



UNLVPT Student Program Handbook Class of 2025

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Department of Physical Therapy
School of Integrated Health Sciences
University of Nevada, Las Vegas

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Table of Contents

Introduction	5
Student Responsibility for Handbook Information	5
Waiver of Regulations	6
University of Nevada, Las Vegas – Mission Statement	6
School of Integrated Health Sciences – Mission Statement	6
UNLVPT – Mission Statement	6
Program Goals	7
Program Outcomes	7
Faculty Goals	8
Faculty Outcomes	8
UNLVPT Educational philosophy	9
Accreditation	10
Curriculum Overview	10
Program Information	12
Doctor of Physical Therapy Degree Curriculum:	13
Course Descriptions	15
CAPSTONE Project	22
UNLVPT Student Policies and Procedures	22
Academic Dishonesty	22
Academic Review Committee	23
Academic Success Center	23
Administrative Assistants	23
Admissions	24
Advising of Students	24
Alumni Association	24
Assumption of Risk/Release of Liability Form	24
Class Attendance	25
Classroom Policies	25
Cell Phones and Electronic Media	25
Clinical Competencies	26

Commencement	26
Consensual Relationships	27
Copyright and Fair Use Laws	28
Course Policies	28
Covert Audio and Videotaping	30
Criminal Background Checks	30
Disability Services	30
Dissemination of Information	30
Diversity Initiatives	31
Drop/Withdrawal Policy	31
Drugs and Alcohol	31
Drug Screens	31
Emergency	32
Employment	32
Evacuation of Research/Service-Learning Participants or Patients	32
Equipment Usage	33
Family Educational Rights and Privacy Act (FERPA)	33
The Financial Aid & Scholarships Office	33
Grading Policies	33
Graduate & Professional Student Association (GPSA)	33
Graduation Awards	34
Grievance – Due Process Procedural Steps	35
Grievances that Fall Outside the Realm of Due Process	36
Health Risks and Injuries	37
HIPAA and Related Policies	37
Informed Consent	38
International Students	38
Office Hours	38
Office of Student Conduct	38
Office of Military and Veteran Services	39
Probation	39
Professional Appearance Standards	39

Professional Behaviors	41
Professors	41
Program Separation Procedure	41
Reinstatement/Re-Application Policy:	41
Recruitment	42
Religious Holiday Notification	43
Retention of Students	43
Rights and Safety of Individuals	43
Scholarships	44
Student Services and Responsibilities	46
Computer Services	46
Financial Aid	46
Laboratories	47
Lockers	47
Parking Permits	47
Professional Organization Membership	47
Public Safety (Security)	48
Student Diversity & Social Justice	48
Student Health Insurance	48
Student Health Service	48
Student Counseling and Psychological Services	48
Student Responsibilities	48
Testing policy	49
The Intersection	50
University Policies and Procedures	50
Jean Nidetch CARE (Campus Anti-Violence Advocacy, Resources, & Empowerment) Center	50
Writing Center	50
Essential Tasks for UNLVPT Program	51
Essential Tasks	51
Typical Skills Used to Complete These Essential Tasks	52
Code of Ethics for the Physical Therapist	53
Professional Behaviors	56

Introduction

Welcome to UNLVPT! After a thorough review of your past achievements and a personal interview, you have been selected as one of our students. This reflects our confidence in your potential to become a competent and ethical practitioner of physical therapy who will be able to deliver quality patient care in a variety of clinical settings.

During the first year, your education will include a combination of classroom and clinical experiences designed to give you a strong background in basic sciences such as human anatomy, neuroanatomy, pathophysiology, and general orthopedic and neurologic principles. You will also learn about the principles of assessment and be introduced to many of the therapeutic techniques used in rehabilitation evidence-based practice.

The second year of study will combine didactics with a clinical science approach. Some of your classroom time will be spent working in small, problem-solving groups. Each group will discuss cases typically seen by therapists in orthopedics, neurology, pediatrics, geriatrics, etc., with an emphasis on evidence-based practice. You will learn how to evaluate clinical scenarios using appropriate examination tools and then will develop specific interventions using sound, evidence-based reasoning. This strategy is one method of helping you to integrate the knowledge you have gained and apply it to actual clinical situations.

Another method of integration will be through clinical experiences of various lengths. These will begin in the summer after completion of your first year of education. You will be given the opportunity to work in and experience the varied scope of practice assigned to physical therapists. In keeping with our mission, you will also have at least one clinical experience in a rural or underserved setting.

Your education is a process that builds on the previously learned information. Each segment is critical for guiding you into a profession that is rapidly changing and wide in scope. The first step in this process is to become thoroughly familiar with our program. The purpose of the UNLVPT Handbook is to introduce you to our mission and to inform you of what is expected of you as a student. There is also general information that will answer most of your questions about the program. Become familiar with the UNLVPT Handbook and keep it for your reference.

We are here to help you achieve the goal of becoming an effective, competent, and caring physical therapist. We hope that you will consider the staff and faculty as your partners in this effort and we hope you will feel free to come to us at any time with problems and suggestions.

Student Responsibility for Handbook Information

Each student is responsible for being familiar with the information contained in this handbook. Failure to read the information will not be considered an acceptable excuse for non-compliance. All students must read and sign the "Acknowledgment of Receipt." This form must be returned to the Department administrative assistant prior to the end of your first week in the program. By signing this form, you are declaring that you have read and have been informed of the contents of the UNLVPT Handbook. UNLVPT reserves the right to

change the policies and procedures as outlined in this handbook or revise curricula as necessary and will keep you informed of changes as they occur. Students are responsible for being familiar with the information contained in subsequent editions of this handbook which will be made available annually during June and can be found on the [Current Students](#) page of the UNLV Department of Physical Therapy Webpage.

Waiver of Regulations

Rules and regulations in this Handbook have been adopted by the faculty and administration. When a student finds that extenuating circumstances might justify the waiver of a particular regulation, the student may petition the Chair of UNLVPT. If the policy in question is a Graduate College policy, students are afforded due process via the [Graduate College Appeal Process](#).

The UNLVPT Handbook has been developed to serve as a guide for students. We hope that this Handbook will provide practical information that will facilitate the orientation process, and help the newly entering student to become familiar with the student learning outcomes and the procedures of UNLVPT. It also serves as a reference throughout the period of your UNLVPT enrollment.

University of Nevada, Las Vegas – Mission Statement

UNLV's diverse faculty, students, staff, and alumni promote community well-being and individual achievement through education, research, scholarship, creative activities, and clinical services. We stimulate economic development and diversification, foster a climate of innovation, promote health, and enrich the cultural vitality of the communities that we serve.

Core Themes

The core themes of UNLV, the objectives, and their indicators of achievement, express the mission of the university. The core themes describe in broad statements what UNLV plans to accomplish and reflect the values that are shared by faculty and staff. Evaluation of the metrics associated with the indicators of achievement will demonstrate how effectively UNLV is carrying out its mission.

Core Theme 1: Advance Student Achievement

Core Theme 2: Advance Research, Scholarship, and Creative Activity

Core Theme 3: Create an Academic Health Center

Core Theme 4: Foster Community Partnerships

School of Integrated Health Sciences – Mission Statement

The School of Integrated Health Sciences (SIHS) primary mission is to provide quality professional instruction at the undergraduate and graduate levels; conduct basic and applied research; and perform public service related to the improvement of health care delivery.

UNLVPT – Mission Statement

Mission: To enhance human health and quality of life through education, scholarly activity, and community service.

Vision: To be recognized nationally among the top tier of physical therapy programs for impactful research, educational excellence, and service that promote the improvement of health of individuals, populations, and society.

Our core values:

- Learner-centered education with faculty accessibility;
- Professionalism (accountability, altruism, collaboration, compassion and caring, excellence, integrity, duty, social responsibility);
- Respect for the dignity and diversity of all individuals;
- Research engagement and dissemination that advances the practice of physical therapy and rehabilitation science;
- The Quadruple Aim;
- Competent and compassionate adaptive practitioners who are prepared to engage in critical thinking, life-long learning, evidence-based practice, and to provide interprofessional care; and
- Professional practice and community service to Nevada and its rural and underserved areas.

Program Goals

The goals of UNLVPT are as follows:

1. To provide an environment in which the student may develop responsibility for professional behaviors as outlined in the APTA Code of Ethics (see *Code of Ethics for the Physical Therapist*) and the APTA Professional Behaviors (see *Professional Behaviors*).
2. To provide the educational experience necessary for students to be competent in evidence-based physical therapist practice, to be excellent purveyors of the scientific literature, and to be committed to maintaining continued competence through life-long learning.
3. To create an appreciation for the physical therapist as an autonomous practitioner who embraces a collaborative approach to healthcare provision that reflects the quadruple aim.
4. To develop students who exhibit sound reasoning skills allowing them to be efficient and effective in clinical decision making.
5. To develop students who have the necessary educational and clinical skills to practice in any physical therapy setting.
6. To create an educational experience wherein students gain an appreciation for practice in rural and underserved areas.
7. To provide an educational experience wherein students will develop the skills and the desire to give back to the profession through service, education and research.

Program Outcomes

Upon completion of the DPT degree, students should be prepared to:

1. Commit to and demonstrate the professional behaviors as outlined by the American Physical Therapy Association (APTA) (Goal 1)

2. Engage in the ethical practice of physical therapy reflecting the core values as outlined by the APTA and other key documents including Guide to Physical Therapist Practice, Standards of Practice, Code of Ethics, and Guide for Professional Conduct (Goal 1)
3. Achieve entry-level competence in all areas of clinical practice as measured by the Clinical Internship Evaluation Tool (CIET) (Goals 1, 2, 3, 4, and 5)
4. Competently address all areas of physical therapy patient/client management including
 - a. Examination
 - b. Evaluation
 - c. Diagnosis
 - d. Prognosis
 - e. Intervention
 - f. Outcome measurement (Goals 1, 2, 4, and 5)
5. Facilitate patient progress toward improved outcomes across all levels of the International Classification of Functioning, Disability, and Health including
 - a. Health conditions
 - b. Body structure and function
 - c. Activities
 - d. Participation (Goals 1, 2, 4, and 5)
6. Assume professional roles including those in the areas of education, critical inquiry/research, administration, and consultation (Goals 1 and 7)
7. Engage in evidence-based practice based on sound, critical reasoning processes (Goal 2)
8. Become autonomous primary health care providers within the scope of physical therapy practice to include screening/systems review, differential diagnosis, referral, and teaming as appropriate (Goal 3)
9. Engage in physical therapy roles in prevention, and the promotion of health, wellness, and fitness (Goal 5 and 6)
10. Provide care to rural and underserved populations (Goal 6)

Faculty Goals

The goals of the UNLVPT faculty are:

1. To develop an educational model which fosters professional behavior.
2. To keep current with the evidence in physical therapy and to regularly update coursework so that it is consistent with current evidence.
3. To maintain the highest standard of physical therapy education by improving teaching skills and keeping coursework consistent with APTA educational standards.
4. To provide opportunities in the curriculum for students to improve critical thinking skills.
5. To advance physical therapy and healthcare through scientific research.
6. To enhance the profession of physical therapy and the community by engaging in service.
7. To provide support for rural and underserved populations by instituting programmatic policies and curricula that will improve the likelihood of graduates practicing in those settings.

Faculty Outcomes

UNLVPT faculty will:

1. Demonstrate professional behavior through membership and participation in the APTA and other professional organizations (Goal 1)
2. Model professional behavior and attitudes by maintaining a high standard of ethical behavior, speech, and professional dress (Goal 1)
3. Commit to attend at least one national conference per year and other continuing education experiences that are consistent with the courses they teach (Goal 2)
4. Regularly stay abreast of current trends in physical therapy and adjust coursework to be consistent with educational standards that have been adopted by the APTA and the Commission on Accreditation on Physical Therapy Education (CAPTE) (Goal 3)
5. Challenge student reasoning skills by using class discussion, challenging test questions, clinical scenarios, critical appraisals and mentored research/service-learning projects (Goal 4)
6. Perform scholarly activities that enhance the field of physical therapy, including peer-reviewed publications, books, grants, and scientific presentations (Goal 5)
7. Demonstrate service and leadership by serving on local and national committees, and promoting physical therapy in the local community (Goal 6)
8. Encourage participation in serving rural and underserved areas by creating coursework that will enable graduates to handle the broad patient populations seen in rural and underserved areas (Goal 7)

UNLVPT Educational Philosophy

UNLVPT Educational philosophy

The faculty of UNLVPT believes learning to be a lifelong process that requires active participation of both the teacher and the student within an open and supportive learning environment. A wide range of teaching methodologies are utilized to meet the needs and objectives of the educational program.

The prerequisite general education courses selected are those necessary to give the student a knowledge base in the areas of psychology, human biology, mathematics, and physical sciences. It is essential that physical therapists be open-minded, reflective individuals who are able to critically analyze ideas, understand human nature, and who have broad interests.

Physical therapy is dedicated to the promotion of wellness, optimal human health and function, and prevention of disability for any age individual in any setting. We believe that individuals are entitled to high quality health care and that consumers should have a decision-making role in the utilization of health care services.

Due to constantly changing environments within the health care system, the physical therapist must be flexible and holistic in the approach to the delivery of health care. As a result, we believe that the curriculum should be designed to provide the student with opportunities to develop critical reasoning skills, clinical and research competence, professional values and behaviors, leadership skills, and effective communication skills in an effort to understand and function within the dynamic health care environment and to develop skills and strategies to be capable evidence-based practitioners. In addition, we believe it is necessary to promote an understanding and acceptance of the diversity of individuals of various cultures, races, and religions.

The two major components of the professional education curriculum are academic and clinical experiences. We believe the two components should be planned and implemented to be interdependent and to reinforce one another. The academic setting is designed to provide the information and theory base that is integrated and expanded in the clinical setting. However, clinical competence will be verified in the classroom as well as in the clinical setting. Clinical components are integrated into various parts of the curriculum to allow students to utilize their knowledge and develop skills in a supervised situation.

We believe that a curriculum that utilizes a competency-based approach has been proven to be most effective when assessing a student's performance level. To verify clinical competency, students will be required to successfully complete a series of "practical check-offs" throughout the curriculum. Competency-based performance ensures that learning experiences and evaluations are organized around the major clinical behaviors that must be exhibited by students at entry into the profession. Integrated learning experiences throughout the curriculum enhance the acquisition, utilization, and retention of concepts and skills necessary for competent entry-level practice. The initial focus of the physical therapy curriculum is on normal human function in conjunction with theory-based information and the introduction of problem solving skills and critical thinking. As the curriculum advances, clinical reasoning using clinical scenarios is introduced; this encourages students to problem-solve and analyze patient cases that are more complex in terms of pathology and psychosocial issues. Repetition of key information, reinforcement of theory and hands-on practice, and the incorporation of a variety of teaching styles and methods of learning as a way of developing critical thinking and inquiry, are areas emphasized to promote full retention of material and attain proficiency in entry-level competencies. Development of coping strategies, appropriate oral and written communication skills, and understanding the roles of members of the health care team are also areas targeted to be integrated throughout the educational experience.

We believe it is the faculty's responsibility to develop and use assessment tools appropriate for didactic and clinical education performance within the scope of practice for a physical therapist, to evaluate student performance consistently and fairly, and to provide feedback and guidance to the students regarding their performance. The onus of responsibility is placed on the students for their own learning through research and presentation. The students are also responsible for making choices and accepting the consequences of those choices.

Accreditation

UNLV is accredited by the [Northwest Commission on Colleges and Universities](#), an institutional accrediting body recognized by the Secretary of the US Department of Education. UNLV is classified as Research University with very high research activity (R1) according to the classification system used by the [Carnegie Foundation](#). UNLVPT is currently accredited through the [Commission on Accreditation in Physical Therapy Education](#) of the American Physical Therapy Association.

Curriculum Overview

The organization of curricular content has been designed around several clearly identified vertical themes that are expressed throughout the curriculum as a learning spiral, resulting in a solid integration of courses. Particular attention has been given to the horizontal integration of the curriculum as well, enhancing the student's assimilation of learning. Vertical integration refers to the increasing complexity of subject matter throughout the program, whereas horizontal integration is defined as the thematic curricular organization within a given semester.

The commitment of UNLVPT is to provide students with an intellectual environment enabling them to procure skills necessary to become competent, autonomous, evidence-based practitioners. Integral to this environment are fundamental objectives that form the basis of the curriculum.

First, professional education in physical therapy should include a strong emphasis on the foundational sciences, such as anatomy, pathophysiology, neurosciences, general orthopedic principles, and the physical and behavioral sciences. UNLVPT students begin the curriculum with these foundational courses.

Second, physical therapy is a clinical science. Thus, students must learn a systematic approach to all elements of physical therapy patient/client management as outlined in the [Guide to Physical Therapist Practice](#). These skills will need to be developed and must be explicitly integrated into the academic curriculum. Moreover, to obtain clinical efficacy, students must be skilled in clinical reasoning based on critical analysis of the literature to guide them in their treatment approaches.

The specific objectives and desired outcomes of the educational process are assessed throughout the curriculum via practical examinations and are an integral part of the learning process. Expected levels of competency are defined at each stage of the curriculum by the faculty as well as self-assessment by the students. Curricular objectives are classified for purposes of testing as relating to (1) knowledge base (written exams), (2) clinical skills (practical exams), (3) clinical reasoning and analysis (written exams, practical exams, assignments, research projects), and (4) professional behavior (group interaction, written and oral communications, participation in class activities, and handling skills). After graduation, a program assessment survey is used to identify the effectiveness of the learning experience and serves as feedback to address any deficiencies of the program.

Third, the teaching of the science of physical therapy must be organized around the [International Classification of Functioning, Disability, and Health Model of Enablement](#) to include the concepts of health conditions, body functions and structures, activities and participation, and environmental factors. The teaching of the science of physical therapy should support the APTA's definition of [The Movement System](#).

Fourth, integrating didactics with clinical practice is a fundamental cornerstone of the curriculum and includes learning experiences throughout the curriculum to enhance acquisition, utilization, and retention of concepts and skills necessary for entry-level practice. This is achieved, in part, via use of a clinical science-based educational model. Implemented in the second year, students will begin working more in small groups, whereby they are given clinical problems carefully designed to assist them in meeting unit objectives. Clinical reasoning and critical analysis in physical therapy are high-level skills that are best learned in a self-directed, student-centered framework. Clinical science-based learning provides this framework by enabling students to integrate basic and clinical science, clinical reasoning, and critical analysis for a particular clinical problem.

Clinical education needs to be integrated with the academic curriculum; performance of students in their clinical experiences will be evaluated and used to modify the curriculum. Students will also assess the strengths and weaknesses of the clinical sites.

Fifth, as part of our mission statement, the unique needs of frontier, underserved, and rural populations are addressed. Emphasis in this curriculum is placed on serving the rural and underserved areas of the state. Students learn the diverse nature of rural/underserved physical therapy via placement in at least one rural or underserved clinical experience. The importance of networking with other disciplines, functional rehabilitation, time management, travel considerations, dealing with life threatening emergencies on the frontier, and involvement of family members in intervention planning are all goals identified in this experience.

Sixth, it is important to realize the necessity to build the evidence for rehabilitation techniques. Research concepts need to be integrated for the development of critical thinking skills thereby endowing students with the ability to research and organize relevant information. Students are then given the opportunity to develop and research a scientific question, perform a literature review, or aid a faculty member or area clinician through participation in new or on-going research projects. Students are also taught to critically evaluate published research.

Seventh, professional behavior is expected from all students. Specific behaviors have been delineated and are emphasized during interaction with other students, faculty, and clinicians. Inconsistencies in students' behaviors with the professional behaviors as outlined will be brought to the students' attention in an effort to make them cognizant of potential problems that may be encountered in a professional environment.

Eighth, the clinical practice of physical therapy should reflect the art as well as the science of our profession. This includes respect for differences related to age, gender, sexuality, culture, ethnicity, race, and religion. This is achieved in part by tailoring our communication and treatment design for each patient and their family.

Furthermore, as a final culminating experience, the students must prepare and orally defend a research or service-learning project. As a whole, these learning experiences will be the cornerstone that will produce competent, autonomous practitioners.

Program Information

Department Website: <https://www.unlv.edu/pt>

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Doctor of Physical Therapy Degree Curriculum:¹

SUMMER TERM SESSION II 1st YEAR

- **DPT 726** Professional Development I – Intro to PT - 1 credit
- **DPT 744** Gross Human Anatomy I – 2 credits
- **DPT 744L** Gross Human Anatomy I Lab – 1 credit

Total Semesters Credit Hours: 4

SUMMER TERM SESSION III 1st YEAR

- **DPT 727** Evidence-Based Clinical Practice II – 1 credit
- **DPT 745** Gross Human Anatomy II – 2 credits
- **DPT 745L** Gross Human Anatomy II Lab – 1 credit

Total Semesters Credit Hours: 4

FALL SEMESTER 1st YEAR

- **DPT 730** Foundations of Observation and Assessment – 2 credits
- **DPT 730L** Foundations of Observation and Assessment Lab – 2 credits
- **DPT 741** Musculoskeletal I - Orthopedic Principles – 3 credits
- **DPT 742** Clinical and Pathological Physiology – 3 credits
- **DPT 746** Neuroanatomy – 3 credits
- **DPT 746L** Neuroanatomy Lab – 1 credit
- **DPT 774** Professional Development II – Psychosocial Aspects of Physical Therapy – 3 credits
- **DPT 790** Clinical Research in Physical Therapy – 3 credits

Total Semester Credit Hours: 20

SPRING SEMESTER 1st YEAR

- **DPT 732** Therapeutic Exercise – 2 credits
- **DPT 732L** Therapeutic Exercise Lab – 1 credit
- **DPT 735L** Functional Training Lab – 2 credits
- **DPT 749** Applied Exercise Physiology – 2 credits
- **DPT 749L** Applied Exercise Physiology Lab – 1 credit

- **DPT 754** Musculoskeletal II - Orthopedic Assessment in Physical Therapy – 4 credits
- **DPT 754L** Musculoskeletal II - Orthopedic Assessment in Physical Therapy Lab – 2 credit
- **DPT 756** Neurophysiology – 3 credits
- **Total Semester Credit Hours: 17**

SUMMER TERM SESSION I 2nd YEAR

- **DPT 740** Movement Science – 2 credits
- **DPT 752** Physical Agents and Electrophysiology – 1 credit
- **DPT 752L** Physical Agents and Electrophysiology Lab – 1 credit

Total Semesters Credit Hours: 4

SUMMER TERM SESSION II 2nd YEAR

- **DPT 761** Supervised Clinical Education I – 3 credits

Total Semesters Credit Hours: 3

FALL SEMESTER 2nd YEAR

- **DPT 780** Balance and Vestibular Rehabilitation – 2 credits
- **DPT 720** Professional Development III – Portfolio & IPE – 2 credits
- **DPT 785** Musculoskeletal III - Orthopedic Rehabilitation – 3 credits
- **DPT 785L** Musculoskeletal III - Orthopedic Rehabilitation Lab – 2 credits
- **DPT 786** Neurological Rehabilitation – 3 credits
- **DPT 786L** Neurological Rehabilitation Lab – 2 credits
- **DPT 791** Applied Research Statistics – 3 credits

Total Semester Credit Hours: 17

SPRING SEMESTER 2nd YEAR

- **DPT 757** Wound Care – 2 credits
- **DPT 750** Prosthetics and Orthotics – 2 credits
- **DPT 750L** Prosthetics and Orthotics Lab – 1 credit
- **DPT 758** Diagnostic Testing and Imaging – 2 credits
- **DPT 759** Pediatric Rehabilitation – 2 credits
- **DPT 759L** Pediatric Rehabilitation Lab – 1 credit
- **DPT 770** Acute Care & Cardiopulmonary Rehabilitation – 3 credits
- **DPT 770L** Acute Care & Cardiopulmonary Rehabilitation Lab – 2 credits
- **DPT 748** Pharmacology in Physical Therapy – 2 credits

Total Semester Credit Hours: 17

SUMMER TERM SESSION II 3rd YEAR

- **DPT 762** Supervised Clinical Education II – 3 credits
- **DPT 772** Physical Therapy Administration – 3 credits
- **DPT 789** Musculoskeletal IV - Women's Health in Physical Therapy – 2 credits

Total Semesters Credit Hours: 8

FALL SEMESTER 3rd YEAR

- **DPT 763** Supervised Clinical Education III – 3 credits
- **DPT 764** Supervised Clinical Education IV – 6 credits

Total Semester Credit Hours: 9

SPRING SEMESTER 3rd YEAR

- **DPT 765** Supervised Clinical Education V – 6 credits
- **DPT 798** Directed Research – 3 credits

Total Semester Credit Hours: 9

Total Curriculum Credit Hours: 112

Course Descriptions

DPT 720 Professional Development III – Portfolio & IPE (2 Credits)

Theories and experiences designed to develop skills to accurately, sensitively and assertively communicate with patients, families, and colleagues. Principles of written and oral communication. Professional issues of changes in health care, state and local laws, standards of practice, code of ethics, quality assessment and quality assurance.

DPT 726 Professional Development I – Intro to PT (1 Credit)

Designed to provide the student with knowledge and hands-on experience in skills required to engage evidence-based clinical practice of physical therapy. Students will learn how to write answerable questions, search the literature, and critically analyze evidence for application in clinical practice. Prerequisites: Graduate standing in PT.

DPT 727 Evidence-Based Practice in Physical Therapy (1 Credit)

Provides students with knowledge skills to implement evidence-based practice in physical therapy. Students will critique special cases of evidence and psychometric properties of diagnostic tools and outcome measures, and create a minimal data set in order to integrate evidence into practice.

DPT 730 Foundations of Observation and Assessment (2 Credits)

Basic patient assessment skills with an introduction to posture and gait evaluation through observation. Patient history and review of the medical record. Documentation in S.O.A.P. note and functional outcome formats. Assessment skills emphasized include: anthropometric measures, reflex and sensation testing, goniometry, manual muscle testing, vital signs, and surface palpation. Prerequisites: Graduate standing in PT. Co-requisite: DPT 730L.

DPT 730L Foundations of Observation and Assessment Lab (2 Credits)

Lab of basic patient assessment skills including posture, gait evaluation, anthropometric measures, reflex and sensation testing, goniometry, manual muscle testing, vital signs, and surface palpation. Patient history and review of medical records, documentation in SOAP format, and functional outcome formats. Prerequisites: Graduate standing in PT. Co-requisite: DPT 730.

DPT 732 Therapeutic Exercise (2 Credits)

Holistic approach to evaluation and management of patients with various orthopedic pathologies and other related movement dysfunction. Emphasis placed on theoretical basis of specific exercise physiology, therapeutic exercise and functional training skills interrelated with clinical decision-making methodology. Rationale for and implementation of treatments with safety awareness and proper body mechanics. Prerequisites: Graduate standing in PT.

DPT 732L Therapeutic Exercise (1 Credit)

Laboratory sessions to practice the evaluation and management of patients (and patient scenarios) with various orthopedic pathologies and other related movement dysfunctions. Emphasis on exercise prescription and demonstration, as well as progression. Prerequisites: Graduate standing in PT.

DPT 735L Functional Training Lab (2 Credits)

Hands-on performance and application of positioning skills, transfers techniques, and assistive devices. Advancement to clinical decision-making skills and incorporation of learned materials into therapy interventions. Clinical reasoning skills in assessment, treatment design and intervention, goal development and discharge planning for patients in the acute hospital environment. Prerequisites: Graduate standing in PT.

DPT 740 Movement Science (2 credits)

This course will introduce students to principles and theories in movement science. Students will be introduced to concepts related to motor control, motor development, and motor learning. Students will also apply these principles to the clinical practice of physical therapy and to observe and assess related phenomena in patients. Prerequisites: Enrollment in professional DPT curriculum.

DPT 741 Musculoskeletal I - Orthopedic Principles (3 Credits)

Principles of orthopaedic physical therapy including biomechanics, applied anatomy, and osteokinematic and arthrokinematic concepts examined. Musculoskeletal system investigated from histological, structural, and functional perspectives. Prerequisite: Graduate standing in PT.

DPT 742 Clinical and Pathological Physiology (3 Credits)

Fundamentals of physiology and pathology related to diseases causing abnormal movement patterns or capabilities. Processes and diseases most frequently encountered in physical therapy practice emphasized. Prerequisites: Graduate standing in PT.

DPT 744 Gross Human Anatomy I (2 Credits)

Study of gross human anatomy as it applies to physical therapy. Materials to be covered include: muscle, tendon, ligament and nerve innervation of the trunk and upper extremity, structural identification and function of the spine, heart, lungs, abdominopelvic organs, circulatory and sensory systems. Prerequisites: Graduate standing in PT. Co-requisite: DPT 744L

DPT 744L Gross Human Anatomy I Lab (1 Credit)

Gross human anatomy cadaver lab with supervised dissection and exploration of muscle, tendon, ligament and nerve innervation of the trunk and upper extremity, structural identification and function of the spine, heart, lungs, abdominopelvic organs, circulatory and sensory systems. Co-requisite: DPT 744.

DPT 745 Gross Human Anatomy II (2 Credits)

Study of gross human anatomy as it applies to physical therapy. Materials to be covered include: muscle, tendon, ligament and nerve innervation of the head, neck, and lower extremity, structural identification and function of the corresponding circulatory and sensory systems. Prerequisites: Graduate standing in PT, DPT 744, 744L. Co-requisite: DPT 745L

DPT 745L Gross Human Anatomy II Lab (1 Credit)

Gross human anatomy cadaver lab with supervised dissection and exploration of muscle, tendon, ligament and nerve innervation of the head, neck, and lower extremity, structural identification and function of the corresponding circulatory and sensory systems. Prerequisites: DPT 744 and DPT 744L. Co-requisite: DPT 745.

DPT 746 Neuroanatomy (3 Credits)

High level immersion into the anatomy of the nervous system, emphasizing structure and functional relationships. Coursework will also relate the structural relationships of the central and peripheral nervous systems to brain dysfunction and pathology. Prerequisites: Graduate standing in PT. Co-requisite: DPT 746L

DPT 746L Neuroanatomy Lab (1 Credit)

Human cadaveric dissection of the central nervous system through a series of weekly laboratory experiences with an emphasis on its three-dimensional structure. Prerequisites: Graduate standing in PT. Co-requisite: DPT 746.

DPT 748 Pharmacology in Physical Therapy (2 Credits)

Actions and effects of pharmaceutical agents commonly encountered in the physical therapy clinical practice. Prerequisites: Graduate standing in PT.

DPT 749 Applied Exercise Physiology (2 Credits)

Review of systems responsible for the generation of energy. Overview of the physiologic responses of the human body to acute bouts of exercise and how training leads to chronic adaptation of selected systems. Course content focuses on principles of exercise, role of nutrients in body metabolism, human development and performances. Prerequisites: Graduate standing in PT. Co-requisite: DPT 749L

DPT 749L Applied Exercise Physiology Lab (1 Credit)

Laboratory and active learning experiences to include major components of physical fitness such as aerobic fitness; muscular strength, power, and endurance; fatigue thresholds; body composition and body build; and flexibility. Prerequisites: Graduate standing in PT. Co-requisite: DPT 749

DPT 750 Prosthetics and Orthotics (2 Credits)

Evaluation of medical, surgical and prosthetic and rehabilitation management of amputations. Discussion of design, fabrication and fitting of prosthetic devices as well as general orthotic principles examined. Basic clinical problem solving skills integrated in the context of prosthetic and orthotic management of patients. Prerequisites: Graduate standing in PT. Co-requisite: DPT 750L.

DPT 750L Prosthetics and Orthotics Lab (1 Credit)

Application of medical, surgical and prosthetic and rehabilitation management of amputations. Design, fabrication and fitting of prosthetic devices as well as general orthotic principles examined. Basic clinical problem solving skills are integrated in the context of prosthetic and orthotic management of patients. Prerequisites: Graduate standing in PT. Co-requisite: DPT 750.

DPT 752 Physical Agents and Electrophysiology (1 Credit)

Biological processes of injury and repair, clinical application of soft tissue techniques, thermal agents, intermittent compression, continuous motion, and mechanical traction. Advancement to clinical decision-making skills and incorporation of physical agents in physical application. Prerequisites: Graduate standing in PT. Co-requisite: DPT 752L.

DPT 752L Physical Agents and Electrophysiology Lab (1 Credit)

Hands on performance and clinical application of soft tissue techniques, thermal agents, intermittent compression, continuous motion, electrical stimulation, mechanical traction, therapeutic electrical stimulation. Prerequisites: Graduate standing in PT. Co-requisite: DPT 752.

DPT 754 Musculoskeletal II - Orthopedic Assessment in Physical Therapy (4 Credits)

Evaluation and assessment of upper and lower extremity orthopaedic problems. Functional anatomy, biomechanics, and evaluative manual therapy skills used to functionally diagnose orthopaedic pathologies and disorders. Prerequisites: Graduate standing in PT. Co-requisite: DPT 754L

DPT 754L Musculoskeletal II - Orthopedic Assessment in Physical Therapy Lab (2 Credit)

Evaluation and assessment of upper and lower extremity orthopedic problems. Practical application of functional anatomy, biomechanics, and evaluative manual therapy skills used to differentially diagnose orthopedic pathologies and disorders. Prerequisites: Graduate standing in PT. Co-requisite: DPT 754.

DPT 756 Neurophysiology (3 Credits)

High level immersion into the function of the human central and peripheral nervous systems based on current research and theory. Topics will include normal human motor and sensory neurophysiology, cognitive and learning neurophysiology, neuropathophysiology, neuroplasticity, neurodiagnostics and neurologic treatment options. Prerequisites: Graduate standing in PT.

DPT 757 Wound Care (2 Credits)

Clinical practice of wound care including physiology of tissue healing, wound assessment tools, dressings and treatment approaches. Processes and diseases most frequently encountered in physical therapy practice specializing in wound care. Prerequisites: Graduate standing in PT.

DPT 758 Diagnostic Testing and Imaging (2 Credits)

Presentation of diagnostic tests used by disciplines and specialties within and outside of the profession of physical therapy. Discussion of blood studies, nuclear medicine studies, and radiologic/X-ray studies. Interpretation of test results as it applies to physical therapy evaluation, intervention planning and treatment. Prerequisites: Graduate standing in PT.

DPT 759 Pediatric Rehabilitation (2 Credits)

This course provides foundational knowledge of development (typical and atypical) and an overview of pediatric physical therapy practice for children with atypical development. Presents examination, evaluation, and development of physical therapy plans of care for children with various disabilities within the frameworks of family-centered care and disablement/enablement models. Prerequisites: Graduate standing in PT. Co-requisite: DPT 759L.

DPT 759L Pediatric Rehabilitation Lab (1 Credit)

This course focuses on application of developmental concepts and an overview of pediatric physical therapy practice for children with atypical development. Provides students with opportunities to observe/engage in examination, evaluation, and development of physical therapy plans of care for children with various disabilities within the frameworks of family-centered care and enablement models. Prerequisites: Graduate standing in PT. Co-requisite: DPT 759.

DPT 761 Supervised Clinical Education I (3 Credits)

The first clinical experience is a supervised full time extended clinical learning experience 5 weeks in duration. The primary purpose is to provide students with the opportunity to actively engage in experiential learning in order to develop introductory clinical competence in the delivery of services to persons with movement dysfunction. Prerequisites: Graduate standing in PT. Successful completion of all course work in the first year of the graduate physical therapy program.

DPT 762 Supervised Clinical Education II (3 Credits)

The second clinical experience is a supervised, full time extended clinical learning experience 5 weeks in duration. The primary purpose is to provide students with the opportunity to actively engage in experiential learning in order to advance clinical competence in the delivery of services to persons with movement dysfunction. Prerequisites: DPT 761.

DPT 763 Supervised Clinical Education III (3 Credits)

The third clinical experience is 5 weeks and is a supervised full time extended clinical learning experience. The primary purpose is to provide students with the opportunity to actively engage in experiential learning in order to advance clinical competence in the delivery of services to persons with movement dysfunction. Prerequisites: DPT 762.

DPT 764 Supervised Clinical Education IV (6 Credits)

The fourth clinical experience is 10 weeks and is a supervised full time extended clinical learning experience. The primary purpose is to provide students with the opportunity to actively engage in experiential learning in

order to advance clinical competence in the delivery of services to persons with movement dysfunction.
Prerequisites: DPT 763.

DPT 765 Supervised Clinical Education V (6 Credits)

The fifth clinical experience is 10 weeks and is a supervised full time extended clinical learning experience. The primary purpose is to provide students with the opportunity to actively engage in experiential learning in order to advance clinical competence in the delivery of services to persons with movement dysfunction.
Prerequisites: DPT 764.

DPT 770 Acute Care and Cardiopulmonary Rehabilitation (3 Credits)

Evaluation and treatment of patients with acute and chronic cardiopulmonary disease and dysfunction. Emphasis is placed on regulation of cardiac, circulatory and pulmonary functions at rest and the responses of these systems to differing modes, intensities, and durations. Prerequisites: Graduate standing in PT. Co-requisite DPT 770L.

DPT 770L Acute Care and Cardiopulmonary Rehabilitation Lab (2 Credits)

Lab of basic patient skills including assessment of vital signs, breathing patterns, heart sounds, ECG interpretation, pulmonary function testing, blood gases, chest wall mobility, cough and sputum, ventilation, performance of bronchial drainage, prescribe exercises for patient with compromised cardiopulmonary function. Prerequisites: Graduate standing in PT. Co-requisites: DPT 770.

DPT 772 Physical Therapy Administration (3 Credits)

General principles of organization and administration that impact the ethical and legal aspects of physical therapy practice. Topics such as budget development, cost accounting, supervision, communication skills, evaluative techniques, and methods of management and quality assurance. Prerequisites: Graduate standing in PT.

DPT 774 Professional Development II - Psychosocial Aspects of Physical Therapy (3 Credits)

Social and psychological issues, which arise during illness will be examined and discussed in an open class discussion format. Emphasis will be placed on self-awareness as well as awareness of others with respect to cultural differences, religious beliefs, addictions, and coping strategies during stress. Prerequisites: Graduate standing in PT.

DPT 780 Balance and Vestibular Rehabilitation (2 Credits)

This course will introduce students to principles and theories of rehabilitation for the patient with balance dysfunction. There will be emphasis on sound clinical reasoning and assessment of balance impairment and disability. Students will be exposed to theoretical applications of different treatment modalities in balance and vestibular rehabilitation. Prerequisites: Graduate standing in PT.

DPT 785 Musculoskeletal III - Orthopedic Rehabilitation (2 Credits)

Manual therapy and therapeutic exercise techniques for the extremities with emphasis on integrating these techniques into treatment regimes for specific orthopaedic pathologies/disorders. Includes pathogenesis, clinical presentation, medical/surgical management and rehabilitation. Review, integrate, and enhance

knowledge from previous course work as it pertains to appropriate entry-level application. Prerequisites: Graduate standing in PT. Co-requisite: 785L.

DPT 785L Musculoskeletal III - Orthopedic Rehabilitation Lab (1 Credit)

Orthopedic Rehabilitation lab with supervised integration of manual therapy and therapeutic exercise techniques for the extremities. Focus will be on developing and providing treatment regimes for specific orthopaedic pathologies/ disorders. Students will refine skills from previous course work as it pertains to appropriate entry-level application. Prerequisites: Graduate standing in PT. Co-requisite: DPT 785

DPT 786 Neurological Rehabilitation (3 Credits)

This course fosters clinical reasoning and critical analysis skills across elements of patient client management for individuals with neurologically-based movement disorders. Students are exposed to theory and movement science as related to clinical reasoning. Students are expected to incorporate professional behavior, scientific and clinical knowledge and critical analysis to clinical applications. Prerequisites: Graduate standing in PT. Co-requisite: DPT 786L.

DPT 786L Neurological Rehabilitation Lab (2 Credit)

Course emphasizes hands-on skill development, clinical reasoning, and critical analysis skills for all elements of patient client management for individuals with neurologically-based movement disorders across the lifespan. Students are expected to incorporate professional behavior, scientific and clinical knowledge, critical analysis and competent skill performance in laboratory and practical skill application. Prerequisites: Graduate standing in PT. Co-requisite: DPT 786.

DPT 789 Musculoskeletal IV - Women's Health in Physical Therapy (2 Credits)

Overview of the anatomical, physiological, nutritional, psychological, and sociological influences throughout the woman's life span including: adolescence, the reproductive years, the middle years, and older age. Discussion of physical therapy management of musculoskeletal, integumentary, cardiopulmonary, and visceral pathologies common to women. Prerequisites: Graduate standing in PT.

DPT 790 Clinical Research in Physical Therapy (3 Credits)

Introduction to principles and concepts of clinical research in physical therapy. Covers development of the research question, measurement issues, statistical analysis, literature review, and writing of results. Prerequisites: Graduate standing in PT.

DPT 791 Applied Research Statistics (3 Credits)

Review of foundations of research design and concepts of measurement in clinical study. Emphasis will be placed on hands-on data analysis and interpretation of clinically relevant research statistical methods including descriptive statistics, statistical inferences, analysis of differences, and analysis of relationships. Prerequisites: Graduate standing in PT.

DPT 798 Directed Research (1-6 Credits)

Critical inquiry by participating in new or ongoing research with faculty who serve as project advisors. Students summarize research by a written report and present each project orally to the faculty and area clinicians. May be repeated to a maximum of six credits. Prerequisites: Graduate standing in PT.

CAPSTONE Project

One of the most important components of a graduate education is the final Capstone Project, which must be completed to meet the requirements of the DPT degree. The project is intended to improve reasoning, creative ability, critical thinking, and written communication skills. In addition, the Capstone Project gives the student an opportunity to help contribute to the knowledge base of the profession, serve the community, and make an impact on population health which is one of the four tenants of the Quadruple Aim. Capstone projects must meet acceptable standards of rigor as determined by the faculty of UNLVPT. The faculty expects students to be engaged and active participants in all aspects of the projects.

Each student must satisfy the Capstone Project requirements. These requirements can be met in one of the following Capstone Project formats: a traditional research project, a professional paper (i.e., meta-analysis or systematic review), or a community or professional service-learning experience. The project should demonstrate the student's ability to design suitable questions/hypotheses, to identify appropriate tests/measures or needs/opportunities, to implement a design/plan, to collect and analyze outcomes, and to report results in a paper, disseminate results via a professional presentation, and be able to answer questions related to the project in a public forum. Before beginning a Capstone Project, students must have their project approved by the UNLVPT faculty and their advisor. Faculty project choices will be presented during the first half of Spring Semester in the first year. The final project will be presented in a formal presentation defense format during the students' final semester as part of DPT 798. The final document will be sent to the Graduate College for publication within the University library system.

UNLVPT Student Policies and Procedures

Academic Dishonesty

Academic integrity and ethical behavior are cornerstones of a high quality educational environment and the Department of Physical Therapy fully embraces the [University Student Academic Misconduct Policy](#) of accepting no form of academic dishonesty. In accordance with this policy, UNLVPT has adopted a "zero tolerance policy" for any acts of cheating, plagiarism, or other forms of academic dishonesty/misconduct. Under this policy, any student found to have committed such an act will be brought before the Academic Review Committee. If the student is found to be guilty of an act that violates our academic standards of performance, a grade of "F" will automatically be given for the course in which the act was discovered and the student will be subsequently separated from UNLVPT. *The student must sign the attached statement as to their understanding of this policy.* UNLVPT has also adopted the following policies:

- As professional behavior is an important part of physical therapy education, misrepresentation to the department in any form will be considered an academic issue.
- Students must always submit their own work unless the professor has given permission to do otherwise.

Academic Review Committee

The Academic Review Committee (ARC) consists of at least three UNLVPT faculty members who oversee academic and professional behavior issues, provide support to the students, and help identify resources to promote student development. Their role is to ultimately determine if any disciplinary action or support plan is warranted and make recommendations concerning such action to the UNLVPT Chair. Additionally, they will meet on an as needed basis in an advisory role when a student action is referred to the Committee.

Disciplinary actions or support needs referred to the ARC are confidential and will proceed in the following manner:

- Any breach of professional behavior will be immediately addressed by the instructor or CI in charge.
- The ARC Chair will be informed of the incident, who will then forward the information to the student's advisor as appropriate.
- The incident will be documented in an electronic folder for the purposes of advising and ARC matters and will be accessible by full-time department faculty.
- Depending on the situation, either the student's advisor or the ARC will arrange formal advising, for the student, or recommend referral outside the Department to a relevant professional support source.
- If a situation warrants ARC involvement, the Chair of the ARC will send a letter or email to the student stating the time and place of the meeting. A student may request to have their advisor with them in the ARC meeting in the instance their advisor is not already a member of the ARC committee.
- The ARC and the student will develop an action plan or learning contract to resolve the problem. The action plan or learning contract will be written and signed by the ARC members, any other faculty stakeholders, and the student.
- If a student has already been notified by the ARC for previous academic, clinical, or professional behavior issues (i.e., warning or probation), the ARC may directly handle new problems concerning the student.
- If the student does not follow through with the action plan or learning contract, the ARC will meet again with the student.
- The Committee's recommendations for probation, separation from the program or other disciplinary actions will be forwarded to the UNLVPT Chair.
- The Chair, along with input from the Graduate College Dean, will make the final decision regarding probation, program separation, or disciplinary actions and notify the student of the decision.

Academic Success Center

The goal of the [Academic Success Center](#) is to help students do well academically and complete their studies on time. They offer or will refer you to such programs and resources as advising, skills testing, and more. They guide students every step of the way to the many established resources created to ensure they complete their educational goals.

Administrative Assistants

Administrative assistants are NOT allowed to:

- Give personal information concerning students.
- Give students their grades.
- Type, copy or fax information for students.
- Take personal messages for students.

- In case of an emergency, administrative assistants may deliver a message to the student.

Admissions

Admission to UNLVPT is without regard or discrimination on the basis of race, religion, national origin, sex, age, marital status, sexual orientation, gender identity, or status with regard to public assistance or disability. Students are informed that becoming a physical therapist requires the completion of an educational program which is intellectually as well as physically challenging, that the candidate should be able to perform in a reasonably independent manner, and that reasonable accommodation does not mean that students with disabilities are exempt from certain tasks inherent to the profession of physical therapy (see Essential Tasks section). Admission procedures and requirements to the Department of Physical Therapy are clearly outlined on the [Admissions webpage](#).

UNLV does not discriminate in its employment practices or in its educational programs or activities, including admissions, on the basis of sex/gender pursuant to Title IX, or on the basis of any other legally protected category as is set forth in NSHE Handbook Title 4, Chapter 8, Section 13. Reports of discriminatory misconduct, questions regarding Title IX, and/or concerns about noncompliance with Title IX or any other anti-discrimination laws or policies should be directed to UNLV's Title IX Coordinator Michelle Sposito. The Title IX Coordinator can be reached through the online reporting form at https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18, by email at titleixcoordinator@unlv.edu, by phone at (702) 895-4055, by mail at 4505 S. Maryland Parkway, Box 451062, Las Vegas, NV, 89154-1062, or in person at Frank and Estella Beam Hall (BEH), Room 555.

Advising of Students

Students are required to meet with their advisors around midterm of each semester to discuss student progress, professional development, and status within the program. In addition to required meetings, students may request a meeting with their advisor at any point during their UNLVPT enrollment as the need arises.

Academic grades will be calculated at mid-term each semester and will be provided to the faculty advisors who will in turn meet with their students to discuss progress and performance. The advisor will be responsible for reporting any mid-term grade falling below a "B-" to the Chair of the ARC. If any action is deemed necessary the Chair of the ARC will convene a meeting with the student.

Alumni Association

With an alumni base 107,000+ strong, the UNLV Alumni Association offers a variety of services and opportunities in support of alumni and their families. UNLV alumni are encouraged to support the values of higher learning through advocacy, involvement, and giving.

Assumption of Risk/Release of Liability Form

Included with the Student Manual is an *Informed Consent, Assumption of Risk and Release of Liability Form* that explains the potential risk involved with demonstration and practice of clinical skills sponsored by

UNLVPT. Each student in UNLVPT must sign this form prior to initiating any clinical activities. Lack of a signature will preclude students from participating in these activities.

Class Attendance

Students are required to attend all classes at the scheduled times. It is the student's responsibility to notify the professor prior to class if an unavoidable absence should occur. A student is considered unexcused if they do not notify the instructor prior to the assigned class time, although notification in and of itself does not make it an excused absence. Accumulated absences may result in probation or separation from the program.

Students are considered tardy if arriving for class or event after the scheduled starting time. If the student anticipates being late, they should notify the instructor or departmental administrative assistant prior to class. Excessive tardiness may result in probation or program separation. Students with a total of three absences and/or tardies in one semester or both Summer terms combined will be sent a warning letter or email from the ARC. If there is any tardy or absence thereafter then the ARC will convene a meeting with the student.

On occasion, students will be required to attend a small number of mandatory events designed to supplement their educational experience (eg, clinical education workshops, Distinguished Lecture, student research/service-learning presentations [Friday of spring finals week]). These mandatory events are held to the same attendance policy as regularly scheduled class.

Classroom Policies

Since the average minimum length of most classes exceeds two hours, adequate breaks will be given at the discretion of the instructor. Food and drinks are allowed in class but students are responsible for cleaning up their seating area. No pets will be allowed in classrooms or labs. No classes may be audited by those not admitted to the UNLVPT program without consent of the instructor. Physical therapy students wishing to audit a class or bring a visitor should also gain permission from the instructor. Students are expected to keep their immediate workspace clean.

Physical therapy students have access to classrooms BHS 130, 213, 214, 215, and 216 with their proximity cards. Students may study in these rooms when they are not otherwise in use. All students are responsible for upkeep of all classroom/laboratory areas. No food or drink is to be left in any BHS laboratory or lecture room.

Cell Phones and Electronic Media

We request that students refrain from non-course related cell phone and electronic media use during lecture and lab classes. Please bear in mind that text messaging, instant messaging, video game playing, emailing, or other disruptive electronic activities are not acceptable professional behaviors. If any of the aforementioned electronic media behavior disrupts the functioning of the class or interferes with the learning of classmates the student will be referred to the ARC.

Students are required to purchase a tablet or laptop for use in class for note taking, testing, and other classroom activities. Faculty will not be providing paper notes for class; however, faculty will provide electronic notes. If students would like to have paper notes, they may print them out at their own expense. It is the students' responsibility to bring their tablet or laptop to class and to maintain sufficient battery charge.

If a student neglects to bring it to class and there is an assignment or test that requires its use, then the student may be docked 10% off the overall grade of the assignment. As faculty will be providing educational experiences that are compatible with certain software, students who choose to use an alternative electronic device will be held to the same standards and penalties (i.e., 10% off overall score for the assignment) if assignments/quizzes/tests cannot be accessed or completed appropriately.

Clinical Competencies

UNLVPT will utilize competency check-offs in most courses where clinical skills are taught. The purpose is to ensure that the student is able to demonstrate clinical skills safely, accurately, and professionally. Many of the check-offs are graded using a rubric and some are graded on a pass/fail basis. In general, to pass on either the rubric or pass/fail methods, a student must perform all skills tested according to entry-level clinical performance standards based on the Clinical Internship Evaluation Tool (CIET) Guidelines.

A *pass* constitutes entry-level clinical competency for that skill. A *fail* constitutes lack of clinical competency, as reflected by a score < 80% on the provided rubric. The maximum grade a student may achieve on a second attempt is 80% of the available points for the practical, and the maximum grade a student can achieve on a third attempt is 75% of the available points for the practical. Failure will also result if there is any breach of professional behavior or safety. Each student will be given 3 opportunities to pass each individual check-off. The initial check-off will be scheduled as per instructions in the course syllabi. If the student fails, they will have 2 additional opportunities to pass during the course of the semester or term. All check-offs must be completed and passed prior to the final practical exam or the student will not be allowed to take it.

The first re-take must be attempted within 2 weeks of the initial check-off. It is the student's responsibility to schedule this re-take with the instructor, or alternative instructor if available (See Course Policies #11). If the first re-take is failed, the student will be allowed one additional re-take, which must be scheduled prior to the final practical exam.

Each instructor will grade students on each performance criterion using their professional judgment in regards to the following areas: safety, professional behavior & accountability, communication, procedural interventions, and clinical reasoning.

Consistent with course policy, if the student does not pass a check-off or final practical in 3 attempts, a failure in the course will result, regardless of the grade in the course prior to the third failed check-off or final practical.

Commencement

Located in the UNLV Office of the Registrar, the commencement office is the last step in the graduation process. Please check with the commencement office for information on the commencement ceremony and your diploma; for all other information about graduate student degree completion and graduation, including thesis/dissertation requirements and doctoral hooding, please contact the Graduate College.

It is the students' responsibility to ensure they apply for [graduation on time](#) and submit all required forms to the Graduate College. Questions regarding thesis/dissertation should be directed to the Graduate College [Student Services Team](#) and questions regarding required forms should be directed to the Graduate

College [RPC Team](https://www.unlv.edu/graduatecollege/graduation-deadlines). <https://www.unlv.edu/graduatecollege/graduation-deadlines> (please note that there are hyperlinks)

Consensual Relationships

The University of Nevada, Las Vegas' mission is to promote the personal and academic development of students. This mission is promoted by professionalism in relationships between members of the university community. It is the university's goal to create an environment conducive to learning where students, faculty, and staff trust and respect one another.

The University of Nevada, Las Vegas prohibits romantic or sexual relationships between members of the university community when one of the individuals involved has direct professional influence or direct authority over the other. In that circumstance, both the University and the person in the position of influence are vulnerable to charges of sexual harassment from the person in the position of lesser power and/or by third parties.

Consensual relationships existing between individuals, if neither one has direct professional influence nor authority over the other, are not prohibited by this policy. A member of the university community is considered to have direct professional power or direct authority over another individual when he or she is in the position to do any of the following:

- Supervise a student in any capacity, including evaluating any academic work, assigning grades, academic advising, formal psychological counseling, or serving on thesis, dissertation, or scholarship committees;
- Influence a student's employment, graduate assistantship, housing, participation in athletics, or any other university activity;
- Supervise and/or evaluate the work performance of a member of the faculty or professional or classified staff;
- Recommend or award merit or promotions to a member of the faculty or professional or classified staff;
- Serve on promotion or tenure committees.

When a romantic or sexual relationship exists, both parties involved may be subject to disciplinary action. Both parties are equally responsible for reporting the existence of the relationship to the appropriate supervisor at the beginning of the relationship. A self-report will be kept confidential by the supervisor unless university policy requires him/her to divulge it.

Once the university administration learns of a romantic or sexual relationship, whether through self-reporting or otherwise, it will take immediate steps to eliminate the power and authority of the one individual over the other. This may be accomplished by reassigning duties or responsibilities or requiring withdrawal from a committee.

If the individuals involved fail to comply with this policy, or if the relationship is not self-reported, the university may impose one or more of the sanctions available through its disciplinary procedures, as outlined

in the NSHE Code (for faculty and professional staff), the Nevada Administrative Code (for classified staff), or the UNLV Student Conduct Code (for students).

When a relationship exists between a student who is being paid to administer a recognized student organization/group and another member of the organization/group, the above policy applies. If the student leader involved in such a relationship is not being paid to administer the organization, special circumstances apply; the involved students will report the relationship to the organization's advisor (or another university representative assigned by the office of the vice president for student life). Thereafter they will refrain from making decisions within the organization that are designed specifically to benefit or harm the other individual in the relationship. This policy shall not be construed to mean that either party to the relationship will necessarily be required to forfeit his or her membership status or position within the organization.

Persons bringing groundless or malicious charges under this policy are subject to disciplinary action for personal misconduct under the appropriate faculty/staff personnel policies or the Student Conduct Code.

Copyright and Fair Use Laws

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright webpage](#).

Course Policies

1. All students are required to be skilled in all course content. Attendance is mandatory for all lecture and lab sessions. Tardiness will not be tolerated. If you are unable to attend due to illness or other extenuating circumstances, the professor should be contacted prior to class if feasible. The student will be held responsible for all missed information.
2. Exams must be taken on the scheduled dates and assignments are to be handed in prior to their due dates. Late assignments without approval from the professor may be subject to a penalty assessment of up to 10% off per day. Some instructors may have a more rigorous penalty for late assignments (see specific class syllabus for details). Make-up exams will not be given unless prior arrangements are made with the instructor.
3. All printed assignments must be of high print quality (i.e., no blurred printing, no lines across the page). Students who are asked to reprint papers will be held to the late assignment policy (See #2 above).
4. Any grade below that of 80% reflects unsatisfactory work on the graduate level and as all work builds on preceding concepts, the following format will be followed:
 - A minimum grade of "B-" (80%) is expected to be maintained in all course work, although a minimum cumulative GPA of 3.0 or "B" (83%) is necessary to remain in the program. Students who do not maintain a 3.0 or "B" average, during any semester or summer term, will be recommended to be placed on probation to the Graduate College at the end of the semester or Summer term (see Probation section in student manual). If a student's average score in any class is below 80% at

midterm, the student should seek individual counseling with the professor and/or advisor to remedy the grade in question. The student may also receive a recommendation to meet with the ARC at this time to aid in establishing strategies for a successful completion of the semester or term

- When a student's semester GPA falls below a 3.0 ("B" average) and/or when a student receives a grade of "C+" or below in any one class at the end of the semester or Summer term, the student will automatically be recommended to be placed on academic probation to the Graduate College and be notified of this status.
 - A second grade of "C+" or lower received in any course at the end of the ensuing semester or term, or failure to restore the semester average to 3.0 or above at the end of the semester or term will bring about a recommendation to be separated from the program to the Graduate College.
 - A grade of "C+" or below in *more than one course in any semester or term* will bring about a recommendation to be separated from the program to the Graduate College.
5. If probation is not rectified in one semester or term, based on a grade earned in any class or semester GPA, then the student will be recommended to be separated from the program to the Graduate College.
 6. In most cases, the probationary period will extend through one ensuing semester or term. In the event of probation in or at the end of a Spring semester, the probationary status may extend through the Summer terms and Fall semesters. The ARC reserves the right to modify the probationary time frame and make recommendations to the Graduate College.
 7. A student on probation must maintain grades of "B- "or better in all coursework, in addition to maintaining a minimum semester GPA of 3.0 at the end of the semester, to be removed from probationary status.
 8. If a student faces probation more than one time, the ARC will review the matter and a recommendation will be forwarded to the Chair and the Graduate College Dean as to remediation or separation from the program (see Probation).
 9. An earned "F" in any didactic course will result in separation from the program. An earned "Fail" in any Clinical Education course is subject to ARC review and may result in separation from the program.
 10. An earned "FAIL" for any final third practical pass/fail exam, regardless of the course grade, will result in an "F" in the course and separation from the program.
 11. For a competency check off or practical examination, a student will be given 2 additional opportunities to pass. If more than one faculty member is affiliated with the course, wherever student and faculty schedules allow, a best effort will be made for the student to be examined by the alternate faculty member for the second attempt. If a third attempt is required, additional faculty will be required to participate in the third and final examination and may include and not be limited to: the Department Chair, the DCE or any faculty members deemed to have expertise in the content area being examined. Therefore, at a very minimum, 2 faculty members will determine if the student passes or fails the third attempt. Failing a competency check-off or final practical examination 3 times will result in failure of the course regardless of the grade in the course prior to the third failed check-off or practical examination. Therefore, it is highly recommended that the student consult with the professor(s) prior to attempting the third competency check-off.
 12. A competency check-off or final practical exam will be graded based on a UNLVPT rubric. Faculty will provide a copy of the rubric prior to the check-off or practical, and will outline the check-off or

practical exam policies in their relevant syllabus. Failure will result if there is any breach of professional behavior or safety regardless on the student's performance of practical skills.

13. If a student is suspected of cheating, the case will be reviewed by the ARC. If found guilty of cheating the student will be separated from the program.

Covert Audio and Videotaping

Covert videotaping and/or audio recording of faculty lectures are prohibited under Nevada System of Higher Education (Title 4, Chapter 1, Section 21). This policy is based on state law which expressly deems that surreptitious electronic surveillance is unlawful without the knowledge of the person being observed (NRS 396.970). In addition, a student who surreptitiously audio-records a lecture may be in violation of state law (NRS 200.650). As such, you may not record, either audio or video, without permission from the faculty member. If you are granted permission to record you may not share the recording or use it for any other purposes except for that specific class.

Criminal Background Checks

All students enrolled in the physical therapy program will have to complete a criminal background check at least one time during the course of the program. Students will be required to pay for the background check, which will then be assessed by any clinical site that requests it. It is possible for a student to be required to submit a new background check for each of the four (4) required clinical experiences. A few clinical sites require the DCE to verify a pass/fail on the background check according to a list of criteria in the appendices of the Educational Affiliation Agreement for that clinical site. UNLV will not be involved in the assessment of most of the background checks. If a student is unable to secure an experience in a specific setting due to their background check, the student may not be able to complete the requirements necessary to graduate from the program.

Disability Services

The DRC is committed to supporting students with disabilities at UNLV through the appropriate use of advocacy, accommodations, and supportive services to ensure access to campus courses, services, and activities. The DRC is the university-designated office that determines and facilitates reasonable accommodations in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Graduate students with disabilities must disclose to the DRC in order to receive appropriate accommodations. Students can learn more at <https://www.unlv.edu/drc>.

DRC Grievance and Complaint Process: The DRC's goal is to provide students with effective accommodations based on law and current best practices. The grievance procedure addresses disagreements regarding things such as eligibility of disability status, requested services, accommodations, or modifications to university practices or requirements administered by the DRC. Details on this process can be found at:

<https://www.unlv.edu/drc/grievance-complaint>.

Dissemination of Information

Dissemination of information that directly affects all prospective and enrolled students will be sent in a timely manner to assure that all prospective and enrolled students understand the rules and regulations related to admission, matriculation, and progression through the program. All students are responsible to maintain and regularly check their UNLV [Rebelmail](#) account for the duration of their educational program, including during

clinical experiences. The faculty will only use that account when corresponding with students. You are responsible to respond to emails in a timely fashion especially while on clinical rotations.

Prospective students will have access to information on the UNLVPT webpage regarding admission requirements, the academic and clinical education portions of the curriculum, licensure, accreditation status of UNLVPT, tuition costs, general information regarding scholarships and financial aid, and the UNLV campus.

Enrolled students will receive the UNLVPT Handbook for their appropriate year of entry to the program during orientation. This will include the Educational Philosophy and Mission Statement, curriculum plan, tentative calendar, course descriptions, policies, rules and regulations, general information regarding clinical education, and a brief introduction to the faculty. Each student will be advised to visit the [UNLV Graduate College website](#) to familiarize themselves with grants, scholarships, available financial services, counseling services, testing services, and technology services.

Diversity Initiatives

The vision of the [Office of Diversity Initiatives](#) is to advocate, promote, and support the advancement of equity, inclusiveness, and empowerment of a continuously changing collegiate and global community. The mission of the Office of Diversity Initiatives is to provide leadership and support for UNLV's diversity mission: to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment. This Office also handles UNLV Title IX questions, inquiries, and reporting.

Please see this resource on the importance of diversity in healthcare: <https://www.edumed.org/medical-careers/diversity-in-healthcare/>

Drop/Withdrawal Policy

As the curriculum in the Department of Physical Therapy is designed in a hierarchical manner, and students are required to take all courses sequentially, dropping or withdrawing from a course constitutes dismissal from the program. In the event of a severe accident or disabling illness that prevents the student from attending class for more than two consecutive classes, the student's case will be sent to the Academic Review Committee for review.

Drugs and Alcohol

There will be no tolerance of alcohol, cannabis, or drug use during class, class breaks, or clinic hours. In accordance with the Drug-Free Schools and Communities Act Amendment of 1989, UNLV is committed to the prevention of alcohol or other drug abuse on campus. Specific to cannabis, UNLVPT follows the [cannabis policy established by the university](#). UNLV is now a [smoke-free, vape-free, and tobacco-free campus](#). This also extends to clinical sites. If a student appears to be under the influence or is known to be in violation of these policies, the case will be immediately referred to the ARC and the student will not be allowed to participate in classroom or clinical activities until the situation has been resolved.

Drug Screens

All students enrolled in UNLVPT will have to complete a drug screen at least one time during the course of the program. Students will be required to pay for the drug screen. It is possible that a student will need to submit a new drug screen for each of the four (4) required clinical experiences. Drug screen results are viewable by

the UNLVPT Clinical Education committee. The Clinical Education committee will then fax or email the results to the appropriate Site Coordinator of Clinical Education (SCCE) at the clinical site. Please note that most clinical sites will not likely accept a student with a positive drug screen. This in turn may affect the student's ability to meet the qualifications necessary to graduate.

Emergency

If an emergency arises, contact the departmental office at (702) 895-3003 and the administrative assistant will contact the appropriate parties. The following are emergency telephone numbers for police, fire and rescue:

- Public Safety (UNLV Police) (non-emergency number – 702-895-3668)
- Public Safety (emergency number – 911)
- Fire and Rescue (emergency number – 911)

In the event of a patient, research participant, or student code (loss of consciousness):

- Faculty and students working directly with the patient or research participant will perform assessments and life-saving measures as deemed necessary.
- Students and faculty observing the patient will be designated to do the following tasks:
 - Call 911 – Remember, you must dial 8 then 911 if using a land line in one of the BHS rooms.
 - Retrieve any assessment tools needed
 - Make ready all chart and patient information upon arrival of medical personnel
 - One student to wait outside the building
 - One student to hold elevator
 - Other faculty and students are to clear the room and create easy access to the patient
 - Remember to stay calm

Employment

Due to the academically rigorous nature of the DPT curriculum and the extensive time required for academic, lab, and clinical requirements, the faculty strongly recommend that students do not seek outside employment. If students choose to work, it should not interfere with coursework and cannot be used as an excuse for leniency if academic issues arise or as an excuse to miss UNLVPT required courses or events.

Evacuation of Research/Service-Learning Participants or Patients

In the event of a fire alarm or disaster alarm, faculty members and students are to check BHS 112, 130, 213, 214, 215, 216, 217, and 220 as they prepare to evacuate the building. They are to make certain no research/service-learning participants or patients are in these rooms. If a participant or patient is present, faculty members and students must assist in the evacuation of these individuals. The elevator on the second floor will not be available. As a result, faculty members and students may have to do a fire carry of the individual on the second floor. This might mean that 2 to 4 faculty members and/or students would make a "chair" to physically carry the individual down the stairwell to the outside of the building. Other faculty members and students would carry the individual's wheelchair down the stairwell to the outside to be available for the participant or patient. In the event that the faculty members and students did not feel that they could physically form a "chair" to carry the individual, they should obtain two full sheets from BHS 213, lay the individual on the sheets (two for double thickness and increased safety), and then carry the individual down the stairwell to the outside in this manner. Other faculty members and students should carry the individual's chair down the stairwell to the outside to be available for the participant or patient. Faculty

members and students who check BHS 112 should assist in whatever way needed to evacuate an individual to the outside of the foyer of the building.

Equipment Usage

If permission is granted by the course instructor, students may check out selected physical therapy program equipment for class-related activities. Check-out and return of the equipment is coordinated by the UNLVPT Administrative Assistant and/or UNLVPT faculty member. All items checked out by a student must be returned before a student will be cleared for graduation.

Family Educational Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act of 1974, commonly known as [FERPA](#), is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records, and FERPA requires that institutions adhere strictly to these guidelines. Under FERPA, students have rights to view their personal UNLV records. UNLV cannot disclose student records to anyone without the student’s permission. This includes parents, legal guardians, clinical instructors, and prospective employers. As such, UNLVPT will have each student sign a FERPA release at the beginning of the program that will allow us to discuss your academic record with your clinical instructor and prospective employers should you desire us to become a reference for you.

The Financial Aid & Scholarships Office

The Financial Aid & Scholarships Office supports higher-education access and persistence by providing financial aid to eligible students. The office partners with student organizations, the UNLV Foundation, the Graduate College, and other external constituents to provide financial aid learning opportunities and scholarship support for graduate students. Students who are borrowing are encouraged to meet with Financial Aid at the beginning of each academic year for one-on-one counseling. Students who would like additional advising or who are not borrowing but wish to get financial counseling can book an appointment or visit the Financial Aid website for financial resources.

Grading Policies

Grading Scale:

A	93-100	B-	80-82
A-	90-92	C+	77-79
B+	87-89	C	73-76
B	83-86	F	<73

Graduate & Professional Student Association (GPSA)

The Graduate & Professional Student Association serves all currently enrolled University of Nevada, Las Vegas graduate and professional students. The GPSA maintains the Graduate Student Commons located in the Lied Library room 2141 and Gateway Building PDAC Room. The facility has a working office equipped with a copier, fax, flatbed scanners, color laser printer, office supplies, and computers with printers and a small kitchen area. The GPSA is the graduate student governance body at UNLV; the GPSA Council consists of one graduate student representative from each graduate department, and they meet monthly. The GPSA also provides

volunteer opportunities, sponsors social events, and supports graduate student research through the graduate research and travel grants program.

Graduation Awards

The following awards are generally given out each year to graduating students. Not all awards may be given out each year and multiple recipients may be identified at faculty discretion.

Leadership Award

- Chosen by the faculty and students of the graduating class and awarded to a graduating student.
- This awardee leads by example, exhibits positive leadership, influences classmates, takes initiative in classroom issues, respects classmates, articulates a focused vision for the class, exhibits enthusiasm, remains calm when crises arise, and commits to excellence.
- Award: \$500.00

Sue Schuerman Award for Excellence in Clinical Education Award

- Recommended by the clinical faculty, chosen by the UNLVPT faculty, and awarded to a graduating student.
- This awardee exhibits sound reasoning, utilizes evidence-based practice, gets along with colleagues, is pleasant to work with, puts forth a good effort, is a hard worker, and takes criticism well.
- Award: \$500.00

Excellence in Clinical Teaching

- Chosen by the students and faculty and awarded to a clinical instructor who was a clinical instructor during the 3rd year experiences.
- This awardee demonstrates excellence in clinical teaching and mentorship. In addition, this awardee leads by example, models professionalism (e.g., Professional Behaviors, Code of Ethics), and specializes in at least one area of practice. The nominee should have at least 3 years of clinical experience and 2 years of being a clinical instructor.
- Award: \$500.00

Faculty Recognition Award

- Chosen by the faculty with student input and awarded to a graduating student.
- This awardee typically has made significant achievements in the physical therapy program that deserves recognition. Examples might include: exceptional service to the class or community; high academic performance; publication (with team) of research/service-learning project prior to graduation; respectful communication among fellow students and with faculty. This award may also be given to a graduating student who has had to overcome difficult circumstances and has succeeded despite the challenges.
- Award: \$500.00

Research Award

- Chosen by the faculty and awarded to a student research group of graduating students.
- This award typically goes to the research group that has exhibited excellence in research design, data collection, writing, and presenting. The awardees have had a strong commitment to the project and have had good attitude throughout the process. Moreover, the project makes a strong contribution to physical therapy in the form of publications and/or presentations.
- Award: \$500.00 per research team member

Outstanding Achievement Award

- Chosen by the faculty with student input and awarded to a graduating student.
- This well-rounded awardee exhibits excellence in all aspects of the UNLVPT experience: academic, clinical, and research/service-learning. Moreover, this awardee is professional, exhibits leadership skills, is respected by classmates and faculty, and exhibits all of the traits addressed in the Professional Behaviors and Code of Ethics.
- Award: \$1000.00

Service Learning Award

- Chosen by the faculty and awarded to a student service learning group of graduating students.
- This award typically goes to the student service learning group that has exhibited excellence in planning and organizing a project, demonstration of community (defined by project) benefit and student learning, and disseminating the results. The awardees have had a strong commitment to the project and have had good attitude throughout the process. Moreover, the project makes a strong impact to the community/entity served.
- Award: \$500.00 per service-learning team member

Service Award

- Chosen by the faculty with student input and awarded to a graduating student.
- This awardee has demonstrated an exceptional record of service to the program, class, profession, and/or community.
- Award: \$500.00

Grievance – Due Process Procedural Steps²

Policy: It is the policy of UNLVPT that formal complaints made to the program in writing shall be addressed through proper UNLV Policies and Procedures, and written record of any such complaints will be maintained by the Department Chair for a period of no less than five years. Specific information regarding student grievances or complaints may be found in the UNLVPT Student Handbook. Additional information about handling complaints may be found in UNLV and SIHS Bylaws, policies, and procedures documents.

Procedures:

Appeal. Students who are denied the privilege of readmission to UNLVPT after separation have the right to appeal. The appeal process will follow the steps outlined below beginning at step #3.

² For more detailed information about the process and guidelines, please see [Graduate College Appeals Process](#)

Steps within the College. If a student is unhappy with their educational experience (e.g., grading issues) in any course, a written grievance must first be submitted by the student to the faculty member involved. If the complaint is related to student-student interactions the complaint must first go to the Student Advisor or Class Advisor. If the complaint is against a faculty member (e.g., faculty-student interactions) or an administrative assistant then the complaint must first go to the Department Chair. In addition, if the complaint is in regard to an appeal for readmission, then the complaint must first go to the Department Chair. If the grievance is not resolved to the student's satisfaction after this initial submission, the grievance may be submitted in a step-wise fashion through the following administrative channels:

1. Faculty member involved
2. Student Advisor or Class Advisor
3. Academic Review Committee (if appropriate)
4. Department Chair
5. Associate Dean
6. Dean

Steps External to the College

7. Consultation with the Graduate College Director of Student Services
8. Completion of the Graduate College Academic Appeal form

Issues related to harassment/discrimination will be directed to the [UNLV Diversity Initiatives Office](#). Specific details for reporting grievances for graduate students are identified in the [UNLV Student Conduct Code](#).

Grievances that Fall Outside the Realm of Due Process

The policies and procedures for filing a complaint that falls out of the realm of due process, such as complaints from clinical education sites, employers of graduates, and the public may include the following:

An individual or organization that is unhappy with their experience or encounter with any student, faculty or staff member of UNLVPT is encouraged to file a written complaint against the department or program. The complaint will be kept on file in the Department Chair's files under "Program Complaints" for a period of 5 years. The process for handling a complaint against UNLVPT:

1. When possible, the Department Chair will discuss the complaint directly with the party involved within 20 business days of receipt of the official complaint. If the matter is reconciled at this point, a letter from the Chair acknowledging the resolution of the complaint will be filed with the complaint and a copy sent to the complainant.
2. If no resolution is attained with the discussion with the Department Chair, or if the complaint is against the Department Chair, the involved party may submit a written complaint to the Associate Dean of the School of Integrated Health Sciences. The Department Chair will also forward a written summary of the previous discussions where appropriate. The Associate Dean will meet with each party separately and may schedule a joint appointment with the two parties in order to attempt a solution. A letter outlining the resolution by the Associate Dean should be filed with the complaint in the Department Chair's office.
3. If the party feels that additional complaint is necessary, then the last line of complaint is to the Dean of the School of Integrated Health Sciences. A letter outlining the resolution by the Dean should be filed with the complaint in the Department Chair's office.

Complaints should be addressed to:

Department Chair
Department of Physical Therapy
University of Nevada, Las Vegas
4505 Maryland Parkway, Box 453029
Las Vegas, Nevada 89154-3029

Health Risks and Injuries

Health Conditions of a Continuing Nature

In the event of pregnancy, students may continue clinical experiences in accordance with agency policy. Students having health problems of a continuing nature may be referred to the ARC for recommendations. In any situation where a student has a significant change in medical status, a new physical must be completed before the student can resume either the clinical experience or coursework.

Health Risks

Students will be informed of health risks that they may encounter throughout the educational program and will follow the OSHA regulations as stated in the Clinical Education Manual.

Student Injury in the Classroom or Clinical Area

The faculty member and/or health worker assesses the extent of injury to determine if the student can remain in the classroom or clinical area. If the student requests medical care, the faculty member and/or health worker will assist the student in obtaining appropriate care. The student and faculty member and/or health worker must complete an [incident report](#) if required by the University or clinical agency. The faculty member and/or health worker has the right to not allow the student to participate in class based on the extent of the injury.

HIPAA and Related Policies

An important part of professionalism in physical therapy is maintaining the patient's confidentiality. Therefore, written work submitted to the professor must never contain the patient's full name. Patient's problems must not be discussed with family or friends. If the Department ascertains that a patient's confidentiality has been violated, the student violating the confidence will be subject to disciplinary action.

In addition, in the course of physical therapy training, students will likely have access to confidential information related to other students, patients/clients, or others. Students will receive training in protecting patient/client confidentiality and HIPAA guidelines. It is the responsibility of the student to maintain confidential any information related to patients/clients. Per HIPAA guidelines, the following behaviors are prohibited:

- Releasing confidential patient/client information by any means (i.e., verbally, electronically (e.g., email), social media (e.g., Facebook, Twitter, Instagram), or in print) to any individual/agency who does not have the legitimate, legal or clinical right to the information
- Unauthorized use, copying, or reading of patient medical records
- Unauthorized use, copying or reading of employee/hospital records
- Taking patient records outside the clinical facility

- Any tampering of patient information

This policy applies not only to patients/clients with whom the student has direct contact in the clinical setting, but to any personal/confidential information to which the student may have access while participating in physical therapy education. Discretion should be used when discussing patient/client information with other appropriate individuals to assure that the nature of the discussion remains professional, pertains only to information clinically relevant while in the clinical setting, and cannot easily be overheard by others. When discussing any patient information for educational reasons in the classroom, information must be properly de-identified and/or appropriate authorization obtained. Additionally, some clinical facilities will have their own published policies/procedures related to protecting patient/client information that students are expected to follow. Violations of this policy may result in probation and may be grounds for separation from the program.

Informed Consent

Informed consent forms will be provided to all patients or participants who may participate in classroom demonstrations or research projects. Additional consent forms will be provided if the patient/participants is to be filmed or photographed.

International Students

[International Students and Scholars \(ISS\)](#) ensures compliance with both SEVIS (Student and Exchange Visitor Information System) and federal law, so that the university can continue to be authorized by the U.S. federal government to enroll international students; host and hire international scholars; assist and advise employment eligibility and authorization relating to international students and scholars, and visa, travel, and immigration issues; provide critical and specialized services to the international students and scholars of the UNLV community; and facilitate their transition to the campus and the U.S.

Office Hours

UNLVPT prides itself in accessibility to students. As such, UNLVPT faculty have made a covenant that they will respond back to students in a timely manner to their queries via electronic media and will make themselves available for student drop-in visits during their office hours each week. Visits by students outside of these four office hours will need to be made by appointment. In general, please respect the faculty member's time and make your visit efficient. Office hours are posted in syllabi and also on their bulletin boards adjacent their office doors. If faculty members are not able to hold their regular office hours they should notify the department administrative assistant and post a notice on their door when hours will be rescheduled.

Office of Student Conduct

The [Office of Student Conduct](#) is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Conduct collaborates with the UNLV community to provide an inclusive system through enforcement of the UNLV Student Code of Conduct by:

- Promoting awareness of student rights and responsibilities;
- Establishing accountability for student choices;
- Creating opportunities for involvement in the process; and,
- Striving to uphold the values and ethics that advance the common good.

Office of Military and Veteran Services

The Military and Veteran Services is staffed with veterans and GI Bill-experienced staff to assist more than 1,000 veterans, dependents, active duty service members, National Guard members, and reservists. Their mission is to develop a welcoming, veteran-friendly campus environment that fosters academic and personal success.

Probation

Students may be placed on probation if they fail to meet UNLVPT standards in the areas of academics, professional behaviors, and/or clinical performance. The ARC will make all recommendations for probation to the Department Chair, who will then make recommendations to the Graduate College Dean. The Chair and the Graduate College Dean will make all disciplinary decisions and notify the student of such actions. In most cases, the probationary period will extend through one ensuing semester. In the event of probation in or at the end of the Spring semester, the probationary status will extend through the Summer terms and Fall semester. The ARC reserves the right to modify probationary time frames. A student who performs in a way that constitutes probation in one of the other areas may be separated from the program. If a student is placed on probation a second time for any reason, the ARC will make recommendations regarding separation, probation, probationary time frame, and/or remediation to the Chair. A student who meets any of the following criteria will be placed on probation:

- A student earns a grade below 80% (B-) in any one course at the end of a semester or a Summer Term
- A student earns a semester or term GPA that falls below 3.0
- A student commits any infraction of professional behaviors
- Any clinical performance that is deemed unsatisfactory will result in remediation. If a student requires clinical remediation, they will be placed on probation (see remediation policy in Clinical Education Handbook)

Professional Appearance Standards

Students are required to wear attire that conforms to the image of the professional physical therapist. UNLVPT is a setting where students, faculty, guests, patients, other professionals, and the general public form an initial impression about us and our profession based on our appearance and conduct. Therefore, the appearance and dress of UNLVPT students and faculty should be professional and should reflect modesty and cleanliness. The appearance and dress code policy of UNLVPT is the following and should be adhered to whenever the student is within BHS as stipulated below (Monday through Friday), on clinical rotations, at mandatory class meetings (including quizzes and exams), student research/service-learning presentations, Brown Bag lectures, Distinguished Lectures, in the offices of professors, conducting research or service-learning, or when on any errand for UNLVPT. Only scrubs or clinical/professional attire may be worn when visiting faculty or administrative offices (2nd & 3rd floor of BHS). Lab attire may only be worn on the 1st or 2nd floor for Lab classes, open Lab and check offs/practical exams when designated. Students should enter and exit BHS in the appropriate attire for the class/event they are attending.

- **Appearance.** Students should be well-groomed, bathe regularly. All clothing should be laundered on a regular basis and be unwrinkled. No hats or head/hair coverings may be worn unless for cultural or religious reasons. Hair should be kept clean and neat, and must be fashioned such that it does not fall forward or over the sides of the face or on a patient/client when working with patients/clients. Beards and mustaches must be clean and neatly trimmed, and be worn in a fashion as not to have the potential to

physically contact a patient/client during treatment. Nails must be kept short and clean for safety in the performance of manual therapy and patient transfers. Tattoos may need to be covered with clothing (or temporary cover) or camouflaged with makeup. Underwear or any type of cleavage should never be visible. No excessive use of perfumes, colognes or scented lotions/deodorants is allowed. Ear gauges are not allowed. Only wedding or simple rings are allowed. Excessive jewelry that has the potential to come into contact with patients/clients should not be worn. Hooped or dangling earrings are not permitted for safety reasons.

- **Dress.** Scrubs approved by UNLVPT are the required dress for the classroom and for research or service-learning activities at all times unless otherwise directed by faculty. Scrubs that are wrinkled, tattered or dirty are not appropriate. Shoes should be conservative in style and should be closed-toed. Clean sneakers are appropriate with scrubs or clinical attire. Flip-flops or sandals are not allowed.
 - **Clinical attire.** Occasionally, students will be asked to dress in clinical attire rather than their UNLVPT scrubs. In addition, they will be asked to dress in clinical attire on the clinical rotations and for integrated clinical experiences (ICE). Students should conform to the policies and procedures of the clinical site to which they are affiliated, or assigned for ICE. **Please note this may require students to cover tattoos, and/or remove facial/body piercings. Clinical/ICE sites may not allow extreme hair styles or colors outside of normal hair colors. Students are responsible for abiding by all clinical site policies for dress code and appearance.**
 - In general, the following are appropriate in most clinical settings: dress pants/slacks, dress shirts/modest blouses/polo shirts, and closed-toed dress shoes with low heels or clean sneakers. All clothing should be clean and neatly pressed. The following are not appropriate: jeans (unless permitted by a clinical site), t-shirts, revealing clothing (either low cut or see through), and sandals. Loose fitting clothing that may be revealing in certain positions is not appropriate. Underwear or any type of cleavage should never be visible.
 - **Lab attire.** Clean and laundered shorts and t-shirts are the required dress for labs. Underwear must be worn but should not be visible. However, there are occasions in the lab where shirts may need to be removed. Sports bras are recommended in this case. Students will be provided lockers where they may change. When students leave the floor to visit faculty members or the administrative assistant or for other purposes, scrubs must be worn over the lab attire. No exceptions are allowed. The lab attire must be available in the students' lockers at all times. Failure to have lab attire for labs may result in the student being dismissed and not allowed to return to class until properly attired in lab clothing. The ARC will also be notified. Lab attire should be worn for Lab practical exams and check offs unless otherwise specified by the faculty member of the course.
 - **Professional business attire.** Students will wear business attire (i.e., business suits) for final research/service-learning presentations or when required by faculty. High heeled shoes may be worn for professional presentations.

Students may adapt their attire in a professional manner to meet cultural, religious, privacy, modesty, or other needs. Students requiring special accommodations are asked to inform the relevant faculty member at the start of the semester or term. Students presenting to class or a professor's office violating any of the aforementioned professional appearance standards will be asked to leave and not allowed to return until properly dressed or groomed. While UNLVPT wishes to maintain a professional appearance standard, the onus is on the student to adhere to these professional standards. As professionalism is a core value of UNLVPT,

students who repeatedly violate these standards will be reported to the ARC. Failure to comply with these standards could result in probation or separation from the program.

Professional Behaviors

See section regarding “Code of Ethics” and “Professional Behaviors” at the end of the UNLVPT Handbook.

Professors

Instructors should be addressed by their preferred title (such as ‘Professor’ or ‘Doctor’) and their last name unless otherwise stipulated by the faculty member.

Program Separation Procedure

A recommendation for separation from the UNLVPT program will be made to the Graduate College in any of the following cases:

- An earned “F” in any didactic course
- Failure of a third attempt of any competency check-off or third attempt of a final practical exam
- A grade of “C+” or below in more than one course in any semester or Summer term
- Inability to rectify probationary status within the time frame allotted by the ARC. This could happen if one or more of the following occur:
 - GPA of 3.0 is not attained in the probationary semester or term
 - A grade of “C+” or below is earned in the probationary semester and/or term
 - Inability to remediate or rectify clinical or professional behaviors
- A student on probation whose actions warrant probation in another category (academic, professional behavior, clinical) may also be separated.
- Students who fall into any of the above categories are encouraged to meet with the ARC to review the reason(s) for the recommendation for separation, possible remedies, and to explore whether or not the ARC supports a pathway for potential reinstatement. If so, the student should review the program reinstatement/re-application policy below.

Reinstatement/Re-Application Policy:

Following program separation, students may appeal for reinstatement within 30 days of the Graduate College notice of separation, or if outside of that timeframe, they may reapply for admission via the standard process but will be reconsidered along with all new incoming applicants with no guarantee that coursework previously completed will be allowable for use if they are readmitted.

- Following formal separation from the Graduate College, the separated student may submit an *Appeal to Separation Form* through the Grad Rebel Gateway portal. (see [Graduate College Progression and Completion Policies](#)).
- Due to the lock-step nature of the DPT program, a student may or may not have the opportunity to rejoin the program as part of the next cohort depending on the semester of separation.

The appeal for reinstatement process is as follows:

- The separated student must submit an appeal form within 30 days of the Graduate College notice of separation. To that appeal, the separated student must attach a statement that includes at minimum the following reflective components:
 - The nature of the events that resulted in separation.
 - The student's response/actions to these events.
 - The student's role in these events.
 - How the student may have managed the events differently.
 - The actions the student has completed, or will complete, to ensure success in the program if reinstated.
 - Action plan should support and document growth in the following areas since separation:
 - Academic
 - Professional
 - Clinical
 - Personal well-being

- If a student was separated for an unsatisfactory GPA or for receiving 2 "Cs" in any one semester or term, the ARC may recommend an action plan to restore a satisfactory standing in the program. This may include retaking one or more courses in the program with a goal of attaining a semester GPA of 3.0. The Chair with input from the Graduate College Dean will make the final decision regarding these matters. Under normal circumstances, a student earning an "F" in any didactic course will not be granted re-instatement.
- If a student was separated for professional behaviors, they may be reinstated at the point in which they were previously enrolled in the program, contingent upon a favorable recommendation from ARC, the chair, and the Graduate College Dean.
- If a student was separated based on clinical performance, they may be reinstated at the point in which they were previously enrolled in the program and they must complete academic and clinical coursework contingent on the recommendation of the ARC, the Chair, and the Graduate College Dean.
- If the separated student's appeal for reinstatement is granted, they must then formally reapply:
 - Students seeking readmission through the above outlined appeal process will not be required to reapply via PTCAS; however, they must reapply to the Graduate College.
- The separated student will work with the ARC to ensure that all required elements of the action plan are fulfilled prior to reinstatement. The Department Chair, the School of Integrated Health Sciences Dean, and the Graduate College Dean, will make the final decision regarding potential re-admission.
- If a student is re-admitted, they will be placed on immediate probation. If any terms of said probation, as outlined in the probation notice, are violated, then the student will be immediately separated without the possibility of future reapplication.

Recruitment

UNLV is dedicated to the equality of educational opportunity, and the creation and maintenance of a campus environment free of barriers that effectively discriminate against those with disabilities. Equality in access is achieved through reasonable classroom accommodations, and reasonable adaptation of examination and

evaluation procedures. Nevada residents will receive special consideration for admission to ensure that this state-supported program provides physical therapists to meet the needs of Nevada. However, this is not to imply that the requirements for admission are lowered for Nevada residents.

Religious Holiday Notification

If a student must miss a class or assignment because of religious observance, notification for the absence must come at the beginning of the semester prior to the date stipulated in class syllabus. As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the professor of anticipated absences by the last day of late registration to be assured of this opportunity.

Retention of Students

Students are the focal point of UNLVPT and the ability to address their issues of concern is crucial to its success. There are always open lines of communication between faculty and students. For example, students are encouraged to seek faculty consultation on any academic or professional issue they believe is pertinent to their success in the program. Each student is assigned a faculty advisor and is required to meet at least once per semester. They also have the option of seeking further help as needed. Faculty members may provide individual counseling, hold mid-term evaluations of student progress, hold regularly scheduled office hours, and may hold open labs to assist in competency check offs. Graduate assistants are available to aid students in this endeavor. Students may also access the [Disability Resource Center](#) if reasonable accommodations are needed.

Rights and Safety of Individuals

The rights and safety of individuals involved in any aspect of UNLVPT are protected by an appeals process. If a student wishes to file an appeal or a grievance pertaining to his or her graduate education, UNLV Graduate College procedural steps are outlined in the Grievance Section of the UNLV Policies and Procedures Manual. Unsafe or unprofessional behavior or practice may lead to probation or separation from UNLVPT. In addition to observance of the [Student Academic Misconduct Policy](#), students in UNLVPT must act in a safe and professional manner. Unsafe or unprofessional behavior at a clinical site or in the classroom may be grounds for immediate separation from the program, regardless of previous academic or clinical performance.

Examples of unsafe or unprofessional behavior include, but are not limited to the following:

- Inadequate preparation for safe patient care
- Failure to seek appropriate assistance with new or unfamiliar procedures
- Dishonest or unprofessional interactions with patients, families, staff, faculty, or peers
- Engaging in practice when not mentally or physically fit
- Placing or leaving a patient in a hazardous condition or circumstances
- Any breach of UNLVPT policy or procedure

Scholarships³

The following is a list of scholarships that are available to current students. As the submission dates change from year to year, please see the UNLVPT scholarship webpage and Graduate College website for updated due dates and other specific details on the scholarships.

All UNLVPT department-sponsored scholarships* have the following minimum eligibility requirements:

1. Student must be a registered and active UNLVPT student
2. Student must maintain at minimum a 3.0 UNLVPT cumulative program GPA
3. Student must be in good standing (i.e. not on probation for academic, professional behavior, or clinical performance issues) during the semester or term of the proposed award/scholarship disbursement.
4. Must be an active member of the American Physical Therapy Association (APTA)
5. Student must demonstrate financial need
 - a. Financial need is determined based on the student's *FAFSA*, or for those students who are not eligible to submit a FAFSA, the student's *Alternate Need Determination Form*
 - i. Resources can be found at:
 1. [UNLV Financial Aid Checklist](#)
 2. [UNLV Financial Aid Forms](#)

Physical Therapy Department Scholarship Opportunities:

UNLVPT Scholarship*

Requirements -

- First, second and third year DPT students.
- The scholarship committee will assess the quality of each application in terms of merit as evidenced by the student's two-page maximum curriculum vitae (CV).
 - A scoring rubric and sample CV will be provided.
- Scholarship amount:
 - Varies from \$500 up to \$4,000 depending on quality of application and available scholarship budget.
 - Around 50% of enrolled DPT students receive a UNLVPT scholarship each year.

UNLVPT Rural Health Scholarship*

Requirements –

- First, second, and third year DPT students may apply each fall.
- Student must submit a UNLVPT Rural Health Scholarship Questionnaire that reflects adequate preparation, planning, and commitment to a rural clinical education experience in NV.
- Student must complete a rural clinical experience at a UNLVPT pre-approved clinical site.
 - (A list of pre-approved clinical sites will be available for students at the annual clinical education workshop).
- Once accepted for a clinical experience at an approved site, the student must also submit a budget to the UNLVPT scholarship committee.
- Scholarship amounts:

³ Link to UNLV Graduate College Scholarships and Fellowships: <http://graduatecollege.unlv.edu/financing/scholarships.html>

- up to \$2,000 for DPT 761
- up to \$5,000 for DPT 762/763, 764, 765

UNLVPT Underserved Continuing Education (UCE) Scholarship*

Requirements –

- Second and third year DPT students may apply.
- To be eligible for the UCE scholarship, a student must enroll in a continuing education course that is required for the student to gain access to an underserved clinical learning experience.
- Student must demonstrate proof of application for available GPSA funding mechanisms (see <https://www.unlv.edu/gpsa/sponsorship-awards>)
- Student must submit an application to the scholarship committee.
- Scholarship amounts:
 - up to \$1,500

WICHE – Western Interstate Commission for Higher Education: Professional Student Exchange Program (PSEP)

Requirements –

- Prospective DPT student.
 - NOTE: Interested students from participating states MUST pre-register with their respective state certifying officer during the summer prior to their anticipated admission to UNLVPT
- UNLV’s DPT program is an approved WICHE – PSEP program for Hawaii, Wyoming and Alaska, residents from those states are eligible for WICHE programs from those states. Applicants should contact their respective state directly for details of the WICHE program and to pre-register
- Typically, the WICHE funded student must agree to practice in a medically underserved region of their home state for a predetermined amount of time.
- Scholarship amount: TBD.
 - The Hawaii, Wyoming and Alaska WICHE programs typically provide an annual award that is equivalent to the out-of-state tuition for the duration of the DPT program.

Kitty Rodman Award of Excellence

Requirements –

- Second year DPT student
- Must have documented financial need
- Must complete an application
- Must have a minimum cumulative (graduate) UNLV GPA of 3.5
- Must be in good standing in the DPT program
- Must submit a one page statement explaining their professional goals
- Scholarship amount:
 - \$1,000

Keith Kleven Award

Requirements –

- Second or third year DPT student
- Must complete an application
- Must have documented financial need

- Must have a minimum cumulative (graduate) UNLV GPA of 3.5
- Must be in good standing in the DPT program
- Student must submit a one page essay detailing why they would like to be an orthopedic and sports physical therapist
- Preference should be given to students who have completed an orthopedics clinical and desire to treat athletes or those who have sports-related injuries
- Scholarship amount:
 - \$1,500

External Scholarship Opportunities:

Non-UNLV Scholarships:

List of scholarships for healthcare students, **APTA Financial Resource Guide:**

- List of scholarships, awards, fellowships, and grants for students and physical therapists, including a section specifically listing information for students who are minorities. (<http://www.apta.org/currentstudents/scholarshipsawards/>) Student Services and Responsibilities

Student Services and Responsibilities

Computer Services

Many computer and software related training sessions are offered via seminars (e.g., Word, Excel, Access, PowerPoint, Adobe Acrobat) from the Office of Information Technology (OIT) (see). The [IT help desk](#) provides technology support for UNLV faculty, staff, and currently enrolled students. Contact the IT help desk when you need assistance with password resets, new accounts, wireless, Rebelmail, Canvas or other computing problems (Student Union 231 or CBC B113; phone: 895-0777).

OIT maintains 47 computer labs across the campus with some 1,400 computers available for academic use. These 47 labs provide access to the technology and software (e.g., Word, Excel, Access, PowerPoint, SPSS) required by graduate students. Numerous computers are available to students in the Lied Library. UNLV supported WIFI is available on the first and second floor of the BHS. No other computers in the department are accessible for student use. Faculty permission is required if you wish to use the departmental computers for classroom presentations.

Financial Aid

The steps for application of financial aid at UNLV can be found on the [Office for Financial Aid & Scholarships webpage](#). In addition, information about grants and scholarships is available through the Graduate Student Association and the Graduate College. Loans available to graduate students include: Federal Perkins Loans, Federal Direct Subsidized Loans, and Federal Direct Unsubsidized Loans. Information about financial assistance provided through the APTA and special support offered through the Western Interstate Commission for Higher Education (WICHE) will be available on the UNLVPT webpage. Currently, UNLVPT is a WICHE certified state for Wyoming, Alaska and Hawaii. UNLVPT also offers several different scholarships (see UNLVPT Scholarships).

Laboratories

Equipment in the research and cadaver laboratories will be available to UNLVPT students only unless permission has been granted by the Chair. Family members and friends are not allowed in the cadaver laboratory unless given permission by a faculty member. Violation of this code may result in probation or separation from the program. Each student will be familiarized with the policies and procedures of the cadaver lab prior to the start of the course.

Libraries

UNLV Libraries has always been more than books; they are about encouraging students and creating quality programs that elevate growth and learning. Please visit their website for important information about the services they offer to graduate students.

Lockers

Individual lockers will be assigned to each first-year student.

Parking Permits

Yearly student parking permits may be purchased online at [UNLV Parking & Transportation Services](#), or in person at the [Claude I. Howard Department of Public Safety](#). There is also a free parking lot (Lot S) on the west side of campus between the Softball and the Myron Partridge Track Stadiums. Students should be aware that the free lot does fill up quickly on regular school days.

Professional Organization Membership

A big part of being a professional means that one is a member of their professional or representative organization. As such, we strongly encourage All UNLVPT students to become members of the [American Physical Therapy Association \(APTA\)](#) and maintain this membership throughout the duration of their enrollment in the UNLVPT program. This is at the student's own expense. The APTA is the national organization dedicated to serving the physical therapy profession. By becoming a member, students become an important contributor to the vision and future of physical therapy. Members gain access to a large number of benefits and professional opportunities. One significant benefit is access to the [Physical Therapy Journal](#) (the top rated rehabilitation journal in the world) and access to discounts on national and regional conferences (e.g., [Combined Sections Meeting](#)) and continuing education courses. In addition, the students will have access to the [Guide to Physical Therapist Practice, PT in Motion](#), and other professional development resources. The student will gain automatic membership in the Student Assembly which functions as a forum for future Physical Therapists and Physical Therapist Assistants. There are countless options for [Student Involvement](#) within the APTA. Students are also encouraged to become active in the Nevada Chapter of the APTA and the Student Special Interest Group (SSIG) of the Nevada Chapter. The Chapter typically sponsors two conferences, one in Reno and one in Las Vegas, monthly continuing education meetings 9-10 months of the year, and offers other opportunities for professional service, networking, skill development and promotion of the profession. This is a very useful way for the student to become more acquainted with the physical therapy profession. Lastly, students are encouraged to join any of the academies or sections that are of interest.

Public Safety (Security)

The [Claude I. Howard Department of Public Safety](#) houses the Public Safety Department, which includes the divisions of police, traffic, and parking. It contains a 24-hour-a-day communications center, which fields all emergency responses on the campus. The Police Division provides police service to the university 24 hours a day, 365 days per year; the phone number is 702-895-3668. Copies of the rules and regulations are available in the Public Safety building. You may obtain information by visiting or calling 702-895-1300.

Student Diversity & Social Justice

Student Diversity & Social Justice advocates with a diverse student population to amplify and affirm student's identities through an intersectional framework to promote student success. SDSJ is a student-centered office committed to educating, empowering, and developing UNLV students as leaders to recognize and address societal injustices. For more information visit [Student Diversity & Social Justice](#)

Student Health Insurance

All students are required to carry health insurance while in the program. Information on health insurance coverage, cost, insurance for spouses or domestic partners and dependents, eligibility, and enrollment dates are available [online](#).

Student Health Service

The Student Health center is open to all currently registered and enrolled UNLV students, regardless of insurance coverage. The student health fee is charged to all admitted students and supports Student Wellness (Student Health Center, Student Counseling and Psychological Services, Rebel Wellness Zone and Jean Nidetch CARE (Campus Anti-Violence Advocacy, Resources, & Empowerment) Center). Routine appointments are free and cover general health services; however, there are fees for some services. It is located in the [Student Recreation and Wellness Center](#).

Student Counseling and Psychological Services

[Student Counseling and Psychological Services \(CAPS\)](#) can help you manage your mental health so that you can make the most out of your UNLVPT experience. CAPS is staffed with clinicians that are trained to help you work through problems commonly experienced by college students of all ages and backgrounds. Psychological services offered to students include individual, couples and group counseling, consultation and outreach, referral services, substance abuse services, career interest testing and 24-hour information hotline and crisis/emergency intervention.

Student Responsibilities

BHS 216. The following items are provided for student use and must be maintained by the students on a regular basis:

- Refrigerators
- Microwaves
- Computers
- Mailboxes
- Visix Digital Monitor with AppleTV

BHS 112, 130, 213, 214, 215, 217. General clean up and maintenance of UNLVPT areas on a regular basis are the responsibilities of the students. At the end of each day, students are responsible for cleaning the tables, putting away all equipment, and placing laundry into the hampers. Students will have 24/7 access to BHS 130, 213, and 215 with their proximity cards.

Testing policy

For all tests for which students are provided with an answer sheet (e.g., Scantron) or on ExamSoft, the answer recorded on the answer sheet or the ExamSoft program will be regarded as the student's only and final response choice. If an electronic test is administered, it is the student's responsibility to bring their tablet or laptop and have sufficient battery life to take the test.

Written Examination Policy:

- a. **Testing Environment:** Students may not bring anything into the testing area except drinks, a pencil/pen/i-Pad stylus or required examination materials, Snacks are permitted during written exam, but please be mindful of not disturbing your classmates. Proctors may opt to provide "scratch paper" prior to beginning the exam, and these must be handed in with name at the end of the exam. Everything else, including, all electronic devices (e.g., cell phones, PDAs, Smart Watches, etc.) must be left in the designated location within the classroom, and not accessed until the examination is complete.
- b. **Only one student at a time will be allowed to use the restroom during an examination.** Once the first student has checked in their test and left the classroom, no other students are permitted to leave the room to use the restroom. Testing time does not freeze during restroom breaks. Please be mindful of exiting and entering the room quietly.
- c. **Once Examination Begins:** Once the examination begins and for the duration of the examination, there will be NO verbal communication allowed between students. If you have finished the examination, do not congregate in the hallway outside.
- d. **Proctor:** The examination environment is proctored by faculty or a designee.
- e. **Completion of Examination:** Upon completion of the examination, students should turn in scratch paper (if applicable) and immediately leave the room.
- f. **No Questions during Examination:** No questions will be answered during the examination. Test questions will be addressed after the examination. Students should write any questions on their scratch paper to be handed in, and/or make arrangements to meet with the faculty member after the examination.
- g. **Seating:** Seating may be assigned, and as much as possible, be random and spaced apart from adjacent students.
- h. **Time Limits:** Beginning and ending times of the examination are defined and strictly enforced.
- i. **Make-up Exams:** Please see Student Manual for department policy.

Written Examination Policy for students with DRC Accommodations.

- a. Students registered with the DRC must submit a request to the DRC for accommodations each semester.
- b. All testing accommodations will be administered by the DRC.
- c. **Make-up Exams:** Please see Student Manual for department policy.

The Intersection

[The Intersection](#) is a one-stop resource for UNLV's highly diverse student body — a comprehensive multicultural center grounded in the academic life of our students. As an intersecting campus resource, The Intersection helps ensure students, particularly first-generation and students of color, successfully navigate their academic careers.

University Policies and Procedures

Graduate students are responsible for knowing and acting in accordance with UNLV Policies and Procedures. To view the most commonly referenced campus policies and procedures, you can refer to the following websites:

[Academic Integrity](#)

[Activation for Military Service](#)

[Request to Change Personal Identification Data](#)

[FERPA/Privacy Rights](#)

[Jean Clery Campus Safety and Security Report](#)

[Proof of Immunization](#)

[Policies and Procedures on the Protection of Research Subjects](#)

[Student Conduct Code](#)

[Title IX](#)

To ensure compliance with Graduate College policies and procedures, please review the relevant sections of the [Graduate Catalog](#):

[Academic Calendar](#)

In addition, the [Graduate College website](#) contains additional information regarding policies and procedures. *Nothing in this handbook supersedes any NSHE, UNLV, or Graduate College policy.*

Jean Nidetch CARE (Campus Anti-Violence Advocacy, Resources, & Empowerment) Center

The [Jean Nidetch CARE \(Campus Anti-Violence Advocacy, Resources, & Empowerment\) Center](#) is committed to creating a supportive and inclusive environment for all genders through programming, services, and advocacy for the UNLV community. The CARE Center has informational resources, brochures, and flyers for a variety of on and off campus organizations to help empower and protect yourself, and learn about your options. They also provide free tampons, pads, and condoms.

Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](#), located in Central Desert Complex Building 3. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation.

Essential Tasks for UNLVPT Program

The University of Nevada, Las Vegas is dedicated to the equality of educational opportunity; it is committed to the creation and maintenance of a campus environment free of barriers that effectively discriminate against those with disabilities. In order to assure complete equality in access, we must also make reasonable classroom accommodations for students with disabilities, in the techniques we use in teaching them, and in the methods we use for evaluating their progress. In the same vein, becoming a physical therapist requires the completion of a professional education program that is both intellectually and physically challenging. The purpose of this document is to articulate the demands of this program in a way that will allow prospective students to compare their own capabilities against these demands.

Applicants are asked about their ability to complete these tasks, with or without reasonable accommodation. Reasonable accommodation refers to ways in which the university can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination). Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does mean that we will work with students having disabilities to determine whether there are ways that we can assist the student toward completion of all required tasks.

Prospective students who indicate that they can complete these tasks, with or without reasonable accommodation, are not required to disclose the specifics of their disabilities prior to an admission decision. Prospective students who cannot complete these tasks with or without accommodation are ineligible for consideration for admission. If admitted, a student with a disability, who wishes reasonable accommodation must request it in writing, specifying the accommodation, through the Disability Resource Center. An offer of admission may be withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodation that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

Prospective students who have questions about this document or who have a documented disability that may require assistance will need to contact the Disability Resource Center (DRC) for coordination with academic accommodations. The Disability Resource Center is located in the Reynolds Student Services Complex, Room 143. The DRC phone number is 895-0866. The Coordinator of the Disability Resource Center will route the inquiry to the Department of Physical Therapy, if appropriate.

Essential Tasks

- Students must meet class standards for course completion throughout the curriculum.
- Students must be able to read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient-therapist relationships.
- Students must complete readings, assignments, and other activities outside of class hours.
- Students must gather decision-making pieces of information during patient assessment or research activities in class or in the clinical setting without the use of an intermediary such as a classmate, a physical therapist assistant, or an aide.

- Students may perform treatment activities in class or in the clinical setting by direct performance or by instruction and supervision of intermediaries.
- Students must apply critical thinking processes to their work in the classroom and the clinic, must exercise sound judgment in class and in the clinic, and must follow safety procedures established for each class and clinic.
- Students must have interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist-patient relationships.
- Students must maintain personal appearance and hygiene conducive to classroom and clinical settings.
- Students must maintain cardiopulmonary resuscitation certification at the health professional level.
- Students must demonstrate appropriate health status prior to clinical experiences, with annual updates on some items: no active tuberculosis, rubella (German measles) and rubeola (measles) immunization, tetanus-diphtheria booster within 10 years of anticipated graduation, and hepatitis B vaccine series or written declination.
- Students may be required to complete OSHA-regulated Bloodborne Pathogen Exposure Training.
- Students must follow standards and policies specified in the UNLVPT Handbook, the Educational Affiliation Agreement (contract between university and clinical sites), and the Clinical Education Manual.

Typical Skills Used to Complete These Essential Tasks

- Students typically attend classes 30 or more hours per week during each academic semester and Summer terms. Classes consist of a combination of lecture, discussion, laboratory, research, and clinical activities. When on clinical rotation, students are typically present at the clinic 40 or more hours per week on a schedule that corresponds to the operating hours of the clinic.
- Students typically sit for two to 10 hours daily, stand for one to two hours daily, and walk or travel for two hours daily.
- Students typically relocate outside the Las Vegas area to complete one or more clinical rotations of six to twelve weeks duration each.
- Students frequently lift less than 10 pounds and occasionally lift weights between 10 and 100 pounds.
- Students occasionally carry up to 25 pounds while walking up to 50 feet.
- Students frequently exert 75 pounds of push/pull forces to objects up to 50 feet and occasionally exert 150 pounds of push/pull forces for this distance.
- Students frequently twist, bend, and stoop.
- Students occasionally squat, crawl, climb stools, reach above shoulder level, and kneel.
- Students frequently move from place to place and position to position and must do so at a speed that permits safe handling of classmates and patients.
- Students frequently stand and walk while providing support to a classmate simulating a disability or while supporting a patient with a disability.
- Students occasionally climb stairs or negotiate uneven terrain.
- Students continuously use their hands repetitively with a simple grasp and frequently use a firm grasp and manual dexterity skills.
- Students frequently coordinate verbal and manual activities with gross motor activities.

- Students use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat patients.

Code of Ethics for the Physical Therapist

HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]

Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

- Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
- Provide standards of behavior and performance that form the basis of professional accountability to the public.
- Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
- Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
- Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals.

(Core Values: Compassion and Caring, Integrity)

1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients and clients.

(Core Values: Altruism, Collaboration, Compassion and Caring, Duty)

2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients and clients over the interests of the physical therapist.

2B. Physical therapists shall provide physical therapist services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.

2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapist care or participation in clinical research.

2D. Physical therapists shall collaborate with patients and clients to empower them in decisions about their health care.

2E. Physical therapists shall protect confidential patient and client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

Principle #3: Physical therapists shall be accountable for making sound professional judgments.

(Core Values: Collaboration, Duty, Excellence, Integrity)

3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's or client's best interest in all practice settings.

3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient and client values.

3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.

3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.

3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients and clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.

(Core Value: Integrity)

4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapists shall not engage in any sexual relationship with any of their patients and clients, supervisees, or students.

4D. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

4E. Physical therapists shall discourage misconduct by physical therapists, physical therapist assistants, and other health care professionals and, when appropriate, report illegal or unethical acts, including

verbal, physical, emotional, or sexual harassment, to an appropriate authority with jurisdiction over the conduct.

4F. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

Principle #5: Physical therapists shall fulfill their legal and professional obligations.

(Core Values: Accountability, Duty, Social Responsibility)

5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.

5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapist services.

Principle #6: Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors.

(Core Value: Excellence)

6A. Physical therapists shall achieve and maintain professional competence.

6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.

6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients and clients and society.

(Core Values: Integrity, Accountability)

7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.

7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.

7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.

7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients and clients.

7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.

7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients and clients.

Principle #8: Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally.

(Core Value: Social Responsibility)

8A. Physical therapists shall provide pro bono physical therapist services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

8C. Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or underutilization of physical therapist services.

8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Professional Behaviors

The UNLVPT faculty supports the expectations that students demonstrate professional behaviors in the Professional Behaviors which have been adopted by the APTA as part of the Normative Model of Physical Therapist professional education. The Professional Behaviors include the following assumptions: “The process of becoming socialized into a profession requires hard work and takes a long time; therefore, it must begin early.” The faculty of UNLVPT agrees that professional growth should begin early during student didactic education and then progress throughout the curriculum. These professional behaviors, when coupled with a core of knowledge and skills, are essential to success in physical therapy. As such, the UNLVPT faculty has an expectation that students are making progress in the generic abilities throughout the curriculum. Entry level behavior in each of the generic abilities is expected by the completion of the final clinical experience.

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills but are nevertheless important elements for success in the profession.

UNLVPT places emphasis on these ten generic abilities:

1. **Commitment to Learning**

The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.

- Reads articles critically and understands limits of application to professional practice
- Demonstrates a positive attitude (motivation) towards learning
- Monitors own progress
- Takes a collaborative approach

- Seeks assistance from professors or peers regarding difficult concepts
- Demonstrates initiative towards learning
- Demonstrates equal participation in progression and completion of group projects

2. Interpersonal Skills

The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.

- Maintains professional demeanor in all clinical and classroom interactions
- Recognizes impact of verbal and non-verbal communication and modifies all communication to meet situational needs.
- Listens actively and uses appropriate body language
- Assumes responsibility for mistakes, apologizes
- Demonstrates interest and ability to work with peers in a group process/project

3. Communication Skills

The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.

- Demonstrates basic English skills
- Presents verbal or written message with logical organization and sequencing
- Checks UNLV email regularly and responds in a timely fashion to email communications from faculty, staff, and the university
- Demonstrates a receptive attitude towards suggestions, feedback and constructive criticism.
- Uses discretion when discussing confidential information.

4. Effective Use of Time

The ability to obtain the maximum benefit from a minimum investment of time and resources.

- Meets external deadlines
- Demonstrates flexibility and adaptability
- Sets priorities
- Sets realistic goals
- Utilizing university library resources
- Utilizes time wisely outside of class and clinic

5. Use of Constructive Feedback

The ability to identify sources of feedback and seek out feedback and to effectively use and provide feedback for improving personal interaction.

- Actively seeks feedback and help
- Demonstrates a positive attitude towards feedback
- Critiques own performance
- Integrates feedback for positive change in growth

6. Problem Solving

The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate.

- Recognizes problems and prioritizes them
- States problems clearly
- Can identify solutions to the problem or resources needed to develop solutions

7. Professionalism

The ability to exhibit appropriate professional conduct and to represent the profession effectively.

- Projects professional image
- Continuous positive regard for all
- Abides by APTA code of Ethics and standards of practice
- Follows state licensure regulations
- Abides by facility policies and procedures
- Abides by university and department policies and procedures
- Demonstrates involvement in and commitment to local and national chapters of the APTA
- Contributing creatively to classroom and community projects on a regular basis
- Demonstrates leadership qualities
- Demonstrates respect for others

8. Responsibility

The ability to fulfill commitments and to be accountable for actions and outcomes.

- Demonstrates dependability
- Demonstrates punctuality
- Fulfills commitments
- Budgets time wisely
- Accepts responsibility for actions and outcomes
- Provides safe and secure environment for patients

9. Critical Thinking

The ability to question logically; to identify, generate, and evaluate elements of a logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.

- Raises relevant questions
- Understands and accepts scientific method
- Thinks analytically
- Uses information effectively
- Formulates alternate hypotheses
- Critiques solutions
- Feels challenged to understand and solve problems

10. Stress Management

The ability to identify sources of stress and to develop effective coping behaviors.

- Recognizes own stressors or problems
- Recognizes distress or problems in others
- Seeks assistance as needed
- Maintains professional demeanor in all situations
- Maintains balance between professional and personal life
- Demonstrates effective affective responses in all situations
- Accepts constructive feedback
- Establishes outlets to cope with stressors
- Prioritizes multiple commitments
- Responds calmly to urgent situations
- Recognizes when problems are insolvable
- Assists others in recognizing stressors
- Demonstrates preventative approach to stress management
- Establishes support network for self and clients
- Offers solutions to the reduction of stress within the work environment