRGo will be provided in the classes that utilize the software.

Kahoot

Kahoot is an automated response system that will be used in the classroom to assess student knowledge in real-time.

Access Physiotherapy and F.A. Davis Collection

The Access Physiotherapy and F.A. Davis Collection electronic resource provides access to a variety of e-textbooks and other resources that may be used in a variety of classes, or that students may use for their own personal and professional growth. As outlined under [Books](#), the faculty of the North Central College DPT Program have embraced this technology as a resource for students to decrease the financial burden of purchasing required textbooks for all courses while also increasing the resources available to students and faculty. Students may wish to still purchase books they would prefer to include in their professional library or feel they would benefit in their learning by having a hard copy. This collection can be accessed through [Oesterle Library](#).

Sustainability

In our efforts to be stewards of the environment and be consistent with sustainable practices on campus, most of the content for class will be delivered electronically. Faculty will print materials when a hard copy of a document would be beneficial to student learning. Otherwise, students are encouraged to consider using sustainable methods of learning, when possible, and encouraged to print handouts in advance of class when not possible. The faculty do recognize taking notes by hand is often preferred by students, and scientifically proven to be more effective than typing. Therefore, faculty will provide guidance on device applications that may allow handwriting and understand when a student makes the decision to print in the best interest of their Success.

Students are encouraged to reduce, reuse, and recycle when possible. More information about efforts related to sustainability at North Central College can be found at [Sustainability at North Central College](#).

American Physical Therapy Association Membership

It is expected that all students enrolled in the North Central College Doctor of Physical Therapy Program become student members of the American Physical Therapy Association (APTA) at the start of their educational experience and maintain that membership until graduation. The APTA is a community of more than 100,000 physical therapists, physical therapist assistants, and physical therapy students who are dedicated to pursuing our transformative vision for the physical therapy profession. The mission, vision and values of the North Central College Doctor of Physical Therapy program are in alignment with the mission and vision of the APTA; membership within APTA aligns with the DPT program goal to live the mission, vision, and values of the DPT program. Materials available to APTA members will be utilized throughout the program. For additional information about the benefits of being a member of APTA, please see: <https://www.apta.org/>

Students are expected to maintain compliance with the APTA membership requirement by uploading a copy of their membership card to Exxat.

Students may also choose to explore the content available on the [American Council of Academic Physical Therapy](#) (ACAPT) [Student Resources](#) page.

Students are encouraged to seek membership in additional associations of interest to them as they pursue their own plans for success in personal and professional growth and development.

Health Insurance Portability and Accountability Act (HIPAA)/Patient Confidentiality

The first federal privacy standards to protect patients' medical records and other health information provided to insurance plans, doctors, hospitals, and other health care providers took effect in April 2003. The Standards for Privacy of Individually Identifiable Health Information ("Privacy Rule"), developed by the Department of Health and Human Services as part of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), set national standards for the protection of certain health information and provided patients with access to and more control over their personal health information. The Privacy Rule requires health plans, pharmacies, doctors, hospitals, physical

therapists and other health providers to establish policies and procedures to protect the confidentiality of protected health information about their patients.

Under all circumstances, students are prohibited from disclosing PHI or disseminating PHI via verbal, electronic, or any other means for all patients/clients encountered in the classroom and clinic. This act ultimately protects patients' right to privacy and confidentiality. Students will receive introductory training during the first semester of the program. Further onsite training is typically required during each assigned clinical experience. The information contained within a patient's medical record is strictly confidential and may not be released to anyone without the patient's written permission. Students have the right to access specific patient information only as it relates to the physical therapy evaluation and treatment of that patient or screening to determine the need for physical therapy services. Students may not access information of patients to whom they are not providing services. Students must also be aware of the public nature of most healthcare environments and the potential that their comments may be overheard and taken out of context. Thus, any discussions regarding a patient's care plan that include the patient's name or other PHI, must occur in private settings where confidentiality is assured.

Occupational Safety and Health Administration (OSHA) Requirements

OSHA requirements specify the protective measures all healthcare personnel are required to follow to prevent the spread of communicable disease. Completion of OSHA training ensures that students can demonstrate the proper hand-washing technique, apply personal protective devices in the presence of potential or confirmed infections, and integrate isolation precautions. Students will complete OSHA training at the beginning of each year.

Americans with Disabilities Act (ADA) Requirements

Due to the ADA privacy requirements, Program faculty and staff are prohibited from discussing information related to a student's disability with clinical site personnel without prior authorization from the student. If a student is requesting accommodations during their clinical experiences, the student is encouraged to speak with Student Disability Services and Director of Clinical Education as soon as possible to discuss how to proceed. Any accommodation requests must be approved through Student Disability Services before discussion with the clinical site. Should it be necessary to make special arrangements prior to the student's arrival, the student will have to provide written consent that the DCE can request accommodations from the SCCE/CI. During this discussion, the nature of the disability will not be disclosed and only the requested accommodations will be discussed. In cases where a student is not requesting accommodations, they are still encouraged to engage in a proactive, open dialogue with clinical faculty about their educational needs to ensure realistic performance expectations. Should problems arise later due to an undisclosed disability, clinical faculty are neither obligated nor expected to alter their performance assessment. Thus, full disclosure is recommended to any student with a documented disability prior to embarking on any full-time clinical practicum to maximize learning and optimize successful completion of the clinical education experience. Should a student discover or experience a new disability at any point in the program, they are encouraged to contact Student Disabilities Services as soon as possible and, if on clinical rotations, the Director of Clinical Education. The student will engage in an interactive process to

determine how the accommodation need will be met. If a student is on a clinical rotation, the interactive process will determine how the placement should proceed. It may be necessary to alter a clinical rotation if that is in the best interest of learner success.

Pandemic or Extended Emergency Response

Should a pandemic or other extended emergency occur requiring disruption to the normal course schedule and/or normal mode(s) of learning, the Program in Physical Therapy faculty will remain committed to the Success of Every Learner while upholding the values of the DPT Program. Faculty will work with students, staff, and administration of North Central College to adjust course schedules and mode(s) of learning to continue to provide the highest level of quality education possible in the circumstances.

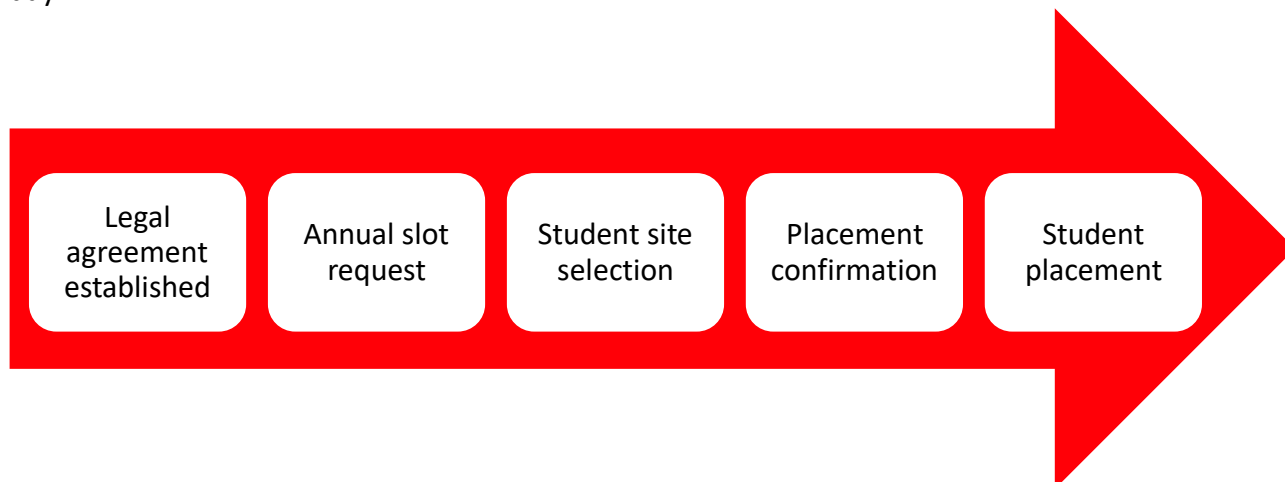
In the event of a pandemic or other extended emergency, students are expected to check their email for communication from North Central College and the DPT Program.

Clinical Education

Clinical Education Timeline

Affiliation Agreements (legal contracts) with sites are required prior to any student experience. These contracts outline the legal expectations and requirements for training between the sites and the Program. As such, the contracts do not promise a student slot for an experience, they just identify a current or past relationship between two entities. All of the sites listed in Exxat are those in which our program has or had a recent affiliation agreement.

The DCE and clinical education team manage communication regarding the establishment of a legal Affiliation Agreement between North Central College and the clinical facility. Affiliation Agreements are mutually agreed upon and include, but are not limited to, a description of the roles and responsibilities of all involved parties. Clinical educators at affiliated sites offer clinical education experiences annually based on their available resources. The clinical education team compiles and distributes the list of available sites prior to site selection day and confirms sites after site selection day.



New Site Development

All clinical sites with an active affiliation agreement can be viewed within Exxat. Not all clinical partners offer education experiences each year so availability of sites will not be known until the annual slot request. Unless a site is listed as “special request” or “application only”, a student cannot request a clinical experience at an affiliated site.

Students can recommend a maximum of two new clinical affiliations during their time as a student by completing the [Clinical Site Recommendation form](#). If an affiliation agreement is executed and the site can accommodate a placement that fits the student’s clinical education schedule, then the requesting student will be pre-placed at that site unless a conflict of interest is identified. The students will forego their site selection slot for the corresponding rotation. Out of respect for clinician’s time and in alignment with professional conduct, students are not to contact clinical sites to request a new affiliation or specific timeframes for an affiliation. If a student does contact a site directly, they will lose the opportunity to complete a clinical experience at that clinical site. The student will be notified via email from the DCE that they are ineligible to attend the site due to a breach of procedure and a Student Report form will be completed.

It is the Program’s objective to offer only quality clinical learning environments and nurture relationships with clinical faculty at existing clinical education sites. New site development will be carefully considered if there is adequate evidence that the new site will enhance the clinical education program at North Central College. The clinical education team will determine if a recommended clinical site will enhance the diversity of clinical site offerings and is feasible for future student use.

Scheduling

The Program determines the dates for each clinical experience; dates are provided to the clinical site more than one year in advance of the placement. Students are expected to begin and end each clinical experience on the committed dates or per their clinical instructor’s assigned schedule. There is designated travel time prior to and after each clinical experience. Alterations to a clinical schedule are very rare; however, if a student has an extenuating circumstance that will affect the dates of a clinical experience, the student should contact the DCE to discuss potential alterations to the schedule. Clinical schedule alterations for social events are rarely considered. Students are not to negotiate changes in dates of clinical experiences with the assigned site. If a student attempts to negotiate a change in dates with the clinical affiliation without prior approval from the DCE, they may be prohibited from participating in a clinical experience at that facility, potentially delaying graduation.

Clinical Education Plan for Success

Like didactic education, it is possible a student may need to develop a Plan for Success with the DCE or DPT Academic Performance Committee while completing a clinical experience. Plans for Success may be instituted prior to, during, or after the clinical experience. A clinical experience related Plan for Success may include increasing length of the clinical experience to provide the student additional time to demonstrate safe, effective, consistent, and efficient practice. As such, students are expected

to keep the week following the assigned end date of the clinical experience open for additional clinical practice, if needed.

Clinical Experience Requirements for Graduation

Graduates of the NCC DPT program are prepared to meet the needs of patients/clients in any area of physical therapy service. To facilitate the development of knowledge, skills, and professional behaviors required to practice effectively in any setting, students must complete four full-time clinical experiences ranging in length from 8 weeks to 10 weeks. To achieve program goals and ensure all students meet the depth and breadth of experiences consistent with physical therapy practice, students are required to complete a minimum of 8 weeks of full-time clinical experience in:

1. An inpatient setting where the patient condition can change abruptly. An inpatient setting would include inpatient acute, inpatient rehab, subacute rehab, skilled nursing, long term care, and other settings where the patient is spending the night at the facility with nursing care available.
2. An outpatient setting with exposure to a variety of musculoskeletal and/or neurological conditions. An outpatient setting would include ambulatory clinics, hospital-based clinics, school-based therapy, home health, and any other setting where the patient is being treated in a clinic, school, work, or home environment.

To assure depth and breadth of clinical experiences within these 2 setting types, students must consider the following characteristics when choosing clinical placements: patient age (e.g., pediatrics vs. adults vs. geriatrics), setting type (e.g., school vs. extended care facility; hospital-based outpatient vs. private practice), facility location (e.g., rural vs. urban vs. suburban; Northwest vs. Midwest vs. South United States), setting size (e.g., facilities with 125 vs. 500 inpatient beds; 1 vs. 20 therapists), or socioeconomic/cultural background of patients/clients. Students are expected to select placements that create a well-rounded, diverse clinical education schedule.

To promote variety in each student's clinical education schedule, any repeat setting (e.g., a second orthopedic or second neurological setting) must demonstrate significant differences such as rural hospital-based outpatient orthopedic setting and suburban chain corporation outpatient-based orthopedic setting. Additionally, a student may complete no more than 20 weeks of full-time clinical experiences in managing patients/clients in the same setting type.

Conflict of Interest

Students may not be placed at a facility where they have previously worked or volunteered in the physical therapy department for >20 hours. If a student has worked in the health system but at a different location or department, placement may be considered. Additionally, students may not be placed at a facility where they have a close family member or friend working in the physical therapy department. These guidelines are set to avoid biased assessment of student performance.

Clinic Site Selection

Each year on March 1st, requests for clinical slots for the following year are sent to all clinical sites with active affiliation agreements. The DCE tracks responses and posts available placement offers for

students to review. The DCE will alert students when slot availability and site-specific information is posted for review within Exxat.

The Program will schedule the site selection date for each cohort. Students will partake in a site selection day in the spring of their first year for Clinical Experience I, fall of their first year for Clinical Experience II and III, and summer of their second year for Clinical Experience IV. The following special circumstances may result in site pairing prior to site selection day; specific instructions for these alternative siting pairing options will be distributed via email from the DCE:

- Slots identified as “first come, first serve” by the clinical facility will be matched in the spring of each year prior to site selection day.
- Slots requiring an application or interview typically have a deadline and may be filled prior to selection day.
- Sites for specialty populations such as pediatrics, wound care, or pelvic health may require an internal application to the DCE and/or clinical education team prior to selection.

On occasion the DCE and/or clinical education team will identify a slot that must be filled for that rotation. These slots will need to be paired during Site Selection Day and will be assigned to the final students if not selected earlier in the process.

Students will meet individually with the clinical education team to discuss site selection and the students overall Plan for Success prior to or during the selection day. Student site selection order will be set prior to the first scheduled site selection day. Student site selection order will be randomized initially and then arranged for fairness during subsequent selections. The site selection day theme and activities are chosen by the participating cohorts. Site selection will be announced to the class on selection day.

Students are encouraged to research the available sites and create a list of their top 15+ sites. For students lower in the selection order, it is encouraged to research and rank at least as many sites as your selection number (Ex: pick #30 should rank at least 30 sites). Students should consider site-specific requirements outlined in the affiliation agreement, personal and professional goals, and diversity of experience when creating their list. Entering selection day with an open mind and remembering that each of these experiences are a small component of the bigger picture of a Plan for Success on the journey to becoming an excellence clinician, scholar, educator, and leader, may help minimize some of the known stressors associated with placements.

Requesting a Change in Clinical Site Placement

On site selection day, students will complete the [Site Selection Form](#) after they announce their site selection to the class. This form will be uploaded to Exxat within 10 days of site selection day. After submission of the Site Selection Form, the site selection is considered final.

In recognition that some students may have doubts after Site Selection Day, there are two opportunities to change the clinical site selected. Students may choose to participate in only one of these options.

- Option 1: Trade sites with a peer. Should two students wish to trade sites, and both students are eligible and willing to go to the traded sites, the request must be submitted in writing to the DCE with both student signatures and discussed during a meeting with all involved parties.
- Option 2: Attend Site Swap Day. If a student wishes to attend the Site Swap Day, they must first meet with a member of the Clinical Education team to discuss their doubts. If they are still uncertain, they may attend Site Swap Day and re-select from the remaining sites. All students who attend Site Swap Day will turn in their site prior to participating in a lottery to determine a new site selection order. Once the lottery is complete, participating students will select a new site according to the lottery order and immediately submit their Site Selection Form.

Note: The top 15 students to select sites on Site Selection Day, sites paired prior to Site Selection Day, and any sites marked as “must be filled” by the DCE are ineligible to be changed on Site Swap Day but may be traded with an agreeable classmate.

After submission of the Site Selection Form, only requests for site change due to extenuating circumstances will be considered. If a student believes they have a justifiable reason for requesting a change in their clinical placement after the Site Swap Day, the student must meet with the DCE for further discussion. Meeting with the DCE does not guarantee that a change to the student’s selection will be approved.

Clinical Site Cancellation

On occasion, clinical partners may notify the Program before or during a clinical experience that they are no longer able to accommodate a placement. If a clinical partner offers an alternative facility or Clinical Instructor, the student is expected to accept and accommodate to the change by using effective communication skills and demonstrating professional behavior, flexibility, and adaptability. If a clinical facility becomes unavailable, the DCE, in consultation with the student, will review available clinical education options and/or revise the clinical education schedule. The DCE and clinical education team will work diligently to place the student quickly into a new site and keep the student on track for an on-time graduation. Students are responsible for expenses that result from changes in clinical education schedules or from changes in facility arrangements for any clinical experience.

Clinical Workday Expectations

Students are expected to be present for all the scheduled days of every full-time clinical experience. While on full-time in-person clinical experiences, students are expected to engage in patient/client same workday hours and days as their clinical instructor(s). It is an accreditation requirement the expected hours are a minimum of 35 hours/week; if a student is concerned that they will not meet the minimum hours per week during a clinical experience, they are expected to notify the DCE. Make up days/hours for absences due to any reason are strongly encouraged and are at the discretion of the clinical instructor. All excused and unexcused absences must be reported to the DCE by the student as well as through Exxat.

Holidays

Students on full-time clinical experiences are expected to follow the holiday policy of the affiliating clinical site, not North Central College, while in the clinical setting. If the clinic is closed, the student is not expected to work. If the clinic is open but the clinical instructor has taken a personal day off, the student and clinical instructor should discuss alternative options for making up the time and report the plan to the DCE. Students are not permitted to take time off during a clinical experience without discussion and prior approval from the DCE. Failure to comply with these expectations will result in submission of an APC Alert.

Severe Weather Policy

Students are expected to exercise good judgement regarding safety. In the event of inclement weather, students are expected to adhere to the inclement weather policies of the clinical facility, therefore, unless the clinic is closed, the student is expected to make reasonable effort to attend.

Policy for Absences from Clinical Experiences

Should a student have to miss a clinical day due to illness, emergency, or inclement weather, they should contact their clinical instructor and the DCE prior to the start of the workday. They should also report the absence in Exxat prior to the end of the workday. Should the absence be anticipated to last more than one day, the student should arrange to discuss the absence with the DCE.

Expected Level of Supervision

Supervision guidelines outlined by the APTA are meant to ensure that patients/clients are always receiving the safest and most effective care. Depending on the setting, patient insurance, practitioner, and applicable state laws, students may receive varying levels of supervision from their clinical instructor.

- General Supervision: This is the least restrictive type of supervision and requires the PT be available for direction and supervision by telephone or another form of telecommunication but need not be onsite. This is not permitted for students on clinical experiences.
- Direct Supervision: This type of supervision requires the PT to be physically present at the facility and immediately available for in-room direction and supervision. This is the most common type of supervision during Clinical Experiences III and IV.
- Direct Personal Supervision: This is the highest level of supervision and requires continuous direction and supervision for all tasks performed. This is the most common type of supervision during Clinical Experiences I and II and for any patient/client with Medicare insurance.

Source: <https://www.apta.org/apta-magazine/2018/05/01/compliance-matters-supervision-requirements-for-ptas-and-physical-therapy-students>

Patient Refusal of Services

Students are required to wear a school or facility name badge that identifies themselves as a student. Additionally, students should introduce themselves as “student physical therapist” unless otherwise instructed by their clinical instructor. Patients/clients have the right to refuse care provided by a student, and the clinical instructor and student must honor any refusal or declination. In the instance that a patient/client is refusing direct care from a student, the student is encouraged to observe and

engage in the session without direct patient contact. This can be achieved through preparing interventions prior to the session, documenting after the session, and creating home exercise programs. If the patient/client denies student observation, the student and clinical instructor should find an alternative learning opportunity for that scheduled patient slot such as working with another clinician or shadowing another discipline.

Transportation During Clinical Education

Students are responsible for securing transportation to/from their assigned clinical facility each day. If a clinical experience requires transportation between patients (i.e., home health and early intervention settings), students may choose to ride with their clinical instructor. However, should an unfortunate event occur while a student is being transported by their clinical instructor, the Program is not liable. The student will assume all risk associated with riding in their clinical instructor's vehicle. Any costs would defer to the liability insurance of the clinical facility or the personal medical insurance of the student. Students should not transport patients or employees of the clinical site at any point during the clinical experience.

Clinical Education Facility Performance as a Reason to Terminate Rotation

The DCE and clinical education team do due diligence in selecting clinical sites that are consistent with the mission, vision, values, and commitment of North Central College and the Doctor of Physical Therapy Program. However, despite the efforts put into the vetting process for clinical sites, it is possible a student may be placed unknowingly in a clinical site that engages in behaviors that are not deemed acceptable by the Doctor of Physical Therapy Program (e.g., participating in illegal billing practices). If a student is concerned their clinical site is engaging in unacceptable practices, they are encouraged to reach out the DCE to discuss the concern. If the DCE and clinical education team deem the observed practices as unacceptable for training of a North Central College DPT student, the student will be removed from the clinical experience and the rotation terminated. In this instance, the DCE and clinical education team will work diligently to place the student quickly into a new site and keep the student on track for an on-time graduation.

Perceived unacceptable practices can often be explained or addressed through education and communication. Students are strongly encouraged to demonstrate the Program values of Integrity, Excellence, and Balance when completing clinical experiences by reaching out to their clinical education team to better understand clinical practices they may be seeing. Termination from a rotation for unacceptable practices is a rare occurrence.

Pursuing Career Opportunities During Clinical Education

While on clinical education experiences, students may find a setting that would be a good career fit or decide to pursue additional training in a specific area via residency. Submitting a resume and/or application is not discouraged, however, students should keep in mind that they must complete all program requirements at a satisfactory level to graduate, regardless of employment status or residency acceptance.

Should a student need to miss a clinical day to attend an interview, they should discuss this conflict with the DCE as soon as possible. If a student receives a job offer from a company while on their clinical experience with that company, they are not able to accept or turn down the position until after the final CIET is completed. This is to protect the student from any conflict of interest in their final grading of the clinical course. Students can request to submit the final CIET a day or two early if needed and should discuss this option with the DCE.

Required Documentation and Training

Most health care settings (e.g., clinics, hospitals), require employers to remain in compliance with documentation and annual training to maintain a safe environment for patients/clients, caregivers, and employees. In some settings, employees who do not maintain compliance are at risk for termination from their position. These settings also require the same of students who engage in clinical activities in these environments. To become comfortable with future practice expectations and be qualified to enter clinical facilities as a student, North Central college DPT students must maintain compliance with program training and documentation requirements.

Requirements are tracked through the Exxat Approve portal. Like clinical practice, failure to remain in compliance has potential consequences including the potential to be delayed in Program progression or be dismissed from the Program. If a student has difficulty completing a health requirement on time, they are encouraged to contact the DCE as soon as possible to discuss the potential of an alternative plan.

Clinical affiliates may require copies of various clearance forms, health status reports, background check results, immunization records, and proof of good academic standing in the program. Students of the DPT Program are expected to sign a [Consent to Release Information form](#) allowing requested information to be shared with clinical sites.

Physical Examination

Documentation of adequate health to work with patients in a healthcare setting using the Program's [Physical Examination Form](#) must be completed by a MD, NP, PA, or DO.

Immunizations

Requirements for health professions are different from those recommended for the general population including undergraduate students. The Program's requirement for health professions students is consistent with those of the Centers for Disease Control and Prevention (CDC), Occupational Safety and Health Administration (OSHA), and Illinois state law for healthcare workers. Students cannot be in patient/client care settings without the required immunizations. Immunization documentation will be stored in Exxat and shared with full-time clinical sites in accordance with contract policies. Immunization compliance is expected from matriculation through graduation.

It is the responsibility of the student to keep their immunization records up to date. Students should factor in the timeline of scheduling vaccinations and tests to ensure they do not expire. Immunizations can be completed by your primary health care provider's office, the county health

department where you live, and many walk-in clinics and pharmacies. Most immunizations can be provided at the Dyson Wellness Center after matriculation into the DPT Program.

The following are required immunizations by North Central College and/or the DPT Program. There may be additional immunization requirements that are site-specific. Students will be notified prior to their placement at those sites if additional immunizations are required.

- Influenza: An annual influenza vaccination needs to be completed between August 1st and November 1st of the current flu season. Students must provide documentation of the annual influenza vaccination prior to starting Clinical Experience I at the end of the first year.
- Measles, Mumps, and Rubella (MMR): Documentation of two vaccinations OR a positive quantitative antibody titer is required prior to matriculation into the DPT Program. If an initial titer is negative, a repeat vaccination series will be required.
- Varicella: Documentation of two vaccinations OR a positive antibody titer is required prior to matriculation into the DPT Program. If an initial titer is negative, a repeat vaccination series will be required.
- Tetanus/Diphtheria/Pertussis (Tdap): A documented full Tdap within the last 10 years is required prior to matriculation into the DPT Program.
- Tuberculosis (TB): A Tuberculin Skin Test will be administered during orientation to the DPT Program and each year thereafter. Some students may require a QuantiFERON Gold test (blood draw) depending on answers to the Dyson Wellness Center TB screening form provided as part of the onboarding process. A negative test result on either the skin test or blood draw is required; if the results are positive, a chest X-ray and subsequent steps may be required. A negative single Tuberculin Skin Test or QuantiFERON Gold test is required annually thereafter. It may be necessary for a two-step Tuberculin Skin Test to be completed for a clinical site. The DPT Program covers the costs of Tuberculin Skin Tests offered annually; the costs of all other items are incurred by the student.
- Hepatitis B: Documentation of three doses of vaccine given at appropriate intervals AND a positive quantitative Hepatitis B Surface Antibody titer is required prior to matriculation into the DPT Program. If the quantitative Hepatitis B Surface Antibody titer is negative, additional vaccination and re-testing for positive Hepatitis B surface antibody is required. This series can take up to six months to complete.
- Meningococcal: Students under the age of 22 at the time of matriculation into the DPT Program shall provide documentation of at least one dose of meningococcal conjugate vaccine on or after their 16th birthday to be in compliance with North Central College Student Policies.
- COVID-19: Documentation of a complete vaccination series following manufacturer guidelines is required prior to matriculation into the DPT Program.

If you wish to explore a medical exemption, please contact Sara Scholtes (sscholtes@noctrl.edu) or Nicole Bettin (nmbettin@noctrl.edu) to discuss.

Health Insurance

Students must provide proof of health insurance throughout their tenure in the program. Copies of both sides of the current health insurance card or proof of coverage will be uploaded to the Exxat

portal. If the name on documentation does not match the name on file, verification of coverage from your insurance provider is required.

The following types of health plans do not count as health insurance coverage:

- Health plans that only cover vision and/or dental care
- Workers' compensation insurance
- Coverage only for a specific disease or condition
- Plans that offer only discounts on medical services
- HealthShare plans

Affordable health insurance can be purchased through Get Covered Illinois at <https://www2.illinois.gov/sites/GetCovered/Pages/default.aspx>.

The APTA partners with various companies for health insurance coverage. Additional information can be found at: <https://www.hpsso.com/Insurance-for-you/Personal-Insurance/APTA-Personal-Insurance>

North Central College can provide health insurance for international students. Information regarding this policy can be found at: <https://www.northcentralcollege.edu/immunizations-and-health-insurance>.

Students are responsible for the cost of all health care needs, including emergency services, while completing all components of their degree. Students are encouraged to review their health insurance coverage while completing clinical experiences that are not local. Students do have access to the Dyson Wellness Center while on campus and may contact the Dyson Wellness Center with questions when away from campus for clinical experiences.

Liability Insurance

The Program will maintain Professional Liability insurance for each student in minimum amounts of \$1,000,000 for each claim/\$3,000,000 annual aggregate. Students are encouraged to also consider carrying additional liability insurance. Although malpractice claims are not common in the physical therapy profession and are often covered by the liability insurance provided by the employer, physical therapists often also carry additional liability insurance. Students interested in carrying additional liability insurance are encouraged to explore the option provided by [HPSO](#).

Criminal Background Check

State law requires that any person who provides services involving direct contact with patients and residents at hospitals, nursing homes and other health care facilities, demonstrate Criminal Background Clearance. A state and federal background check will be requested by the program on behalf of each student as a criterion for admission into the program. Pertinent findings that would exclude a student from participation on clinical education experiences will be cause for denying admission to the program.

On occasion, additional background checks may be requested by clinical sites. All additional requests made by sites must be completed and paid for by students attending those sites for clinical experiences. Pertinent findings may exclude a student from participation in the clinical experience or other clinical experiences, which could result in delayed graduation or an inability to complete the program.

All background checks will be requested through Universal via Exxat Approve. Results will be reported via Exxat Approve.

American Heart Association Basic Life Support for Healthcare Providers/CPR Certification

All students must maintain valid CPR certification throughout their tenure in the program. Certifications must include CPR and AED for adults and pediatric, 2-person rescuer and bag valve mask. Certification classes are offered on campus and participation in the first and third year is required.

Drug Testing

Drug testing may be a requirement of specific clinical education sites. The DPT Program defers to site guidelines regarding this requirement. If drug testing is required, the access and the cost for the off-campus testing is the responsibility of the student. Drug testing will be requested through Universal via Exxat Approve. Results will be reported via Exxat Approve.

Any detectable amount of prohibited substances in the student's system will result in a "positive" test. Prohibited substances may include illegal drugs, cannabis/THC, alcohol, and prescription drugs not taken in accordance with a prescription. If a student's drug test is positive, secondary, or confirmatory testing may be performed. The student is expected to cooperate with follow-up procedures. A positive test may result in the student being ineligible for the clinical experience at the specific clinical education site and may result in delayed completion of program requirements and graduation.

Health Insurance Portability and Accountability Act (HIPAA) Training

All students must complete [HIPAA](#) training to participate in campus and external experiential learning activities that involve Protected Health Information. This training is completed during orientation and renewed annually. A certification of completion will be awarded upon receiving a satisfactory post-test score. It is expected the student will upload the certificate to Exxat.

Family Educational Rights and Privacy Act (FERPA) Training

The Family Educational Rights and Privacy Act is detailed in the [Institutional Policies and Procedures](#) section of this handbook. In addition to signing the Consent to Release Information Form as described in the FERPA section of the handbook, all students must complete FERPA training to assist their understanding of why FERPA is important to their learning. This training is completed during orientation. A certification of completion will be awarded upon receiving a satisfactory post-test score. It is expected the student will upload the certificate to Exxat.

Plagiarism Training

To assist students in better identifying and avoiding incidences of plagiarism all students must complete plagiarism training. This training is completed during orientation. A certification of completion will be awarded upon receiving a satisfactory post-test score. It is expected the student will upload the certificate to Exxat.

Occupational Safety and Health Administration (OSHA) Training

All students must complete [OSHA](#) training to participate in campus and external experiential learning activities that involve potential contact with infectious diseases and bloodborne pathogens. This training is completed during orientation and renewed annually. A certification of completion will be awarded upon receiving of a satisfactory post-test score. It is expected the student will upload the certificate to Exxat.

Mandated Reporter Training

As healthcare providers, physical therapists are considered mandatory reporters in certain situations that may involve abuse and neglect. This content will be covered in class throughout the first year. A certification of completion will be awarded upon receiving of a satisfactory post-test score. It is expected the student will upload the certificate to Exxat prior to the first external clinical experience.

Safe Colleges Training

All students must complete online training modules assigned by the Dyson Wellness Center prior to arrival on campus. A certification of completion will be awarded upon receiving of a satisfactory post-test score. It is expected the student will upload the certificate to Exxat.

Success of Every Learner

Philosophy

The Doctor of Physical Therapy Program Commitment is ‘Success of Every Learner.’ The philosophy behind this commitment is that the faculty of the DPT Program believe it is our responsibility to guide students to succeed in achieving their personal and professional goals. All aspects of the program have been touched by this commitment, from Program Goals to course assignments. Through the journey to becoming successful clinicians, scholars, educators and leaders, faculty will guide students in developing their Plans for Success and provide guidance to achieving the goals set forth in these plans. If a student needs additional assistance, the program is prepared to provide more focused additional help where needed and appropriate. The Program Commitment does not guarantee every student who matriculates into the DPT Program at North Central College will graduate with their DPT degree, as it is possible the true definition of personal and/or professional success for someone may be to pursue something other than to become a physical therapist. It is through self-reflection and conversation with faculty and peers that some students may discover a different calling and Plan for Success.

Student Commitment

Upon entering the Doctor of Physical Therapy Program, all students will sign a [Student Commitment Form](#). Students will re-affirm this commitment each year in the Program. This Commitment, initially drafted by faculty and reviewed annually by students, demonstrates a students' commitment to the Program Vision, Mission, Values, and Commitment as they pursue their personal and professional goals within the DPT Program at North Central College.

Faculty Coaching Program

The North Central College DPT Program has designed a faculty coaching program to help guide students to success. All faculty coaches will be involved in the North Central College DPT sequence of courses to assist students in developing and achieving their Plans for Success on their journey to becoming excellent clinicians, educators, scholars, and leaders. Faculty coaches also will guide students in developing their Synthesis Projects and completing their portfolios throughout their time in the program. Faculty coaches are available to students throughout their time in the program for both formal and informal conversations; DPT program faculty hope a professional relationship grows between faculty coach and student that remains after students graduate and become alumni.

All students will initially be assigned a faculty coach. Students may have a voice in this process as part of the onboarding process; however, there is no guarantee the faculty member selected by the students will be the initial faculty coach assigned. The faculty of the DPT Program do realize that natural connections between faculty and students do develop throughout the Program. For this reason, students will have the opportunity to switch faculty coaches near the end of the second semester in the curriculum. As part of DPTD 702 The North Central College DPT II, students will have the opportunity to learn more about different faculty and their educational, scholarly, and service interests before putting in requests to change faculty coaches. There is no guarantee the Program Director will be able to accommodate every request, but effort will be made to do so.

Plans for Success

As a part of the North Central College DPT sequence of courses, all students will develop Plans for Success. This initial Plan for Success is a Plan for personal and professional growth and development throughout the DPT Program, through the eyes of the student. It is recognized by faculty that students may wish to have both short and long-term plans or that students may desire to alter their plans at different points throughout the curriculum. Students will review their plans occasionally and are encouraged to update them to maintain alignment with their personal and professional goals. The goal of the Plan for Success should go beyond the minimum Program expectations and reflect a commitment to both short- and long-term goals. Students are encouraged to utilize the guidance of their faculty coaches, as well as conversations with peers, other faculty, or other stakeholders of the DPT Program and profession of physical therapy to guide their Plans for Success.

It is possible a student's Plan for Success or progress on their Plan for Success may be insufficient for the level of success needed to progress through the program. Examples of this may include not passing all courses, not passing a competency examination, demonstrating unprofessional behaviors,

etc. In these cases, the student will be notified and be expected to develop and follow a short-term Plan for Success with the guidance of the DPT Academic Performance Committee.

If students have concerns about whether they are sufficiently meeting the level of success the program faculty expect, they are encouraged and welcomed to reach out to the DPT Academic Performance Committee to request a meeting for guidance and, if agreed appropriate by the student and the Committee, the development of a short-term Plan for Success may occur. The program faculty see students initiating this conversation as a sign of a student embracing the Success of Every Learner Commitment. Students are always welcome to contact the Program Director or any faculty member for discussion and guidance on their Plan(s) for Success or how they are progressing in the program.

Tips for Success

Throughout a student's time in graduate school, colleagues, peers, administrators, family members, friends, and perhaps strangers on the street will provide solicited and unsolicited advice for how to succeed. Not to be left out, faculty of the North Central College DPT Program have provided their personal Tips for Success in [Appendix C](#). The advice of the DPT faculty is to take any advice and self-reflect on whether that advice is right for you. All advice you receive might be good advice, for someone, but perhaps not you. Not everyone will benefit equally from all advice. Some like loud environments to study, others quiet. Some study well at night, others in the morning. Some like to break up studying into small chunks, others can get into a zone and go for hours. Tips are well intended and need self-reflection for how they may assist you.

There are some tips, however that the DPT Program faculty feel all students should self-reflect on. These are listed below.

1. If you prefer to study alone, that is great! Memorization, reviewing videos, reviewing your notes, are all great things to do alone. However, the faculty strongly encourage all students to also engage in group study for a portion of their studies. It is in groups you can practice your psychomotor skills or teach each other (a form of learning), or confirm that yes, you did indeed accurately learn that content you studied alone. Group study should not be the only form of study but is an extremely valuable form of study in physical therapy education.
2. Embrace a growth mindset. The growth mindset is discussed in class early in the first semester. The faculty of the DPT program expect students to embrace this mindset in their studies and will coach students to embrace this mindset as appropriate. Students who embrace a growth mindset see 'failure' as a form of growth, seek out feedback to improve themselves, and are open to dialogue with others to achieve their personal and professional goals. We are not all perfect and occasionally we all slip back into a fixed mindset, but by actively pursuing this mindset, the faculty of the DPT Program believe students are committed to their Success.
3. Talk to your faculty! As the Program Commitment says, the faculty are committed to the Success of Every Learner. We can improve the chances of that success if we are actively engaged with each other. Your faculty are one of your greatest resources while in graduate school and after you graduate. Reach out to ask questions about course materials, ask for help with psychomotor skills you are learning in class or saw in the clinic, or to simply engage in conversation. Get to

know us as people and as professionals. Often the best learning comes through unexpected conversations about the profession, clinical practice, personal and professional goals, etc.

4. Find balance! When you graduate and become a physical therapist, you are not a PT 24/7. Take time to do the things you love that ARE NOT school. Whatever your hobbies and activities are, try not to neglect/discontinue them once you start PT school. “Unplug” from school to focus on your mental and physical health, spend time with friends and family, and get to know your classmates and the Naperville area with fun group activities. Having a balanced school and personal life is the best way to combat burnout and over studying.

Resources for Success

Tutoring

The North Central College DPT Program feels offering tutoring services is of benefit to the student who needs a little extra assistance to achieve their success in a particular course, with certain skills, or throughout the Program. Tutoring services will be available and offered to students who Program faculty identify as needing additional assistance. Students may also inquire from the Program Director about tutoring options if they have concerns about their own abilities to succeed.

Open Hour

The faculty are committed to the success of every learner. To facilitate this, the course faculty welcome and encourage students to attend open hour time. Students will have access to open hour times outside formally scheduled class to seek guidance on any knowledge, skills, or behaviors. Skills checks may also be completed during these open hour periods. This time is not required but can be helpful to ensure mastery of the material. Open Hour times can be found on course syllabi.

Additional Opportunities

Provided students can maintain balance between self-care, program expectations, and additional activities, students are encouraged to pursue additional personal and professional opportunities that align with their short- or long-term Plans for Success.

Professional Conferences

Students within the North Central College DPT Program are encouraged, and may occasionally be required, to attend professional seminars or conferences, locally, regionally, or nationally. Students are encouraged to see these events as additional opportunities to learn, to network with fellow PT students and future PT colleagues, start to create contacts for potential future employment or educational opportunities, and to develop additional appreciation for the value of life-long learning. As members of APTA and Illinois Chapter of the American Physical Therapy Association (IPTA), students will receive information about local and national events of interest to them. Although faculty encourage attendance at such events, it is expected the students communicate appropriately with course instructors and/or clinical instructors to request permission to attend, prior to signing up for the event if the event potentially conflicts with classroom or clinic activities.

Continuing Education

Students also are likely to become aware of continuing education opportunities that welcome students. Students are encouraged to pursue opportunities of interest, particularly if the opportunity aligns with personal and professional goals outlined in the student’s Plan for Success. Like

professional conferences, students should communicate appropriately with course instructors and/or clinical instructors, to confirm they have permission to attend, prior to signing up for the event.

Service Opportunities

Service is a required component of the North Central College DPT curriculum. The curricular requirement will be discussed in class. Beyond the curricular requirement, students are encouraged to get involved in service opportunities that interest them, whether they are within the PT profession, health care, or the community. Participation in serving society as movement system experts (or otherwise) is an important part of the Mission of the DPT Program at North Central College. Below are examples of opportunities known and encouraged by the faculty.

Faculty Liaisons

Each cohort will elect two faculty liaisons who will function as representatives of the cohort to the faculty. All students are encouraged to speak to faculty at any time to address questions, comments, or concerns; the role of the faculty liaisons is to represent the cohort in unique situations where there is a whole class concern, or when a class vote must be taken, etc. Faculty Liaisons are also invited to faculty meetings to represent the student voice in discussions about the Program.

Student Physical Therapy Association

As a developing program, the North Central College DPT Program does not currently have a Student Physical Therapy Association. However, the faculty would welcome one or more students embracing taking on the challenge of creating this association at North Central College. Student Physical Therapy Associations have many benefits. The faculty are familiar with associations that exist in other DPT programs and can provide guidance to students who wish to develop an association; faculty are open to students making this association anything they wish it to be. If one or more students have interest in starting a Student Physical Therapy Association at North Central College, they are encouraged to reach out to the Program Director.

Additional Opportunities within the DPT Program

As the program develops, additional opportunities will exist for student involvement in program activities. When these opportunities arise, students will be notified and the DPT Program Student Handbook updated. If a student has an idea for a leadership or service opportunity within the program, they are encouraged to reach out to the Program Director to discuss it.

Core Ambassadors

Core ambassadors are the primary links between the Student Assembly Board of Directors of the American Physical Therapy Association (APTA) and PT/PTA students in each state. They are responsible for implementing strategies and initiatives to promote student engagement. Their goal is to create awareness of advocacy efforts at the state and national levels, and to provide students with opportunities to increase involvement within the APTA. More information can be found at:

<https://www.apta.org/CoreAmbassadors/>

Student Special Interest Group

The Illinois Chapter of the American Physical Therapy Association (IPTA) has a Student Special Interest Group (SSIG). This group provides a means by which PT and PTA student members, having a common interest, may meet, confer, and promote the interest of its membership category in the Chapter and

the Association. The SSIG helps students develop a professional network, optimize communication skills, strengthen their knowledge base, and refine their interests. All student members of the IPTA are automatically enrolled in the IPTA Student Special Interest Group. More information can be found at: <https://www.ipta.org/group/SSIG>

Student Assembly

All student members of APTA are part of the Student Assembly. The Student Assembly is represented within the association by the Student Assembly Board of Directors, which includes two nonvoting delegates who participate in APTA's House of Delegates. The Student Assembly Board of Directors is made up of 10 members, eight of whom serve one-year terms (president, vice president, secretary, director of communications, director of membership, director of SPTA relations, and student PT delegate, and nominating committee member) and two of whom serve two-year terms (nominating committee chair and nominating committee chair-elect). As a member of the Student Assembly there are additional opportunities to serve as a Student Assembly Liaison, on Project Committees, and within Special Interest Groups. More information can be found at: <https://www.apta.org/apta-and-you/leadership-and-governance/student-leadership>

Licensure Examination Information

All physical therapists must be licensed in the state they wish to practice. The licensure process requires students pass the National Physical Therapy Examination (NPTE). Rules and regulations regarding licensure and the NPTE are constantly changing and vary by state. Therefore, such information is not included in this section. Licensure and examination information will be discussed as part of the curriculum as students near graduation.

Regardless of rules and regulations in different states, there are key things all students should consider in self-reflection about their own experiences and situations.

It may be possible for some students to sit for the NPTE prior to graduation. The curriculum is designed to allow some flexibility in the schedule during the final 6 weeks of class to potentially allow a student to sit for the exam. However, sitting for the exam early is not the right option for all students. Students interested in pursuing this option are strongly encouraged to self-reflect on their time commitments during their final clinical experience and final 6 weeks of class. Intense study is required by most students to prepare for the NPTE and, therefore, it is not advised a student sit for the exam early if they do not feel they can adequately prepare. If students intend to apply for residency programs, it is important to confirm with the residency program when they must be licensed by as this may either affect the decision to sit for the exam early or apply for certain residency programs.

Throughout the course of the program, faculty will share information about how to prepare including information on formal preparatory courses and available apps to assist in study. Students are strongly encouraged to review the credibility of any app or online source prior to utilizing it for testing purposes. The Federation of State Boards of Physical Therapy (FSBPT), who oversees the NPTE, takes academic dishonesty very seriously, regardless of intent.

Students are encouraged to review the [FSBPT website](#) for details about licensure, licensure integrity, and the testing process.

Awards

Mary McMillan Nominee

Each year a rising third year will be nominated for the [APTA Mary McMillan Scholarship Award](#). The intent of this award is to recognize students who exhibit superior scholastic ability and potential for future professional contribution.

Eligibility for nomination is as follows:

1. Within 12 months of graduating from the NCC DPT Program
2. Superior scholastic performance
3. Evidence of potential contribution to physical therapy
4. Service to the American Physical Therapy Association

The NCC DPT nomination to this national award will be determined by the DPT Academic Performance Committee. Because the nomination is to be made by the faculty and the students, the Committee will poll the rising third year cohort and the faculty prior to determining a final selection. This poll should be sent to students and faculty prior to their leaving campus after the summer session. The nominated student will be identified by the Committee each year by September 15. The Chair of the committee will work with the nominated student to complete the application requirements. The nominee will remain secret until graduation to all but the Committee and anyone involved in completing the application process. The nominee will be formally recognized during the Program specific graduation week ceremony.

Alpha Eta Society

The Alpha Eta Society is a national honor society for the Allied Health Professions. Its purpose is the promotion of scholarship and collegiality, and the recognition of leadership and high attainment in the Allied Health Professions.

Each year a nominations committee, made up of faculty members of the North Central College chapter of the society, accepts nominations from respective departments within the School of Education and Health Sciences. Students are nominated the year prior to their final year in the program, and if accepted will then enter their final year in the program as members of the society.

Eligibility for membership at the graduate degree level is as follows:

1. Students who are in their last year of enrollment in an Allied Health graduate program
2. Students who have maintained an overall scholarship average of 3.8 or better (on a 4-point scale) while enrolled in the program
3. Students who have shown capacity for leadership and achievement (e.g., promise for the profession) in their chosen Allied Health field
4. Students who have been recommended by members and approved by the dean of the Allied Health unit or his/her equivalent.

No more than 20% of a graduating class may be nominated for membership. Due to the competency-focused, Pass/No Pass curriculum that the NCC DPT Program has implemented, nomination for membership will largely be based on student leadership and achievement. Nominated students must be in good academic standing and have not received a No Pass grade in any credited or non-credited course. Nominations will be determined by the DPT Academic Performance Committee.

Residency Programs

Physical therapists, like physicians and other healthcare providers, can explore residency programs after graduation from their entry-level DPT program. Students who know they wish to specialize in an area of care may be interested in exploring residency opportunities. Residency programs currently exist in acute care, cardiovascular and pulmonary, clinical electrophysiology, geriatrics, neurology, oncology, orthopedics, pediatrics, sports, women's health, and wound management. Students interested in exploring residency information are encouraged to speak with their faculty coach and/or other faculty members and review information about residency options at <https://abptrfe.apta.org/>. Residency programs may have different requirements and thus early review of requirements can be beneficial if a Plan for Success includes applying for a residency program after graduation.

Links to Campus Resources

Campus Safety

Resource for all campus safety related concerns including signing up for RAVE, the campus emergency notification service, incident report forms, and the 24/7 hotline (630-637-5911) for campus security on campus. Students are encouraged to familiarize themselves with information in this website.

<https://www.northcentralcollege.edu/life-location/campus-safety>

Medical and Counseling Services

Students who are experiencing mental health-related distress, can receive confidential and free support by calling 988. Trained professionals are available 24/7/365 to provide compassionate, accessible care and support for anyone experiencing mental health-related distress.

Dyson Wellness Center

Dyson Wellness Center, located in the Stadium building, offers medical and counseling services to all students at North Central College. The presence of Dyson Wellness Center does not replace the requirement for all DPT students to have current health insurance.

Medical Services

Students are encouraged to review the website about services provided. Dyson provides access to some services at a reduced (or in some cases free) rate to students than more traditional resources. Dyson Wellness Center can be reached out 630-637-5550.

Counseling Services

The Dyson Wellness Center offers short-term individual, group and couples counseling services, as well as referrals to off-campus resources. On-campus counselors can help with a wide range of issues, including academic struggles, drug and alcohol concerns, anger, anxiety, depression, stress and more.

Additionally, the Dyson Wellness Center has partnered with a telehealth program called Students Care that will provide 24/7 mental health and medical telehealth services with no cost at the time of visit. Additional information can be found [here](#), or you can register for services [here](#).

<https://www.northcentralcollege.edu/dyson>

Office of Equity, Diversity, and Inclusion

The [Office of Equity, Diversity and Inclusion](#) oversees compliance for Title IX, Student Disability, and responds to reports of sexual misconduct in addition to harassment and discrimination on the basis of protected class.

If you have experiences or witnessed what you believe to be discrimination, harassment, retaliation, or a bias-related incident, you should complete the Bias Incident Report Form [here](#).

If you have experienced sexual misconduct, you are encouraged to

- Call 911 if you are in immediate danger
- Call campus safety (630) 637 – 5911 or Naperville non-Emergency Police line (630) 420 - 6666 to report the incident
- Call a friend, family member, or support person to tell them what happened and have them come to your location
- Seek medical attention within 24-hours of the assault so that evidence can be gathered, and prophylactic treatment can be provided. Campus Safety can provide free transport to Edward Hospital Emergency Room or local medical providers.
- Seek support through a Campus Advocate at the Dyson Wellness Center, the Rape Crisis Hotline (630) 971-3927, or the Sexual Assault Hotline (630) 897-8383.

An online Sexual Misconduct Reporting Form also is available online for reports of non-emergent sexual misconduct: https://cm.maxient.com/reportingform.php?NorthCentralCollege&layout_id=6

Office of Multicultural Affairs

The [Office of Multicultural Affairs](#) supports the success and achievement of students from underrepresented backgrounds. For more information about available on-campus resources, clubs, and events, please visit their website.

Financial Aid

Students are strongly encouraged to communicate directly with financial services to address any financial questions or concerns. The faculty and staff of the North Central College DPT Program are

not experts in this area and thus will refer students to financial aid if financial aid related questions arise. Financial aid can be reached at 630-637-5600 or finaid@noctrl.edu. Their office is located on the third floor of Old Main.

<https://www.northcentralcollege.edu/tuition-aid>

First-Generation Programs

North Central is nationally recognized as a leader in first-generation programming and student success. Although the programs identified on this website target undergraduate students, students enrolled in the DPT Program who are first generation students themselves are encouraged to reach out to the First Gen Program at North Central College if they have questions about this program or wish to serve in some capacity.

<https://www.northcentralcollege.edu/cardinal-first>

Oesterle Library

General Website: <https://library.noctrl.edu/>

Physical Therapy Resource Guide: The faculty of the DPT Program have worked with the library Liaison, Belinda Cheek, to create a resource guide that houses links to resources that will be beneficial for DPT faculty, staff, and students when needing access to the literature.

Parking

Parking information for students can be found at the link below. Note, only individuals with username and password login information can access this information. Individuals who wish to receive more information about parking prior to enrollment should contact Campus Safety for more information.

<https://hub.northcentralcollege.edu/sites/campus-safety/Insight/19015/2021-2022-parking-information-1>

Student Disability Services

Student Disability Services is an office within Academic Affairs, which coordinates accommodations for undergraduate and graduate students with disabilities.

<https://www.northcentralcollege.edu/disability-services>

Writing Center

Students looking for additional assistance to improve their writing are encouraged to contact the Writing Center.

<https://www.northcentralcollege.edu/writing-center>

Technology

Students are encouraged to familiarize themselves with services and resources available to students through Information Technology Services at North Central College.

<https://its.noctrl.edu/>

Appendix A: CAPTE Standards

The Commission on Accreditation in Physical Therapy Education (CAPTE) sets requirements which all accredited PT programs must meet. Below the CAPTE standards required of all DPT Programs

- 7A The physical therapist professional curriculum includes content and learning experiences in the biological, physical, behavioral and movement sciences necessary for entry level practice. Topics covered include anatomy, physiology, genetics, exercise science, biomechanics, kinesiology, neuroscience, pathology, pharmacology, diagnostic imaging, histology, nutrition, and psychosocial aspects of health and disability.
- 7B The physical therapist professional curriculum includes content and learning experiences in communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidenced-based practice and applied statistics.
- 7C The physical therapist professional curriculum includes content and learning experiences about the cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems; system interactions; differential diagnosis; and the medical and surgical conditions across the lifespan commonly seen in physical therapy practice.
- 7D1 Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.
- 7D2 Report to appropriate authorities suspected cases of abuse of vulnerable populations.
- 7D3 Report to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services.
- 7D4 Practice in a manner consistent with the APTA Code of Ethics.
- 7D5 Practice in a manner consistent with the APTA Core Values.
- 7D6 Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values.
- 7D7 Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.
- 7D8 Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all professional activities.
- 7D9 Access and critically analyze scientific literature.
- 7D10 Apply current knowledge, theory, and professional judgment while considering the patient/client perspective, the environment, and available resources.
- 7D11 Identify, evaluate and integrate the best evidence for practice with clinical judgment and patient/client values, needs, and preferences to determine the best care for a patient/client.

- 7D12 Effectively educate others using teaching methods that are commensurate with the needs of the learner, including participation in the clinical education of students.
- 7D13 Participate in professional and community organizations that provide opportunities for volunteerism, advocacy and leadership.
- 7D14 Advocate for the profession and the healthcare needs of society through legislative and political processes.
- 7D15 Identify career development and lifelong learning opportunities, including the role of the physical therapist in the clinical education of physical therapist students.
- 7D16 Determine when patients/clients need further examination or consultation by a physical therapist or referral to another health care professional.
- 7D17 Obtain a history and relevant information from the patient/client and from other sources as needed.
- 7D18 Perform systems review.
- 7D19 Select, and competently administer tests and measures appropriate to the patient's age, diagnosis and health status including, but not limited to, those that assess:
 - a Aerobic Capacity/Endurance
 - b Anthropometric Characteristics
 - c Assistive Technology
 - d Balance
 - e Circulation (Arterial, Venous, Lymphatic)
 - f Self-Care and Civic, Community, Domestic, Education, Social and Work Life
 - g Cranial and Peripheral Nerve Integrity
 - h Environmental Factors
 - i Gait
 - j Integumentary Integrity
 - k Joint Integrity and Mobility
 - l Mental Functions
 - m Mobility (including locomotion)
 - n Motor Function
 - o Muscle Performance (including Strength, Power, Endurance, and Length)
 - p Neuromotor Development and Sensory Processing
 - q Pain
 - r Posture
 - s Range of Motion
 - t Reflex Integrity
 - u Sensory Integrity
 - v Skeletal Integrity
 - w Ventilation and Respiration or Gas Exchange
- 7D20 Evaluate data from the examination (history, health record, systems review, and tests and measures) to make clinical judgments.
- 7D21 Use the International Classification of Function (ICF) to describe a patient's/client's impairments, activity and participation limitations.
- 7D22 Determine a diagnosis that guides future patient/client management.

- 7D23 Determine patient/client goals and expected outcomes within available resources (including applicable payment sources) and specify expected length of time to achieve the goals and outcomes.
- 7D24 Establish a safe and effective plan of care in collaboration with appropriate stakeholders, including patients/clients, family members, payors, other professionals and other appropriate individuals.
- 7D25 Determine those components of the plan of care that may, or may not, be directed to the physical therapist assistant (PTA) based on (a) the needs of the patient/client, (b) the role, education, and training of the PTA, (c) competence of the individual PTA, (d) jurisdictional law, (e) practice guidelines policies, and (f) facility policies.
- 7D26 Create a discontinuation of episode of care plan that optimizes success for the patient in moving along the continuum of care.
- 7D27 Competently perform physical therapy interventions to achieve patient/client goals and outcomes. Interventions include:
- a Airway Clearing Techniques
 - b Assistive Technology: Prescription, Application, and, as appropriate, Modification
 - c Biophysical Agents
 - d Functional Training in Self-care and in Domestic, Education, Work, Community, Social, and Civic Life
 - e Integumentary Repair and Protection
 - f Manual Therapy Techniques (including mobilization, manipulation thrust and nonthrust techniques)
 - g Motor Function Training (balance, gait, etc.)
 - h Patient/Client Education
 - i Therapeutic Exercise
- 7D28 Manage the delivery of the plan of care that is consistent with professional obligations, interprofessional collaborations, and administrative policies and procedures of the practice environment.
- 7D29 Delineate, communicate and supervise those areas of the plan of care that will be directed to the PTA.
- 7D30 Monitor and adjust the plan of care in response to patient/client status.
- 7D31 Assess patient outcomes, including the use of appropriate standardized tests and measures that address impairments, functional status and participation.
- 7D32 Complete accurate documentation related to 7D15 - 7D30 that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
- 7D33 Respond effectively to patient/client and environmental emergencies in one's practice setting.
- 7D34 Provide physical therapy services that address primary, secondary and tertiary prevention, health promotion, and wellness to individuals, groups, and communities.
- 7D35 Provide care through direct access.
- 7D36 Participate in the case management process.
- 7D37 Assess and document safety risks of patients and the healthcare provider and design and implement strategies to improve safety in the healthcare setting as an individual and as a member of the interprofessional healthcare team

- 7D38 Participate in activities for ongoing assessment and improvement of quality services.
- 7D39 Participate in patient-centered interprofessional collaborative practice.
- 7D40 Use health informatics in the health care environment.
- 7D41 Assess health care policies and their potential impact on the healthcare environment and practice.
- 7D42 Participate in the financial management of the practice setting, including accurate billing and payment for services rendered.
- 7D43 Participate in practice management, including marketing, public relations, regulatory and legal requirements, risk management, staffing and continuous quality improvement.

Source: [CAPTE Standards and Required Elements](#)

Appendix B: Competency Rubric

Domain 1: Patient/Client Care

Stage	Demonstrated Behaviors
Beginner	<ul style="list-style-type: none"> • Unable to gather essential and accurate information about patients/clients and their conditions. • Unable to make an appropriate physical therapy diagnosis. • Unable to correctly provide different diagnoses when appropriate. • Unable to develop a plan of care. • Unable to organize and prioritize responsibilities to provide care that is safe, effective, and efficient. • Unable to effectively provide patient/client care-related education to others. • Does not appropriately refer the patient/client to other health care professionals and/or does not ensure continuity of care throughout transitions when appropriate. • Does not see the value in or promote health and wellness through movement-related care. • Unable to provide appropriate direction and supervision to others. • Does not respond to emergent situations or fails to recognize and correct unsafe situations.
Novice	<ul style="list-style-type: none"> • Unable to identify appropriate patient/client care skills, but able to perform specific skills when prompted.
Developing	<ul style="list-style-type: none"> • Identifies and performs appropriate patient/client care skills with one or more errors but corrects self quickly and/or acknowledges need for continued growth in this area.
Advanced	<ul style="list-style-type: none"> • Demonstrates the expected behaviors of Mastery of Patient/Client Care in minimum to medium complexity environments/situations but may need continued growth with medium to complex environments.
Proficient	<ul style="list-style-type: none"> • Demonstrates the expected behaviors of Mastery of Patient/Client Care in medium to complex environments/situations but may need continued growth with highly complex cases that would typically require additional opportunities to learn for most advanced students or entry-level physical therapists.
Mastery	<ul style="list-style-type: none"> • Gathers essential and accurate information about patients/clients and their conditions through history taking, physical examination, and the use of laboratory data, imaging, and other tests. • Makes informed decisions about physical therapy diagnoses, differential diagnoses, and diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment. • Organizes and prioritizes responsibilities to provide safe, effective, and efficient care. • Participates in the education of patients, families, students, trainees, peers, and other health professionals, enabling shared decision making. • Provides appropriate referral of patients/clients, ensures continuity of care throughout transitions between providers or settings, and follows up on patient/client progress and outcomes as appropriate. • Promotes health and wellness by providing care aimed at preventing movement-related conditions. • Provides direction and supervision of students and support personnel. • Recognize emergent or unsafe situations and takes action.

Domain 2: Knowledge of Practice

Stage	Demonstrated Behaviors
Beginner	<ul style="list-style-type: none"> • Unable to express understanding of movement science, bio-medical science, clinical science, epidemiological science, or social-behavioral science to clinical practice as it applies to clinical situations. • Lacks ability to demonstrate critical features of a liberal arts education including self-reflection, critical thinking, problem solving, communication, and a greater understanding of the lived experiences of others to physical therapy practice.
Novice	<ul style="list-style-type: none"> • Demonstrates one or more knowledge gaps that is not self-identified but responds appropriately to feedback and/or asks clarifying questions.
Developing	<ul style="list-style-type: none"> • Self-identifies one or more knowledge gaps but acknowledges need for continued growth in this area.
Advanced	<ul style="list-style-type: none"> • Demonstrates mastery of the knowledge necessary for success in minimum to medium complexity environments/situations but may need continued knowledge acquisition for success in medium to complex environments.
Proficient	<ul style="list-style-type: none"> • Demonstrates the expected knowledge necessary for success in medium to complex environments/situations but may need continued knowledge acquisition for success with highly complex cases that would typically require additional learning for most advanced students or entry-level physical therapists.
Mastery	<ul style="list-style-type: none"> • Applies knowledge of movement science that is fundamental to guiding the management of movement-related conditions. • Applies knowledge of relevant bio-medical sciences that is essential for the care of patients. • Applies knowledge from clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-informed health care. • Applies knowledge from epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations. • Applies knowledge from social-behavioral sciences to the provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care seeking, care compliance, and barriers to and attitudes toward care. • Applies features of a liberal arts education to physical therapy practice.

Domain 3: Practice-Based Learning and Improvement

Stage	Demonstrated Behaviors
Beginner	<ul style="list-style-type: none"> • Unable to accurately self-reflect on strengths, opportunities for growth, and limits in knowledge, skills, and attitudes. • Unable to independently write learning and improvement goals. • Unable or refuses to address gaps in knowledge, skills, or behaviors. • Does not change skills or behaviors when provided feedback from others or after following a systematic process to identify necessary areas of improvement. • Unable or refuses to appraise, implement, or disseminate new and existing guidelines, standards, technologies, products, or services. • Unable to locate, assimilate, and implement best available evidence related to health and movement problems in individuals, communities, and populations. • Unable or refuses to obtain and utilizes information about individuals, populations, or communities from which patients/clients are drawn to improve care.
Novice	<ul style="list-style-type: none"> • Demonstrates one or more unacceptable behaviors that are not self-corrected but responds appropriately to feedback by demonstrating improved behavior in the next encounter and/or asking for advice on how to improve.
Developing	<ul style="list-style-type: none"> • Demonstrates one or more unacceptable behaviors but corrects self quickly and/or acknowledges need for continued growth in this area.
Advanced	<ul style="list-style-type: none"> • Demonstrates the expected behaviors of Mastery of Practice-Based Learning and Improvement in minimum to medium complexity environments/situations but may need continued growth with medium to complex environments.
Proficient	<ul style="list-style-type: none"> • Demonstrates the expected behaviors of Mastery of Practice-Based Learning and Improvement in medium to complex environments/situations but may need continued growth with highly complex cases that would typically require additional opportunities to learn for most advanced students or entry-level physical therapists.
Mastery	<ul style="list-style-type: none"> • Integrates self-reflection and external feedback to identify strengths, opportunities for growth, and limits in knowledge, skills, and behaviors. • Determines one's learning and improvement goals to enhance outcomes across varied practice settings and diverse populations. • Addresses gaps in knowledge, skills, and behaviors by engaging in learning experiences. • Implements changes in practice using systematic quality improvement methods. • Appraises new and existing guidelines, standards, technologies, products, or services and implements and disseminates as appropriate. • Locates, assimilates, and implements best available evidence related to health and movement conditions in individuals, communities, and populations. • Obtains and utilizes information about individuals, populations, or communities from which patients/clients are drawn to improve care.

Domain 4: Interpersonal Communication

Stage	Demonstrated Behaviors
Beginner	<ul style="list-style-type: none"> • Rather than listening actively, speaks over others and/or makes assumptions about situations. • Lacks ability to adapt verbal and nonverbal communication styles in real time. • Fails to select language that recognizes and adapts to emotions and responses to emotions in others. • Selects ineffective language when engaging with people of diverse backgrounds and experiences. • Unable to write legibly, and/or does not include important information for patient/client health records. • Unable to use communication tools or technology effectively. • Unable to use negotiation skills effectively to resolve conflicts.
Novice	<ul style="list-style-type: none"> • Demonstrates one or more unacceptable behaviors that are not self-corrected but responds appropriately to feedback by demonstrating improved behavior in the next encounter and/or asking for advice on how to improve.
Developing	<ul style="list-style-type: none"> • Demonstrates one or more unacceptable behaviors but corrects self quickly and/or recognizes need to apologize for behavior in simple to minimally complex environments.
Advanced	<ul style="list-style-type: none"> • Demonstrates the expected behaviors of Mastery of Interpersonal Communication in minimum to medium complexity environments/situations. May demonstrate unacceptable behaviors in medium to complex environments but corrects self quickly and/or recognizes need to apologize for behavior.
Proficient	<ul style="list-style-type: none"> • Demonstrates the expected behaviors of Mastery of Interpersonal Communication in medium to complex environments/situations. May demonstrate unacceptable behaviors in highly complex cases that would typically require additional opportunities to learn for most advanced students or entry-level physical therapists.
Mastery	<ul style="list-style-type: none"> • Listens actively. • Adapts verbal and nonverbal communication styles during interactions with others. • Selects language that demonstrates insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions. • Adapts language to communicate with people from diverse backgrounds and experiences effectively and appropriately. • Uses written communication effectively, including comprehensive and legible health records. • Uses communication tools and technologies effectively. • Uses negotiation skills to help resolve conflicts.

Domain 5: Professionalism

Stage	Demonstrated Behaviors
Beginner	<ul style="list-style-type: none"> • Arriving late or absent from activities. • Not turning assignments or clinical documentation in on time. • Uses language or actions that are derogatory towards people of different gender, age, culture, race, religion, disabilities, or sexual orientation and does not self-correct with intention. • Lacking awareness for the need for patient/client privacy through draping, space to change, or providing opportunity to decline answering questions. • Demonstrates self-centered behavior such as asking to leave early without cause, walking in front of a patient/peer when inappropriate, not cleaning up after self, etc. • Demonstrates insensitive, dishonest, disrespectful, or indifferent behaviors towards others. • Does not know or follow Illinois state rule and regulations for physical therapy practice. • Supports illegal or unethical behavior through chosen words or activities such as not following HIPAA laws, incorrectly billing a patient/client, or refusing to treat a patient without cause. • Does not correct behaviors when cued.
Novice	<ul style="list-style-type: none"> • Demonstrates one or more unacceptable behaviors that are not self-corrected but responds appropriately to feedback by demonstrating improved behavior in the next encounter and/or asking for advice on how to improve.
Developing	<ul style="list-style-type: none"> • Demonstrates one or more unacceptable behaviors but corrects self quickly and/or recognizes need to apologize for behavior in simple to minimally complex environments.
Advanced	<ul style="list-style-type: none"> • Demonstrates the expected behaviors of Mastery of Professionalism in minimum to medium complexity environments/situations. May demonstrate unacceptable behaviors in medium to complex environments but corrects self quickly and/or recognizes need to apologize for behavior.
Proficient	<ul style="list-style-type: none"> • Demonstrates the expected behaviors of Mastery of Professionalism in medium to complex environments/situations. May demonstrate unacceptable behaviors in highly complex cases that would typically require additional opportunities to learn for most advanced students or entry-level physical therapists.
Mastery	<ul style="list-style-type: none"> • Demonstrates compassion, integrity, and respect for others in all situations. • Demonstrates responsiveness to patient needs that supersedes self-interest. • Demonstrates respect for patient privacy and autonomy. • Demonstrates accountability to patients, society, and the profession. • Demonstrates sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation. • Demonstrates a commitment to legal and ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations. • Engages in professional organizations and activities to promote growth, development, innovation, and change. • Advocates for patient and client rights, and for health policies, laws, and regulations that benefit the community and the profession.

Domain 6: Systems-Based Practice

Stage	Demonstrated Behaviors
Beginner	<ul style="list-style-type: none"> • Unable to work effectively in various healthcare delivery settings and systems relevant to one's scope of practice. • Practices skills outside of one's scope of practice and current level of training. • Lacks knowledge and ability to participate in coordination of patient/client care within the context of various health care delivery settings and systems. • Lacks understanding of payment models, cost–benefit, and risk-benefit analysis in the delivery of care. • Unable to utilize resources to produce documentation that supports the delivery of physical therapy services and to maintain security of patient data. • Unable or refuses to engage in system quality improvement activities. • Lacks ability to perform administrative and practice management responsibilities commensurate with one's role, abilities, and qualifications. • Unable to participate in the development and implementation of policies to optimize movement, health, and wellness for individuals and populations. • Does not follow established privacy rules, safety guidelines, emergency protocols, and infection control policies. • Unable to educate students, trainees, peers, and health professionals from other disciplines within the context of various health care delivery settings and systems.
Novice	<ul style="list-style-type: none"> • Demonstrates one or more unacceptable behaviors that are not self-corrected but responds appropriately to feedback by demonstrating improved behavior in the next encounter and/or asking for advice on how to improve.
Developing	<ul style="list-style-type: none"> • Demonstrates one or more unacceptable behaviors but corrects self quickly and/or acknowledges need for continued growth in this area.
Advanced	<ul style="list-style-type: none"> • Demonstrates the expected behaviors of Mastery of Systems-Based Practice in minimum to medium complexity environments/situations but may need continued growth with medium to complex environments.
Proficient	<ul style="list-style-type: none"> • Demonstrates the expected behaviors of Mastery of Systems-Based Practice in medium to complex environments/situations but may need continued growth with highly complex cases that would typically require additional opportunities to learn for most advanced students or entry-level physical therapists.
Mastery	<ul style="list-style-type: none"> • Works effectively in various healthcare delivery settings and systems relevant to one's scope of practice. • Participates in coordination of patient/client care within the context of various health care delivery settings and systems. • Incorporates considerations of payment models, cost–benefit, and risk-benefit analysis in the delivery of care. • Uses system resources to produce documentation that supports the delivery of physical therapy services and to maintain security of patient data. • Engages in system quality improvement activities. • Performs administrative and practice management responsibilities commensurate with one's role, abilities, and qualifications. • Participates in the development and implementation of policies to optimize movement, health, and wellness for individuals and populations. • Adheres to privacy rules, safety guidelines, emergency protocols, and infection control policies. • Educates students, trainees, peers, and health professionals from other disciplines within the context of various health care delivery settings and systems.

Domain 7: Interprofessional Collaboration

Stage	Demonstrated Behaviors
Beginner	<ul style="list-style-type: none"> • Unwilling to collaborate or prefers to complete work alone. • Unable to acknowledge value, roles and responsibilities of other professions. • Unable to communicate in a manner that supports a team approach. • Lacks ability to function as a member of a team through tardiness, unresponsiveness, and unwilling to complete tasks with team members.
Novice	<ul style="list-style-type: none"> • Demonstrates one or more unacceptable behaviors that are not self-corrected but responds appropriately to feedback by demonstrating improved behavior in the next encounter and/or asking for advice on how to improve.
Developing	<ul style="list-style-type: none"> • Demonstrates one or more unacceptable behaviors but corrects self quickly and/or acknowledges need for continued growth in this area.
Advanced	<ul style="list-style-type: none"> • Demonstrates the expected behaviors of Mastery of Professional Collaboration in minimum to medium complexity environments/situations but may need continued growth with medium to complex environments.
Proficient	<ul style="list-style-type: none"> • Demonstrates the expected behaviors of Mastery of Professional Collaboration in medium to complex environments/situations but may need continued growth with highly complex cases that would typically require additional opportunities to learn for most advanced students or entry-level physical therapists.
Mastery	<ul style="list-style-type: none"> • Collaborates with individuals of all professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice) • Applies the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (Roles/Responsibilities) • Communicates with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication) • Applies relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork)

Domain 8: Personal and Professional Development

Stage	Demonstrated Behaviors
Beginner	<ul style="list-style-type: none"> Engages in unhealthy and/or lacks healthy coping mechanisms to address physical, mental, and emotional stress. Lacks awareness of own abilities in knowledge, skills, and behaviors, resulting in continuing to use the same mechanisms moving forward rather than seeking assistance to address deficits. Demonstrates an imbalance in personal and professional responsibilities by neglecting one or the other. Examples include but are not limited to lack of sleep, not completing tasks on time, canceling activities with friends or family repeatedly to attend to professional responsibilities (or vice versa). Demonstrates rigid behaviors when unexpected changes occur or when presented with a question that has ambiguity. Demonstrates behaviors that indicate a lack of trustworthiness such as sharing confidential information; gossiping; sharing exam, skills check, or practical information; or having peers report untrustworthy activities about the student. Does not take initiative in group or team activities, or in interactions with faculty or peers. Exhibits aggressive or arrogant behaviors that are disrespectful to others; demonstrates over or under confidence out of alignment with current knowledge, skills, or behaviors. Resists activities that demonstrate a commitment to lifelong learning; lacks engagement in discussions in class that embrace curiosity and critical thinking.
Novice	<ul style="list-style-type: none"> Demonstrates one or more unacceptable behaviors that are not self-corrected but responds appropriately to feedback by demonstrating improved behavior in the next encounter and/or asking for advice on how to improve.
Developing	<ul style="list-style-type: none"> Demonstrates one or more unacceptable behaviors but corrects self quickly and/or acknowledges need for continued growth in this area.
Advanced	<ul style="list-style-type: none"> Demonstrates the expected behaviors of Mastery of Personal and Professional Development in minimum to medium complexity environments/situations but may need continued growth with medium to complex environments.
Proficient	<ul style="list-style-type: none"> Demonstrates the expected behaviors of Mastery of Personal and Professional Development in medium to complex environments/situations but may need continued growth with highly complex cases that would typically require additional opportunities to learn for most advanced students or entry-level physical therapists.
Mastery	<ul style="list-style-type: none"> Able to use self-awareness of knowledge, skills, and behaviors to appropriately seek help. Demonstrate the ability to cope with physical, mental, and emotional stressors. Balances personal and professional responsibilities. Practices flexibility, adaptability, and maturity in negotiating and adjusting to change with the capacity to alter one's behavior. Demonstrates trustworthiness that affords opportunities for personal and professional growth. Demonstrates leadership skills that enhance team functioning, the learning and working environment, and/or the health care delivery system. Demonstrates self-confidence that puts patients, families, and members of the healthcare team at ease while portraying humility and respectfulness. Recognizes that ambiguity is part of clinical health care and responds by utilizing appropriate resources in dealing with uncertainty. Demonstrates the curiosity, initiative, motivation, and commitment requisite for lifelong learning.

Appendix C: Faculty Tips for Success

Nicole Bettin, PT, DPT: Maintain balance throughout PT school by taking time to recharge. Scheduling specific time to study, exercise, sleep, and relax is key to maintaining a healthy balance. Build a sense of community with your peers by creating study groups and having social events. When you study, hold each other accountable and challenge knowledge with application questions. Practice answering questions verbally as if speaking to an instructor and as if speaking to a patient. Avoid memorizing large quantities of material – shift the focus instead to comprehension of the challenging concepts. When you relax, have fun and be in the moment!

Leanna Blanchard, PT, DPT: Keep an open mind! You may come into the Program with a specific idea of what type of clinician you want to be, or a specific setting/specialty you want to work in – don't let that stop you from exploring opportunities in other areas. Every course matters, even if it's not in the area you think you'll practice in. Also, recognize that a variety of study methods will likely be necessary throughout the curriculum! Different courses encompass different types of material, therefore what works for you in one course may not work for you in another. Be flexible, try different things, ask questions, collaborate with your peers and with the faculty.

Christine Chansamone, PT, DPT: Put your pride aside and ask for help! High achieving individuals often times have difficulty admitting when they need help because of multiple factors affecting their view of their value and themselves. Physical therapy education is a difficult and long process that requires the ability to realize that you can't do it all alone. Talk to your peers, talk to your professors, talk to your family and friends, and ask for help even in small ways to help you push towards the finish line. There's no shame in asking for what you need. If you can define what your non-negotiables are for your self-care and well-being, you are sure to succeed. When in doubt, pizza is the answer.

Cameron Jadali, PT, DPT: During school, focus on the things that make YOU happy. Study in a way that is most successful for YOU, surround yourself with the people that are best for YOU, continue doing the things that make you YOU, let us help YOU. Many of my classmates in PT school lost themselves in school and built some very bad overstudying habits, leading to a decline in their mental (and physical health). It is easy to compare yourself to your professors and think about all that you don't know. But we don't want you to be carbon copies of us, we want you to be your own therapists who take your own paths. We want you to take the tools we give you and add them to your "utility belt", doing things with your own style, your own personal touch. Above all else, dive in! Don't be afraid to make mistakes when practicing in class, when asking/answering a question, working with patient volunteers, presenting to the class. This is a hands-on field, so we want you to get all the experience/practice you want and more!

Sara Scholtes, PT, DPT, PhD: Make sure you take time for yourself. The one thing I see on repeat, over and over and over (and over) again from PT students is that they felt so overwhelmed by the workload that they stopped doing whatever it is they used to do for fun or stress relief. Whatever that is, cooking, taking a walk, exercising, or watching TV, make sure you make time to continue to do it. There is no one formula for every student, but every student should find the formula that works

best for them. The Program Value, Balance is important – find that formula that allows you to both take care of yourself and your studies and you will find yourself less stressed!

Matthew Smith, PT, DPT, DSc: This experience is what you make it! This journey is the start of your career, enjoy it. We don't want you to become us, we want you to become the best clinician that YOU can be. Look for your passion area and dive in! Get to know your classmates, your patients, your instructors as this network will provide you with continued support. Don't be afraid to ask questions, that's the point! Reach out if you need anything, we are here to help!

Sarah Tylkowski, PT, DPT: Show up! You completed your pre-requisites, applied, were accepted, and are starting your PT journey. So, show up and be a part of your education and experience. It is not an easy journey, but it is so worth it. You can get so much out of this experience, growth, guidance, friends, peers, community, knowledge, empowerment, confidence, etc if you let yourself be open and show up! You belong here and we are so excited to help you get to where you want to be. We are here for you, for your education. Ask questions! Ask all the questions, there are no dumb questions (trust me, I asked them all when I was in PT school). Understand that you don't have to have a specific area you want to focus on. There are so many areas of PT to explore and learn about that this education is merely the beginning. These 28 months will be the foundation for the clinician that you want to be but also know that you are adding to the person you already are. Don't lose sight of who you are and what you love. We are all unique and PT is part of our identity but there should be a balance within life. Take time for you, ask questions, and show up!