

UMHB

PHYSICAL THERAPY

DOCTOR OF PHYSICAL THERAPY
PROGRAM

Student Handbook

Revised: July 2026

WELCOME FROM THE PROGRAM DIRECTOR

Doctor of Physical Therapy Students,

On behalf of the faculty and staff of the UMHB Doctor of Physical Therapy Program, it is my pleasure to welcome you into our program. We are excited about the journey that awaits you as you navigate the doctoral education experience. The physical therapy program is a challenging program with high standards and expectations, and we have every confidence that each of you is capable of successfully completing the program.

We developed the DPT curriculum to reflect current physical therapy practice and to prepare an autonomous entry-level DPT practitioner. During the program you will experience several unique learning opportunities, including interprofessional events, service-learning activities, and experiential learning in the Cru Community Clinic, to facilitate engagement in the profession and the community. We encourage you to make the most of the opportunities provided.

The DPT faculty developed this handbook to assist you in navigating through the program over the next 28 months, from admission to graduation. Your DPT faculty advisor will be a source of guidance for you, but we encourage you to take responsibility for knowing and understanding the requirements.

We wish you the best of luck in your studies.

Sincerely,

Kristi Trammell

Kristi Trammell, PT, DPT, EdD

Director and Associate Professor, DPT Program

Board-Certified Clinical Specialist in Neurologic Physical Therapy

TABLE OF CONTENTS

WELCOME FROM THE PROGRAM DIRECTOR	ii
TABLE OF CONTENTS	1
PURPOSE OF DPT PROGRAM STUDENT HANDBOOK	5
NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS	6
SAFETY AND SECURITY	7
PROGRAM OVERVIEW	8
Program Vision	8
Program Mission.....	8
Philosophy	8
Program Goals and Objectives.....	9
Program Accreditation Statement	10
PROGRAM FACULTY AND STAFF	11
Core Faculty	11
Associated Faculty	11
Staff	11
Faculty Titles and Roles	12
INFORMATION FOR INCOMING STUDENTS	13
Student Information Forms	13
Program Orientation	13
Advising	13
Program Costs (estimated)	13
Financial Assistance	14
Employment While Participating in the DPT Program	14
Background Check	14
Student Professional Liability Insurance	15
APTA Membership.....	15
Health and Training Policies.....	15
Immunizations	15
Tuberculosis Screening	17
Changes in Health Status	18

Affiliated Clinical Facility Requirements.....	18
Essential Functions (Technical Standards)	18
Faculty as Student Healthcare Providers	18
Student Disability Services.....	19
DPT CURRICULUM	20
Curriculum Overview	20
Curriculum Outline	20
Course Descriptions.....	22
Additional Curriculum Components	26
Service Learning/Cru Community Clinic.....	26
Interprofessional Education.....	27
Research Project.....	27
Comprehensive Examinations	27
PROGRAM ACADEMIC POLICIES	28
Student Expectations.....	28
Professional Behaviors.....	28
Academic Integrity.....	28
Professional Appearance	29
Attendance	30
Use of Personal Technology	31
Social Media.....	31
Drug and Alcohol Use Policy	32
Student Use of Classroom/Lab Space and Equipment.....	33
Grading Policy.....	34
Expectations for Examinations	34
Program Progression and Retention.....	36
Requirements for Graduation.....	36
Academic Performance and Progression	36
Student Remediation Process.....	37
Violation of Program Policy	38
Dismissal from the Program	38
Readmission to the Program	38
Leave of Absence.....	39

Academic Appeals Process	40
Human Subjects/Volunteers in Program Activities	40
Student Confidentiality of Records	40
PROGRAM CLINICAL POLICIES	41
Philosophy of Clinical Education	41
Arrangement of Clinical Experiences	41
Clinical Facility Criteria	41
Clinical Facility Considerations	41
Program Responsibilities to the Clinical Facility (“Program”)	42
Responsibilities of Clinical Faculty	43
Rights and Privileges of Clinical Faculty	45
Texas Consortium for Physical Therapy Clinical Education	46
The Student Physical Therapist (SPT)	47
Student Responsibilities Prior to Clinical Experiences	47
Prerequisites for Participation in Clinical Education	47
Background, Health and Wellness Requirements for Students	48
Student Responsibilities During Clinical Experiences	49
Basic Problem & Conflict Management between Student and Clinical Facility	52
Dismissal from a Clinical Facility	52
Evaluative Criteria	53
Clinical Education Grading Criteria	53
DPT STUDENT HANDBOOK ACKNOWLEDGEMENT AND AGREEMENT	55
APPENDIX A: ESSENTIAL FUNCTIONS STATEMENT	56
APPENDIX B: STUDENT PARTICIPATION AGREEMENT	59
APPENDIX C: ACADEMIC ALERT FORM	64
APPENDIX D: ACADEMIC WARNING FORM	65
APPENDIX E: PROPOSED CLINICAL FACILITY INFORMATION FORM	66
APPENDIX F: SAMPLE ASSIGNMENTS FOR THE SPT DURING CLINICAL EXPERIENCE	68
APPENDIX G: CLINICAL EXPERIENCE LEARNING PLAN	69
APPENDIX H: APTA CPI WEB 3.0 INSTRUCTIONS FOR STUDENTS	70
APPENDIX I: PARTICIPATION OF DPT STUDENTS AS HUMAN SUBJECTS	71
APPENDIX J: STUDENT EXPOSURE TO INFECTIOUS AND ENVIRONMENTAL HAZARDS FORM	72
APPENDIX K: ANNUAL FIRE AND SECURITY REPORT AND OTHER SAFETY INFORMATION	74

INCLEMENT WEATHER AND UNIVERSITY CANCELLATION NOTICES.....	75
APPENDIX L: HARDY HALL EMERGENCY RESPONSE PLAN	82
APPENDIX M: STUDENT INFORMATION FORM	84

PURPOSE OF DPT PROGRAM STUDENT HANDBOOK

This Handbook provides information about rules, policies, and guidelines relating to the University of Mary Hardin-Baylor's Doctor of Physical Therapy Program ("DPT Program"). This Handbook supplements UMHB's Graduate Catalog, Student Handbook, website, course syllabi, and other announcements and policies provided to students from time to time.

UMHB's course offerings, fees, academic regulations, and other information and policies described above are not contractual commitments by the university. UMHB reserves the right to supplement or modify policies applicable to the university or the program at any time.

Students in the Doctor of Physical Therapy Program ("DPT Program") are responsible for reviewing and comprehending the purpose, policies, and procedures of UMHB and the program. The program Handbook is available online from any computer with access to the university's website.

In the entirety of this handbook, the terms "university" or "UMHB" shall mean the University of Mary Hardin-Baylor.

NOTICE OF NONDISCRIMINATORY POLICY

The University of Mary Hardin-Baylor (UMHB) admits qualified students of any race, color, sex, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not unlawfully discriminate on the basis of race, color, sex, religion, age, nationality, or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, UMHB does not unlawfully discriminate on the basis of handicap in the recruitment and admission of students and the operation of any of its programs and activities, as specified by federal laws and regulations.

UMHB is authorized under federal law to enroll non-immigrant alien students. The university is a private institution and reserves the right to deny admission to an applicant for any lawful reason.

The University is required (by Title IX of the Education Amendments Act of 1972 and its implementing regulations at 34 C.F.R. Part 106) not to discriminate unlawfully on the basis of sex in any education program or activity that it operates. This requirement extends to admissions and employment. However, the University exercises its rights under Title IX to make undergraduate admission decisions on the basis of sex and to apply its religious tenets even if in conflict with provisions of Title IX.

Inquiries about the university's non-discrimination policies should be directed to the designated coordinator for university compliance with non-discrimination policies identified below. Inquiries about Title IX may be also be referred to the U.S. Department of Education's Office for Civil Rights.

To report information about conduct that may constitute discrimination or make a complaint of discrimination, a student, employee or applicant should contact the designated coordinator for university compliance with nondiscrimination policies:

Kasey Blomquist, Dean of Student Services and Title IX Coordinator, Bawcom Student Union, 2nd floor, 900 College Street, Belton, Texas 76513, (254)-295-4870, kblomquist@umhb.edu.

A report or complaint regarding discrimination may also be made at <https://www.umhb.edu/report-it>. The University's non-discrimination grievance procedures can be located at <https://www.umhb.edu/resources/titleix/policies-and-definitions#1845>

SAFETY AND SECURITY

Potential Health Risks and Standard Precautions

The DPT program and many of the contracted clinical facilities require that students have been educated about the dangers of bloodborne pathogens and how to protect themselves and others, including the use of standard precautions. The DPT program will provide education on these topics in specific physical therapy courses during the first year of the program.

DPT Program students are expected to take precautions to prevent exposure to hazardous materials or substances, i.e., wear goggles/gloves, when performing certain procedures.

If a physical therapy student experiences an exposure, he/she should report it promptly to the university faculty member for the course and/or the clinical facility. Students are expected to follow all clinical facility and university policies regarding precautions and exposures.

Students in the DPT Program are required to perform cadaver dissection in the Gross Anatomy Lab. Training in anatomy lab safety procedures, including precautions and safety attire, is provided by DPT anatomy faculty prior to students entering the lab for the first time.

See Appendix K for the university's Annual Fire and Security Report (Clery Report) and other Safety Information.

See Appendix L: HARDY HALL EMERGENCY RESPONSE PLAN

PROGRAM OVERVIEW

Institutional Mission Statement

The University of Mary Hardin-Baylor prepares students for leadership, service, and faith-informed discernment in a global society. Academic excellence, personal attention, broad-based scholarship and a commitment to a Baptist vision for education distinguish our Christ-centered learning community.

Mayborn College of Health Sciences Mission Statement

The mission of the Mayborn College of Health Sciences is to engage students in a Christ-centered learning environment where they will develop the knowledge, skills, and interprofessional competencies to become leaders in the complex and dynamic environment of health sciences. The college promotes the integration of health and restoration of the mind, body and spirit through the preparation of students in a supportive and rigorous academic setting. Our students learn in a student-centered, interprofessional, and innovative learning environment while engaging in opportunities to go beyond the classroom with hands-on-learning, research, and service.

Program Vision

The Doctor of Physical Therapy program aspires to be recognized as the program of choice for individuals seeking to become competent, effective and ethical physical therapy practitioners with a foundation based in Christian principles and values.

Program Mission

The mission of the University of Mary Hardin-Baylor's Doctor of Physical Therapy Program is to prepare Doctors of Physical Therapy who demonstrate excellence in clinical practice as they collaborate with the interprofessional health care team, contribute to critical inquiry, advance societal health and wellness, advocate to promote change, and serve as leaders within the profession and community. Addressing the needs of underserved communities in a global society is a guiding principle for program faculty, staff, students and graduates. The program is offered in a Christian environment led by faculty who teach and mentor with integrity, sensitivity and a commitment to excellence.

Philosophy

The faculty body of the University of Mary Hardin-Baylor Doctor of Physical Therapy Program believes the following:

- ❖ Each member of society should have access to quality health care, including physical therapy services, and should participate to the fullest extent of his/her ability in making informed health care decisions. Physical therapy is a vital part of health care and encompasses all aspects of the movement system. Patients may access the health care system through a variety of entry points, one of which is physical therapy.
- ❖ Physical therapists participate as members of an interprofessional health care team who collaborate and consult with other health care professionals, patients/clients, caregivers and the community. Physical therapists use an evidence-based approach in all aspects of physical therapy practice.

- ❖ Physical therapy education is adaptable, proactive and responsive in meeting the present and future needs of students, the health care system, and society. Physical therapy education includes the incorporation of modern technology and innovation into education and practice. The post-baccalaureate curriculum includes integration and expansion of knowledge in the sciences, the humanities, and applied sciences relevant to physical therapy practice. The PT program prepares self-directed, life-long, collaborative learners capable of using scientific and analytic approaches for clinical decision-making to achieve optimal patient care.
- ❖ Active adult learning is a process by which students employ an ongoing interpretive and reflective process that synthesizes prior and current experiences into new learning. Students enrolled in the program recognize the challenging process involved in developing the requisite knowledge and skills of a physical therapist. Students display a commitment to learning, responsibility, professionalism, critical thinking, problem solving, and sound communication and interpersonal skills.
- ❖ Program faculty model professional core values, personal and professional development, scholarship, leadership, and service. Faculty members demonstrate the characteristics of critical thinking, therapeutic presence, commitment to excellence, and acceptance of ambiguity.
- ❖ Graduates are autonomous practitioners who are prepared to collaborate in a dynamic health care environment. As lifelong learners, they are committed to advocating for the public welfare, contributing to critical inquiry, serving as leaders and role models, and striving for excellence in all aspects of physical therapy.

Program Goals

In order to accomplish the mission of the DPT program, the Program will:

- 1) Provide an innovative and dynamic curriculum that reflects contemporary practice and includes interprofessional and service learning.
- 2) Promote and support diversity in all aspects of the program.
- 3) Collaborate with local clinicians to promote continued competence for PTs within the community.
- 4) Address the health and wellness needs of the community.
- 5) Promote and support faculty and student development and leadership opportunities.

In order to accomplish the mission of the DPT program, the Faculty will:

- 6) Model professional behaviors that reflect commitment to service to the institution, profession and community.
- 7) Maintain currency in physical therapy practice to contribute to an evidence-informed contemporary curriculum.
- 8) Participate in scholarly activities to advance the teaching, research, and practice of physical therapy through rigorous inquiry.

In order to accomplish the mission of the DPT program, Students will:

- 9) Demonstrate entry-level competency in clinical practice by the end of the program.
- 10) Complete the requirements for the Doctor of Physical Therapy degree.
- 11) Demonstrate a commitment to service through community engagement.
- 12) Demonstrate a commitment to the profession of physical therapy.

- 13) Contribute to the body of knowledge in physical therapy.

In order to accomplish the mission of the DPT program, Graduates will:

- 14) Demonstrate competent, effective and ethical practice with consideration for serving underserved communities.
- 15) Serve as leaders within clinical practice, the profession, and the community.

Program Accreditation Statement

The Doctor of Physical Therapy Program at University of Mary Hardin-Baylor is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave. Suite 100, Alexandria, VA, 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call (254) 295-4940 or email ktammell@umhb.edu.

PROGRAM FACULTY AND STAFF

CORE FACULTY	
Kristi Trammell, PT, DPT, EdD, NCS Program Director /Associate Professor Office: Hardy Hall 137 254.295.4938 ktrammell@umhb.edu	VACANT POSITION Dir of Clinical Education /Assistant Professor Office: Hardy Hall 254.295.
Kindyle Brennan, PT, PhD, OCS Professor Office: Hardy Hall 115 254.295.4885 kbrennan@umhb.edu	Ian Ekery, PT, DPT Assistant Professor Office: Hardy Hall 128 254.295.4976 iekery@umhb.edu
Barbara Gresham, PT, PhD, GCS Professor Office: Hardy Hall 154 254.295.4921 bgresham@umhb.edu	Jenise Morrison, PT, DPT Professor Office: Hardy Hall 135 254.295.4927 jmorrison@umhb.edu
Lem Taylor, PhD Professor Office: Hardy Hall 114 254.295.4895 ltaylor@umhb.edu	Peggie Williamson, PT, DPT Assistant Professor Office: Hardy Hall 129 254.295.4932 pwilliamson@umhb.edu
ASSOCIATED FACULTY	STAFF
Trevor Carlson, PT, DPT Heather Dominick, PT, DPT Sangheetha Kannan, PT, DPT Kelly Keeney, PT, DPT Meredith Kennedy, PT, DPT Paul La Bounty, PT, PhD Zachary Mustafa, PT, DPT Kate Pace, PT, DPT Ann Pharr, PT, DPT, ScD Ariane Secrest, PhD, OTR, MCHES Sean Suttles, PT, DPT Aileen Tabobo, PT, DPT Morgan Thomason, PT, DPT	Teresa Kennedy DPT Program Secretary Office: Hardy Hall 140 254.295.4940 tkennedy@umhb.edu

Faculty Titles and Roles

Academic Faculty Roles

The **Program Director (PD)** is a licensed physical therapist and experienced academic faculty member employed by the University to lead the DPT Program. The PD oversees all aspects of the program, including meeting CAPTE accreditation standards, developing and managing the annual program budget, teaching courses in the program, and engaging in scholarship and service. The PD is also responsible for evaluating, mentoring, and fostering the development of academic faculty and the program as a whole.

The **Director of Clinical Education (DCE)** is a licensed physical therapist and academic faculty member employed by the UMHB DPT Program to coordinate the clinical education aspects of the curriculum. The DCE is responsible for organizing and planning the clinical experiences for the students, as well as communicating with all the Clinical Facilities about matters that relate to the clinical education. The UMHB DPT program may designate another academic faculty member to assist in decision-making related to clinical education or act in place of the DCE in the event the DCE is unavailable.

Clinical Faculty Roles

Clinical Faculty are highly respected physical therapists who provide clinical education opportunities for the student physical therapists during their clinical practicum experiences. The clinical settings and facilities may range from acute care, inpatient rehabilitation, skilled nursing, long-term acute care, nursing homes, outpatient rehabilitation, assisted living, specialty clinics, and home-based.

Characteristics of effective physical therapists and clinical instructors include:

- professional, caring attitude
- maintaining a positive outlook
- strong interpersonal and communication skills
- confident in their abilities
- organized yet flexible
- empathetic to others
- open to new evidence and concepts
- approachable
- understanding that mistakes provide an opportunity for learning and growth

Site Coordinator of Clinical Education (SCCE) is the individual employed by the clinical facility to coordinate UMHB DPT student clinical rotations with a **clinical instructor (CI)** in the facility. The SCCE determines readiness for clinicians to serve as CIs and communicates with the academic program regarding clinical placements, availability, student performance, and other essential information about clinical education. The SCCE may or may not be a physical therapist.

Clinical Instructor (CI) is a physical therapist employed by the clinical facility who directly instructs, supervises, and assesses students during their clinical learning experiences. Clinical learning experiences drive the students' integration and application of academic knowledge into clinical practice. **Minimum qualifications for serving as a CI include:** current licensure in the state in which employed, one year of full-time (or equivalent) experience as a licensed physical therapist, evidence of active participation in formal and/or informal continued education, and a demonstrated ability to communicate strengths and weaknesses, both orally and in writing.

INFORMATION FOR INCOMING STUDENTS

Student Information Forms

Each student will complete a Student Information Form during program orientation. This form is intended to keep the program informed about student demographics and up-to-date contact information. Please notify your DPT advisor or the program director immediately if any information on the form changes during the program. If you do not wish to have certain information released to your classmates, you may note this on the form. However, you must provide this information to the program.

The program utilizes a clinical management platform called EXXAT. Students are required to provide and/or upload information into the EXXAT system as directed, including but not limited to, personal information, required immunization records, CPR certification, and required testing/screening records.

Program Orientation

Students will be required to attend program orientation prior to the beginning of their first semester in the program (Fall Semester 1). During orientation, students are provided with an overview of the DPT program, program policies and procedures, student support services, and program expectations.

Students will also have an opportunity to meet with their faculty advisor. Each student admitted to the DPT program will receive a copy of the DPT Student Handbook and must sign and submit the acknowledgement and agreement form at the back of the handbook.

Advising

Upon acceptance into the DPT program, each student is assigned a faculty advisor. Students are required to meet with the faculty advisor each semester to discuss academic progress and overall performance in the program. Additional meetings should be scheduled if the student or faculty advisor has concerns about student performance in the program or a particular course.

Program Costs (estimated)

	Tuition and Fees	DPT Scholarship	Academic Year Total
1st Academic Year (Fall 1, Spring 1, Sum 1)	\$62,900	\$10,000	\$52,900
2nd Academic Year (Fall 2, Spring 2, Sum 2)	\$56,625	\$8,800	\$47,825
3rd Academic Year (Fall 3)	\$13,855	\$2,400	\$11,455
Total	\$133,380	\$21,200	\$112,180

Students are solely responsible for the following additional costs:

- Textbooks and supply costs will vary, but typically average \$2,000 total for the program. The program makes every effort to provide resources through the library, such as Access Physiotherapy.
- Students are required to join the American Physical Therapy Association (approx. \$90 annually).
- Membership in the DPT Student Organization is \$20 for each of the first five semesters of the program.
- Clinical clothing is required and will vary depending upon clinical assignments. Costs are variable.
- All costs associated with clinical experiences, including travel, food, lodging, health insurance, etc., are the responsibility of the student. The student is also responsible for any other costs that may arise during the clinical experience period, such as field trips, continuing education programs, meetings, etc.

Financial Assistance

The procedure for applying for financial aid can be found in the UMHB Graduate Catalog. Additional information can be obtained from the Student Financial Aid Office (<http://financialaid.umhb.edu/>).

Employment While Participating in the DPT Program

Enrollment in the physical therapy program is a full-time commitment, and employment while enrolled in the program is not recommended. If a student chooses to be employed while enrolled in the program, academic attendance, performance and participation standards will not be altered to accommodate employment. Students should be aware that the physical therapy program may occasionally require evening or weekend classes and activities.

A student who is employed as a physical therapy aide or technician must be aware that during the course of that employment, he/she is not acting in any capacity as a UMHB physical therapy student. A student may not wear a name tag or any other item identifying him/her as a UMHB physical therapy student while on duty at their place of employment.

If a clinical facility wishes to employ a DPT student who is currently participating in a clinical experience, please contact the DPT Director of Clinical Education.

Background Check

All incoming students must have a background check, which includes records of criminal activities and other items that may warrant further review, prior to first semester enrollment. The background check must also be conducted prior to beginning full-time clinical experiences in the second year of the program and may be required for specific clinical facilities. Enrollment and continued status in the DPT program are contingent upon satisfactorily passing all criminal background checks. The program will cover the cost of the initial and pre-clinical background checks. Students will be responsible for the costs of any additional background checks required.

Student Professional Liability Insurance

Student professional liability insurance is provided by the University at no additional cost to the student. The insurance will cover students during assigned clinical experiences as part of required UMHB DPT program academic coursework. The insurance does not cover activities outside of enrollment or a course requirement, such as other volunteer or work activities. For more information, contact the Program Director.

APTA Membership

Each student is required to join and maintain membership in the American Physical Therapy Association throughout the program. Students are also strongly encouraged to join an APTA Section in an area of interest (student costs for sections range from \$0 - \$50). Membership in the APTA provides students with access to publications, meetings, and other professional activities. Membership in a professional association is an important part of professional development.

Health and Training Policies

The DPT Program is both academic and experiential. Therefore, throughout the entire course of the program, students must demonstrate more than cognitive abilities. Areas of student evaluation include freedom from physical and mental health problems that, even with reasonable accommodation, would interfere with occupational functioning. Upon receiving an offer of admission, DPT students must complete the Essential Functions Statement to demonstrate physical, mental and emotional qualifications sufficient, with or without reasonable accommodation, to meet the academic and technical requirements of the physical therapy profession.

The purpose of the following health policies is to protect the student in the classroom and clinical setting as well as to protect the clients with whom the DPT Program student will be working.

Note: *No student will be allowed to start a full-time clinical experience unless he/she has presented satisfactory proof of current CPR training and required vaccinations.*

Immunizations

The program requires that all students maintain immunizations as required by state law and as recommended by the CDC for healthcare workers. Therefore, all DPT students must submit proof of completed immunizations or titers as applicable prior to program orientation and must update verification (a) prior to participation in clinical education experiences, and (b) as requested thereafter during enrollment in the program.

The university assumes no responsibility for the effectiveness, contraindications, or adverse effects of required vaccinations. Always consult your own healthcare provider if you have questions about vaccinations.

REQUIRED:	
Measles (rubeola), Mumps, Rubella (German Measles)	Proof of 2 dose MMR vaccination series OR positive antibody titer
Chicken Pox (Varicella)	Proof of 2 dose varicella vaccination series OR positive antibody titer
Tetanus/Diphtheria (Tdap/Td)	Proof of Tdap vaccination within the last 10 years
Hepatitis B	Proof of full series of Hep B vaccinations either by three doses (Recombivax HB, Engerix-B, Twinrix) or two doses (Heplisav-B) OR positive antibody titer
Meningococcal (21 years of age or younger)	The State of Texas requires all first-time students and/or transfer students who are 21 years or younger to receive a vaccination for Bacterial Meningitis. The vaccine must have been administered within five (5) years prior to enrollment in college or a booster (another shot) is required. Meningitis B (Trubemba/Bexsero) is recommended but not required by the State of Texas. More information will be provided to students upon admission. Texas students can request an exemption from getting immunizations. There are three conditions for exemption: 1. If a licensed physician determines that it is not safe for them to get a certain vaccine 2. If they are in the United States military (active duty) 3. If they have a religious or personal belief that goes against getting immunized (reasons of conscience). Please provide appropriate documentation to request the exemption for medical or military-related reasons. To request an affidavit for reasons of conscience, students must use the official Texas Department of State Health Service (DSHS) form. The DSHS form may be ordered electronically, please visit CO Request to request the form ahead of time and it will be mailed to the student. The Texas DSHS form must be completed, notarized, and submitted to UMHB at least 10 days prior to the first day of the first semester of a student's attendance. This exemption will be good for 2 years. The student is responsible for submitting a new affidavit before it expires if student continues to study at UMHB and is under the age of 22. More information about the meningitis vaccine and the importance of consulting a physician can be found here and also in the university's Student Handbook.: https://www.umhb.edu/students/student-handbook

RECOMMENDED:	
Hepatitis A	Two doses are recommended.
Influenza	UMHB does not require the flu vaccine; however, the Human Anatomy Lab is located at Baylor Scott & White Health (BSWH) Temple campus, and BSWH does require it during active flu season; students will be notified of deadlines for completion. In order to participate in Human Anatomy Lab, students must meet this requirement.
Meningococcal (22 years of age or older)	For students 22 years of age or older, the DPT Program encourages adherence to CDC recommendations to protect individual health and well-being. However, the meningococcal vaccine is not required for enrollment or participation in the DPT Program. Students with questions regarding their immunization status or the need for additional vaccinations should consult their healthcare provider.

COVID-19

The federal COVID-19 Public Health Emergency declaration ended effective May 11, 2023.

UMHB's COVID reporting protocols are no longer active. If you test positive for COVID-19, **follow instructions outlined by the CDC.**

The Center for Disease Control recommends COVID-19 vaccinations. Find more information [here](#).

Students who are enrolled in certain UMHB programs in the fields of healthcare may be required by certain hospitals or other clinical facilities to be fully COVID vaccinated in order to participate in clinical rotations at those facilities. If applicable, the UMHB program will provide students with more details.

Tuberculosis Screening

All students must be screened for TB upon admission to the DPT program. Before starting the program, the student must provide evidence of a negative two-step TB skin test or Q-gold or T-spot blood assay. After providing proof of a negative TB screen upon admission to the program, students must then complete repeat testing (a) annually, (b) as required by clinical sites, and if applicable, (c) upon known exposure.

If a TB screening result is positive upon admission or at any time during enrollment, the student must undergo further evaluation by a healthcare provider at their own expense. A medical clearance letter from the provider must confirm that all additional testing, including a chest X-ray, shows no evidence of active TB and that the student is cleared to return to campus and clinical sites. The provider's letter must be presented to the UMHB Health Center. In addition, the student must keep the UMHB Health Center informed of any follow-up care throughout the prescribed treatment plan. Additionally, if the student needs disability accommodations during the course of treatment period (including absences) or upon approved return to campus and clinical sites, it is the student's responsibility to contact the Student Disability Services office.

Health Care Provider CPR/AED Training

The student must have successfully completed Healthcare Provider CPR instruction. Documentation of current CPR course completion must be on file in EXXAT prior to program orientation. The DPT Program requires Healthcare Provider CPR to be renewed before the beginning of the semester if the certification expires at any time during the current semester. Failure to provide this documentation before the semester begins will result in the student not being allowed to start the semester.

Changes in Health Status

Any currently enrolled DPT student who has a change in his or her health status (other than a minor temporary condition) that may impact the student's ability to perform required activities as outlined in the DPT Program's Essential Functions form must promptly contact the university's Student Disability Services office to discuss options and possible accommodations.

Affiliated Clinical Facility Requirements

Various clinical facilities affiliated with the DPT Program may have specific requirements which must be met before students are permitted to care for clients within the given facility. Because requirements are site-specific and subject to frequent change, more detailed information will be provided in individual course syllabi, specific student notices, and/or by the clinical facility as it is made available to the university by the facility. The University cannot make exceptions to health and safety policies adopted by a clinical facility.

This section outlines the student's responsibility for the minimal requirements. Clinical facilities may have other requirements that are not listed below.

1. **DRUG SCREENING** – All students must successfully complete a negative drug screening prior to beginning clinical experiences. Testing location and other information will be provided prior to the testing time period. The Mayborn College of Health Sciences Drug and Alcohol policy is located [here](#).
2. **CERTIFICATION REGARDING SUBSTANCE ABUSE** – Students admitted to clinical experiences may be asked by a clinical facility to certify in writing that they are not engaging in any substance abuse behaviors. The student's signature will acknowledge that in "for cause" situations, the facility may require the student to submit to additional drug screening. The refusal to sign this acknowledgement will result in the student being denied access to the clinical facilities that require this acknowledgement.

Essential Functions (Technical Standards)

Physical therapy is a demanding profession that requires a wide range of cognitive, sensorimotor, communication, and behavioral skills. A physical therapist is expected to independently perform all aspects of the physical therapy role. Core segments of the program include clinical experiences in which the student will be required to participate in and demonstrate proficiency in providing therapeutic services. Graduates of the UMHB DPT program who pass the licensure examination will be prepared to enter practice in a variety of settings and perform all responsibilities of the professional role. Based on the expectations and requirements of the profession, this Essential Functions Statement includes a list of essential functions/skills that must be met for entry into and progression through the program.

The list of skills is illustrative and does not represent an all-inclusive listing of the functions of a physical therapist. Reasonable accommodations may be requested to enable an individual with disabilities to achieve these essential functions. The Essential Functions Statement is included in Appendix A.

Faculty as Student Healthcare Providers

Any individual who is in any capacity as faculty (academic, clinical, adjunct, CI, guest lecturer, or other paid or unpaid status) must not act as healthcare providers for the program students except as a basic responder in an emergency situation. Students are to be directed to their primary care provider, emergency department, or other health care provider.

Student Disability Services

The UMHB Student Handbook and website provide specific information for students with disability-related issues.

Students who are otherwise qualified for a university program or course and who desire accommodation(s) for a disabling condition are responsible for providing acceptable documentation in a timely manner prior to the period of stated need. Contact:

Student Disability Services
UMHB Box 8437
900 College Street
Belton, Texas 76513
Office: (254) 295-4731
Email: disabilityservices@umhb.edu

Students are encouraged to submit requests for accommodations in a timely manner, preferably before a class begins. A student may request an accommodation at any time, but an accommodation cannot be granted by the Student Disability Services Office until the request is processed and the disability is documented. Accommodations, if approved, cannot be applied retroactively.

Students who have been granted disability accommodations by UMHB that are also needed for a clinical setting must present an approved UMHB Letter of Accommodation to the clinical facility. Students should be aware that many clinical facilities may not be able to provide the same accommodations for student clinical experiences that have been provided by UMHB for the academic portion of the DPT program. Students should promptly contact the Student Disability Services office **directly** to discuss any issues or concerns with clinical facilities' ability to implement student accommodations granted by UMHB or if a student requires different accommodations for the clinical experience.

Resources for Students During Pregnancy, Childbirth, or a Related Condition

The University of Mary Hardin-Baylor continues to provide access to its education programs to students who are affected by pregnancy, childbirth, or a related condition, including lactation. Any student may meet with UMHB's Title IX Coordinator to learn how the university supports and encourages students in continuing their education. Depending on the circumstances, the university may be able to help students with excused absences, a leave of absence from school, or other reasonable alterations to academic programs in order to help students remain in school in spite of limitations which may be recommended by a health care provider.

Students who anticipate a need for assistance with their academic program because of pregnancy, childbirth, or a related condition are encouraged to contact the Title IX Coordinator rather than individual faculty or staff members. The Title IX office will work with the student and with faculty /staff as needed to develop an individualized plan that will ensure access to the university's programs and provide affected students the best opportunity to complete their education. Contact: Kasey Blomquist, Dean of Student Services and Title IX Coordinator, Bawcom Student Union, 2nd floor, 900 College Street, Belton, Texas 76513, 254-295-4870, kblomquist@umhb.edu.

DPT CURRICULUM

Curriculum Overview

The physical therapy program encompasses 7 semesters over 28 months. The academic calendar for the program may differ from the calendar published by the University. Students will be provided with physical therapy class schedules each year by physical therapy faculty.

Curriculum Outline

FALL SEMESTER, 1ST YEAR	18 hrs
PHTH 7511 Human Anatomy I	5
PHTH 7312 Functional Anatomy	3
PHTH 7313 Applied Physiology I	3
PHTH 7214 Foundational Patient Assessment	2
PHTH 7216 Foundational Patient Management	2
PHTH 7117 Documentation of Patient Care	1
PHTH 7218 Human Anatomy II (Winter Term)	2
SPRING SEMESTER, 1ST YEAR	18 hrs
PHTH 7422 Therapeutic Interventions	4
PHTH 7423 Applied Physiology II	4
PHTH 7215 Introduction to Professional Practice (Term A)	2
PHTH 7221 Neuroanatomy (Term A)	2
PHTH 7222 Clinical Neuroscience (Term B)	2
PHTH 7224 History & Systems Screening (Term B)	2
PHTH 7233 Psychosocial Considerations	2
PHTH 7020 Integrated Clinical Development I	0
SUMMER SEMESTER, 1ST YEAR	14 hrs
PHTH 7331 Musculoskeletal Rehab I	3
PHTH 7335 Wound Management & Therapeutic Modalities	3
PHTH 7339 Medical Diagnostics & Pharmacology	3
PHTH 7225 Development of Human Movement	2
PHTH 7259 Inpatient Physical Therapy Practice	2
PHTH 7126 Evidence Based PT Practice	1
PHTH 7030 Integrated Clinical Development II	0
FALL SEMESTER, 2ND YEAR	18 hrs
PHTH 7435 Neuromuscular Rehab I	4
PHTH 7442 Musculoskeletal Rehab II	4
PHTH 7341 Cardiopulmonary Patient Management	3
PHTH 7244 Geriatric Physical Therapy	2

PHTH 7137 Research Methods I	1
PHTH 7146 Issues in Underserved Communities	1
PHTH 7040 Integrated Clinical Development III	0
PHTH 7356 Management of Special Populations (Winter Term)	3
	17 hrs
SPRING SEMESTER, 2ND YEAR	
PHTH 7345 Neuromuscular Rehab II	3
PHTH 7355 Practice Management	3
PHTH 7254 Pediatric Physical Therapy	2
PHTH 7256 Differential Diagnosis	2
PHTH 7148 Research Methods II	1
PHTH 7651 Professional Experience I (Term B)	6
SUMMER SEMESTER, 2ND YEAR	
	9-11 hrs
PHTH 7861 Professional Experience II	8
PHTH 7162 Wellness and Health Promotion (online)	1
PHTH 7191 Special Topics (Students select 2 topics)	0-2
FALL SEMESTER, 3RD YEAR	
	10-12 hrs
PHTH 7971 Professional Experience III	9
PHTH 7172 Professional Seminar	1
PHTH 7191 Special Topics (Students select 2 topics)	0-2
Total	106 hrs

Course Descriptions

Fall Semester, 1st Year

PHTH 7511 Human Anatomy I- Part one of a two-part series; study of the structure and function of the neuromusculoskeletal system of the human body focusing on osteology, arthrology, muscle attachments and actions, peripheral innervation, and blood supply of the extremities as well as muscles of the back and posterior neck. The course also includes aspects of radiology, histology, and embryology; includes human cadaver dissection. (3 lecture, 6 lab)

PHTH 7312 Functional Anatomy - Introduction to biomechanical principles of human movement; includes mechanical principles of joint movement, posture and gait; integration of anatomy and kinesiology with biomechanics is emphasized. (3 lecture, 2 lab)

PHTH 7313 Applied Physiology I In-depth examination of systems physiology of the human body, including function at the molecular, cellular, tissue and systems levels in homeostatic conditions. Metabolism and physiological responses to physical activity and exercise will also be addressed in key body systems. (3 lecture)

PHTH 7214 Foundational Patient Assessment – Introduction to foundational tests and measures necessary for physical therapy examination, including but not limited to: goniometry, muscle strength testing, muscle length testing, deep tendon reflex testing, vital signs, cardiorespiratory endurance, posture and balance assessment, and abdominal assessment. (1 lecture, 3 lab)

PHTH 7216 Foundational Patient Management – Introduction to foundational physical therapy skills, including but not limited to: general positioning/draping, gait training, assistive/adaptive devices, mobility training, infection control, body mechanics, safety and protection, emergency preparedness, basic line/tub management. (1 lecture, 3 lab)

PHTH 7117 Documentation of Patient Care - Overview of patient care documentation with discussion of required elements and legal aspects, key components such as the ICF framework and outcome measures, electronic medical records, and various types of documentation required in the physical therapy setting; includes early skill development in documenting patient care through case scenarios. (1 lecture)

Winter Term:

PHTH 7218 Human Anatomy II – Part two of a two-part series; study of the neuromuscular structure and function of the anterior neck, thorax including thoracic viscera (heart, lungs, vasculature) and the muscles and innervation of the posterior abdominal wall, including radiology, histology, and embryology; includes human cadaver dissection. (2 lecture, 2 lab).

Spring Semester, 1st Year

PHTH 7422 Therapeutic Interventions - Development of therapeutic intervention principles and skills based on current best evidence, including types, applications, effects, and potential complications; addresses appropriate prescription, dosing, and modification based on patient presentation and response; topics covered include, but are not limited to: tissue healing, therapeutic exercise (e.g. flexibility, aerobic, strength, power, balance, multimodal), motor function training, aquatic therapy, and foundations of manual therapy. (3 lecture, 3 lab)

PHTH 7423 Applied Physiology II – In-depth examination of the pathophysiology of all body systems and the influence of chronic and congenital diseases, respectively. Emphasis will be placed on diseases of cardiorespiratory, musculoskeletal, immune, and nervous systems as well as metabolic disease. Topics will include etiology of disease, risk factor identification, diagnostic indicators of disease, and general

pharmacology. (4 lecture, 1 lab)

PHTH 7215 Introduction to Professional Practice – Study of physical therapy as a profession, core values, ethics and laws, professional behavior, communication, and elements of interprofessional and intraprofessional practice; key elements of professional communication include foundations of communication, interpersonal and conflict resolution skills, and principles of teaching and learning. (2 lecture)

PHTH 7221 Neuroanatomy – Study of the anatomy, structure and function of the nervous system of the human body (central, peripheral, and autonomic), including neural pathways, radiology, histology, and embryology; includes cadaver dissection. (2 lecture, 2 lab)

PHTH 7222 Clinical Neuroscience – Study of the cellular, systemic, and clinical pathology of peripheral and central neural components; includes basic examination of sensation, perception, cognition, and principles of sensorimotor control. (2 lecture)

PHTH 7224 History and Systems Screening - Development of the history taking and screening skills necessary for the physical therapist to make informed decisions related to patient referral and physical therapy diagnosis in preparation for a primary care environment; emphasizes the importance of properly collecting information during the patient interview/chart review as well as appropriate physical screening tests. (2 lecture, 2 lab)

PHTH 7233 Psychosocial Considerations - Study of the psychological and social factors relevant to health care and physical therapy practice, including but not limited to psychological factors, selected mental health conditions, cultural/ethnic considerations, social and lifestyle factors; explores current topics of justice, equity, diversity, inclusivity, belonging, and anti-racism; includes service learning activity. (2 lecture)

PHTH 7020 Integrated Clinical Development I – Orientation to clinical practice through clinical observation/reflection and opportunity to practice basic skills in the Cru Community Clinic. (8 contact hours)

Summer Semester, 1st Year

PHTH 7331 Musculoskeletal Rehab I – In-depth study of examination, evaluation, and intervention strategies for patients/clients with spine and upper extremity musculoskeletal problems across the lifespan; includes orthotics and bracing techniques, manual therapy; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy diagnosis and interventions. (2 lecture, 3 lab)

PHTH 7335 Wound Management & Therapeutic Modalities-Study of examination, evaluation and intervention strategies for patients/clients with integumentary and/or vascular problems; includes principles of prevention, diagnosis, prognosis, and outcomes; addresses management of wounds and investigates relationship between pharmacological management and physical therapy interventions. Study of theory, scientific principles, and clinical applications of therapeutic modalities associated with physical therapy evaluation, assessment, and intervention, including but not limited to: thermal modalities, iontophoresis, electrotherapy modalities, ultrasound, biofeedback, and intermittent compression. (2 lecture, 3 lab)

PHTH 7339 – Medical Diagnostics & Pharmacology - Study of medical management of patients/clients commonly seen in physical therapy; includes diagnostic imaging (x-rays, CT, MRI, ultrasound, etc.), laboratory test values, and other medical tests; overview of pharmacology, including mechanisms of action, indications, side effects and therapeutic implications of major classes of drugs used to treat the nervous, musculoskeletal, cardiorespiratory, immune, endocrine, gastrointestinal, and other body

systems. Focus on the relationship between medical management and physical therapy management of patients/clients. (3 lecture)

PHTH 7225 Development of Human Movement – Study of development of and changes in human movement throughout the lifespan based on principles of neuroscience, motor control, and motor learning. Tests and measures related to the development of human movement and the analysis of human movement patterns, including gait and postural control, will be used to guide identification of impairments and development of treatment strategies to optimize movement and function. (2 lecture, 2 lab)

PHTH 7259 Inpatient Physical Therapy Practice - In-depth study of the physical therapist's role in patient/client management in the inpatient setting (i.e., general medicine, surgical practice, critical care, and post-acute care rehabilitation placement); addresses the five elements of patient/client management by the physical therapist - examination, evaluation of examination results, diagnosis, establishing a prognosis, and instituting appropriate interventions; investigates relationship between pharmacological management and physical therapy interventions. (1 lecture, 3 lab)

PHTH 7126 Evidence Based Practice – Introduction to the concepts of evidence-based practice in physical therapy; includes accessing, reviewing, analyzing and critiquing scientific literature related to physical therapy practice; prepares students to become knowledgeable consumers of scientific literature. (1 lecture)

PHTH 7030 Integrated Clinical Development II - Orientation to clinical practice through clinical observation/reflection and opportunity to practice basic skills in the Cru Community Clinic and in clinical settings within the community. (Minimum total of 8 hours community settings and 6 hours Cru Community Clinic)

Fall Semester, 2nd Year

PHTH 7435 Neuromuscular Rehab I – Part one of a two-part series; In-depth study of examination, evaluation and intervention strategies for patients/clients with selected neuromuscular problems across the lifespan; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (3 lecture, 3 lab)

PHTH 7442 Musculoskeletal Rehab II – In-depth study of examination, evaluation and intervention strategies for patients/clients with spine and lower extremity musculoskeletal problems across the lifespan; includes orthotics and bracing techniques, manual therapy; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy diagnosis and interventions. (3 lecture, 3 lab)

PHTH 7341 Cardiopulmonary Patient Management– In-depth study of examination, evaluation and intervention strategies for patients/clients with cardiovascular, lymphatic, and/or pulmonary problems; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (2 lecture, 3 lab)

PHTH 7244 Geriatric Physical Therapy – In-depth study of examination, evaluation and intervention

strategies for older adults; incorporates theories of aging with principles of prevention, diagnosis, prognosis and outcomes; investigates the unique aspects of pharmacology in the elderly as it relates to physical therapy; includes opportunity for service learning project. (2 lecture, 2 lab)

PHTH 7137 Research Methods I – This course outlines the key elements for understanding the research process including the fundamentals of the scientific method, data collection methods, data analysis and basic statistical approaches for quantitative and qualitative research. This course will emphasize the development of a research question and development of literature review for evaluating the research question. (1 lecture)

PHTH 7146 Issues in Underserved Communities – Overview of major issues in underserved communities, including rural and impoverished areas; exploration of demographic, economic, and societal influences and factors impacting health care in underserved areas; includes opportunity for service-learning project. (1 lecture)

PHTH 7040 Integrated Clinical Development III – Orientation to clinical practice through clinical observation/reflection and opportunity to practice basic skills in the Cru Community Clinic. (8 contact hours)

Winter Term:

PHTH 7356 Management of Special Populations – In-depth study of examination, evaluation and intervention strategies for patients/clients with amputations, chronic pain, pregnancy, pelvic floor dysfunction, concussion, sports related injuries and other musculoskeletal conditions; includes prosthetics, orthotics, and bracing/taping techniques; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy diagnosis and interventions. (2 lecture, 3 lab)

Spring Semester, 2nd Year

PHTH 7345 Neuromuscular Rehab II - Part two of a two-part series; in-depth study of examination, evaluation and intervention strategies for patients/clients with selected neuromuscular conditions across the lifespan; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (2 lecture, 3 lab)

PHTH 7355 Practice Management - Overview of current health care environment, existing payment and health care delivery systems, development of public policy and legislation, and scope of physical therapy practice; will include exploration of local, state and national influences and factors. Exploration of issues facing autonomous practitioners including strategic planning, financial management, personnel management, resource management, marketing strategies, legal considerations for health care delivery, conflict resolution and clinical negotiation. (3 lecture)

PHTH 7254 Pediatric Physical Therapy - In-depth study of examination, evaluation and intervention strategies for children and adolescents; incorporates study of normal development with principles of diagnosis, prognosis and outcomes; investigates the unique aspects of pharmacology in children and adolescents. (2 lecture, 2 lab)

PHTH 7256 Differential Diagnosis - Exploration of clinical reasoning skills and strategies necessary for the differential diagnosis of conditions that may require referral to or examination by a physician or other health care provider; incorporates basic to complex case studies, with a focus on system interactions, from a variety of physical therapy practice settings for students to develop skills in screening for medical disease and making an informed physical therapy diagnosis. This course also includes the study and application of select spinal manipulation techniques used in PT practice. (2 lecture, 2 lab)

PHTH 7148 Research Methods II – This course emphasizes the development of the experimental design and methodology needed to answer a research question. Key elements of this course will include strengths and weaknesses of various data collection methods, internal and external validity, and application of the research design and is focused on making the student a more informed consumer of scientific research through discussion, analysis, and hands-on practice. (1 lecture)

PHTH 7651 Professional Experience I – First of three clinical experiences, consists of 8 weeks of full- time supervised clinical practice; emphasizes integration and application of learned physical therapy skills, knowledge and behaviors in a patient care environment. (8 weeks)

Summer Semester, 2nd Year

PHTH 7861 Professional Experience II – Second of three clinical experiences; consists of 10 weeks of full- time supervised clinical practice; emphasizes progressing integration and application of learned physical therapy skills, knowledge and behaviors in a patient care environment. (10 weeks)

PHTH 7162 Wellness and Health Promotion – Exploration of fitness, wellness, and health promotion strategies in physical therapy; includes discussion of physical activity, nutrition, medical and complementary approaches to wellness, and risk factor/behavior modification; exploration of attitudes toward health, wellness, and disability and their impact on patient care. (1 lecture/online)

PHTH 7191 Special Topics - A course designed to permit the offering of topics of current interest in physical therapy. Students will select two topics- 1 credit each. Prerequisite: permission of DPT faculty advisor. (1 lecture) NOTE: Special Topics courses may be taken during Summer or Fall semesters during the last year of the program.

Fall Semester, 3rd Year

PHTH 7971 Professional Experience III – The last of three clinical experiences; consists of 12 weeks of full-time supervised clinical practice; emphasizes development of entry-level physical therapy skills, knowledge and behaviors in a patient care environment. (12 weeks)

PHTH 7172 Professional Seminar – Focus on the culmination of student clinical and professional development; preparation for licensure examination and graduate clinical practice; discussion of issues related to maintaining and expanding professional competence in physical therapy practice. (1 lecture)

PHTH 7191 Special Topics - A course designed to permit the offering of topics of current interest in physical therapy. Students will select two topics- 1 credit each. Prerequisite: permission of DPT faculty advisor. (1 lecture) NOTE: Special Topics courses may be taken during Summer or Fall semesters during the last year of the program.

Additional Curriculum Components

Service Learning

Service learning involves learning activities that combine traditional teaching and learning with meaningful community service. Service learning is an integral part of the DPT curriculum, and students will have several opportunities to complete service-learning activities during the program in selected courses.

Integrated Clinical Development

Students will develop patient care skills at the university's pro bono Cru Community clinic under the supervision of PT faculty members (<https://www.umhb.edu/health-sciences/cru-community-clinic>).

In addition, students will have an opportunity for clinical observation/reflection and practice of patient

care skills in clinical settings within the community prior to full-time clinical experiences.

Interprofessional Education

Interprofessional education (IPE) is an experience that “occurs when students from two or more professional learn about, from, and with each other” (World Health Organization, 2010). The IPE curriculum at UMHB incorporates values/ethics, roles/responsibilities, interprofessional communication, and teams/teamwork. In addition, the IPE curriculum utilizes TeamSTEPPS® to provide a framework of tools to facilitate communication and teamwork skills in health care professional students. Students in the DPT program must complete the IPE core curriculum and at least 2 IPE elective experiences.

Research

Students will learn the importance of research and critical inquiry as the foundation for physical therapy practice during PHTH 7126 – Evidence Based Practice. Students will then complete two Research Methods courses that will culminate with the development of a research proposal. Students who are interested in conducting research may choose to work with a faculty member on a research project as an elective.

Comprehensive Examinations

Students will complete the first comprehensive examination after the first 3 semesters of the program. This examination serves as a formative assessment of the student’s retention of first year foundational information. Feedback from this examination will be provided to the student to identify areas of needed focus for review in order to facilitate learning through the remainder of the program.

During the 5th semester of study, students will complete another comprehensive examination using the Practice Exam and Assessment Tool (PEAT). The purpose of this examination is to establish a baseline of the student’s level of preparation for the National Physical Therapy Examination and to familiarize students with the format and difficulty level of the licensure examination. Students who do not meet the program’s expected score on the comprehensive examination or specific sections of the examination will be required to create a guided study plan in collaboration with a faculty advisor. The guided study plan will be related to areas of deficiency identified by performance on the comprehensive examination. The student and advisor will select the specific activities that must be completed prior to graduation. In order to graduate, the student must complete the selected activities.

PROGRAM ACADEMIC POLICIES

Student Expectations

Students in the DPT program are expected to demonstrate consistent professional and ethical conduct, attend all classes/clinical experiences punctually, participate in all laboratory and additional learning experiences, and complete/submit all assignments on time. Students will abide by the policies of the university, the graduate school, and the program.

Each student is responsible for reading all materials distributed electronically to his/her UMHB student email address or through Canvas notifications/announcements. This will be the principal means of communication regarding program information. The university expects that every student will receive email at his or her university email address and will read email on a frequent and consistent basis. A student's failure to receive and read university communications in a timely manner does not absolve that student from knowing and complying with the contents of such communications.

Students will practice various therapeutic techniques in the course of required lab and, occasionally, lecture or classroom courses. In order to provide students both a complete perspective on various therapies and the opportunity to learn specific skills, students are expected to practice physical therapy techniques on one another. Any required participation in such exercises will be under the supervision of university faculty, instructors, or clinicians. A student who is uncomfortable with any classroom or lab exercise should discuss his or her concern with the instructor or DPT Program Director.

Additionally, student expectations are addressed in the Student Participation Agreement in Appendix B of this Handbook. Students are required to review and sign the Student Participation Agreement prior to the first class day of the first semester in the program.

Professional Behaviors

Professionalism is the conduct or qualities that characterize a profession or a *professional* person. Students in the DPT program must learn the professional behaviors that are required to be a competent and caring practitioner, in addition to academic knowledge and psychomotor skills. The Normative Model of Physical Therapist Professional Education states that behavior is equal in importance to knowledge and skill for a clinician. The professional behaviors development process begins upon matriculation into the DPT program, continues through graduation, and provides the foundation for exemplary career professionalism. Examples of expected professional behaviors for students include, but are not limited to, integrity, accountability, respectful consideration for others, punctuality, active participation in educational activities, personal and academic preparedness, contributing to a positive environment within and outside of the classroom, and professional appearance. Program faculty clearly communicate expectations to students through written materials and verbal instruction, and students will be evaluated and graded on their professionalism in both academic and clinical courses.

Academic Integrity

See Graduate Catalog at www.UMHB.edu.

Professional Appearance

The dress code for all students is published in the UMHB Student Handbook.

Additionally, students are required to dress in a manner that maintains the image of a professional physical therapist while on campus and in the clinical setting. Students should routinely dress in a “business casual” manner for classes. Students may wear scrubs or UMHB DPT shirts with conservative shorts/pants.

Attire considered inappropriate for class includes: jeans with holes, bicycle or yoga pants/shorts, tights, athletic shorts, excessively short shorts, excessively short skirts or dresses, halter tops, off-shoulder or low-cut tops, transparent or translucent clothes, “flip-flops” or slides, tight, ill-fitting or revealing clothing. The trunk region should be covered at all times and in all body positions in classroom and clinical situations. Clothing which displays sexually suggestive materials, or advocates alcohol, drug use, profanity, racism, or other concepts in conflict with Christian principles is strictly prohibited.

Faculty may specify that students dress in professional attire for special occasions, such as guest speakers, invited guests, or interaction with patients on campus. Students will be expected to wear dress pants/slacks and a DPT polo shirt or dress shirt (with tie for men). Women may wear a dress that presents a professional image. Student name tags should also be worn.

Gross Anatomy Lab: Students are expected to wear appropriate clothing during lab times, including long pants and close-toed shoes. Additional personal protective equipment (PPE) and safety attire will be required at specific times, including apron, goggles, and gloves. Dress code specifics will be outlined in the syllabus and reinforced by the instructor.

Physical Therapy Lab: Students are expected to be prepared for lab during every lab session, which includes being properly dressed for lab activities. All students must wear loose-fitting gym shorts and a short-sleeved shirt during lab times. In order to expose the spine and shoulder for observation, palpation, etc. females will wear a two-piece swimsuit top or a sports bra with a back strap no more than 2 inches wide. Socks and athletic-type shoes are required. Lab attire should not be worn outside of the lab area. Students should obtain more than one set of lab clothes to ensure that one set is clean and readily available on campus at all times. Individual lab instructors may have additional requirements for lab attire during specific lab or classroom activities.

DPT Faculty reserves the right to make further recommendations or requirements for specific experiences.

Students are to follow specific guidelines for professional dress as determined by their assigned clinical facility.

Personal Appearance and Habits

Students are expected to demonstrate exemplary grooming and hygiene. In addition to compliance with the university’s student dress code, found in the Student Handbook, and compliance with any clinical site’s rules, students will abide by the following rules at all times:

Hair

All students will keep their hair clean and well-groomed. Shoulder-length or longer hair shall be worn up or pulled back, leaving no extra hair on the sides to avoid interference with lab or patient care activities. Men's facial hair (moustaches, beards, or side-burns) will be clean and neatly trimmed. If a student must

be fit-tested for respirator masks (i.e. N-95), facial hair that interferes with a proper fit is not permitted.

Only naturally occurring hair color will be acceptable, i.e., a student may color his/her hair black, brown, blonde, or red, but not any color that would be considered extreme. In some environments, hair accessories may not be allowed for health or safety reasons.

Nails

Fingernails must be clean, well-maintained, and trimmed. Fingernails should not extend beyond the tip of the finger.

Jewelry

Jewelry in piercings other than the ears is prohibited. Long earrings may not be worn. Any jewelry that might interfere with patient simulation or patient care should be avoided. In some clinical settings, no jewelry is allowed.

Make-up

Facial make-up should be professional and worn in moderation.

Tattoos

The Program and/or affiliating fieldwork sites reserve the right to require tattoos to be covered.

Food/Drink

Students are not to eat/drink/chew gum while in clinical or laboratory settings.

Hygiene/Grooming

No body odors (including smoke) should be detectable. Scented products such as perfume, cologne or aftershave should be used sparingly or not at all.

Attendance

Course attendance and punctuality are expected behaviors and contribute to determining readiness for clinical practice. Students are expected to attend all special and regularly scheduled lectures, labs, and clinical sessions and be on time. If a student must miss class or be tardy due to extenuating circumstances, the student must notify the instructor prior to the start of class or clinical time. The instructor may be notified through email, voice mail on office phone, or voice mail on main DPT department number - (254)295-4940. Texting another student and asking him/her to notify the instructor is not acceptable professional behavior. Notification of the instructor does not excuse an absence or tardy.

Students with excused absences granted by the DPT faculty will be permitted to make up work that was missed and should coordinate with faculty as soon as they return from the absence. Students should request excused absences from faculty in advance unless extreme circumstances prevent advance communication.

Students should promptly contact the Student Disability Services office directly to request excused absences for serious medical conditions.

Students should promptly contact the Title IX office directly to request excused absences or other

accommodations for pregnancy, childbirth or a related condition.

Refer to the UMHB Graduate Catalog for additional information regarding absences.

Please note that regular, on-time attendance in class and laboratory is an important component of professional behavior, and students may be penalized on the professionalism component of a course grade for being tardy or for non-participation in learning activities due to missing class.

Use of Personal Technology

Use of personal technology devices for anything other than academic purposes in the classroom, lab, or clinical setting during instructional or patient care time is prohibited. Students must refrain from using cell phones, tablets, laptops and similar devices for non-educational purposes (i.e. messaging, games, email, web browsing) during class and clinical time. A faculty member may instruct the student to put the device away, or may direct the student to leave the classroom. The faculty member may choose the action deemed most appropriate for the situation.

Student use of electronic devices in the classroom is at the discretion of the faculty unless granted as a disability accommodation.

If a student is expecting an emergency phone call, the student must notify the faculty member prior to the beginning of class or clinical time. The student must step outside of the room before answering an emergency phone call, or wait until a more appropriate time to return the call.

Change of Name or Address

Students who change their local or home address after registration or change their name after enrollment are expected to notify the Registrar of this change immediately (registrar@umhb.edu or 254-295-4510).

A legal document, such as a marriage license, divorce decree allowing a name change, or a court document is required for any name change. Any communication mailed from the university to the name and address on record in the Registrar's Office will be considered to have been properly delivered. The student is responsible for the information contained therein.

Additionally, students are required to notify the DPT program director immediately to maintain accurate records and student contact information.

Social Media

Students should refer to the UMHB Student Handbook policy on the use of social media. Students in the Doctor of Physical Therapy program are expected to exercise discretion in the use of social media and respect the professional reputation of the student, faculty, and program. Students are not permitted to post any course related materials on any public website or social media or send such materials to another person within or outside of the DPT program (e.g. students in the same or different cohort, clinical instructors, friends). Course materials include, but are not limited to, photos/videos of instructor lectures or demonstrations; photos/videos of faculty, students, volunteers or others during any type of learning activity; homework assignments, quizzes, or examinations; any materials related to research projects. Discussion of tests and other course assessment techniques through these types of venues is also prohibited. Students who violate academic integrity standards through social media will be subject to appropriate sanctions under the Academic Integrity policy.

Recording, Use of Course Materials, and Photographs

Recording or causing to be recorded by audio, photograph, video or other technology, the voice or image of a member of the university's governing board, an administrator, faculty member, staff employee, or another student without first obtaining the recorded person's expressed, written permission is not permitted by any student at UMHB unless the student has UMHB-approved disability accommodations that specifically allow recording of instructional lectures.

Students may not copy or redistribute lecture materials without the express written permission of the course instructor. Violation of these policies may result in disciplinary action.

Children in the Classroom or Clinical Settings

One of the advantages employees and students have at UMHB is the family atmosphere created by the small size of the UMHB classes and the value placed on people in our learning community. The value placed on people also makes it necessary for the university to provide employees and students with a comfortable, safe, and non-distracting work or study environment.

Students should not bring children into the classroom or clinical settings. Occasional needs or emergencies should be discussed with students' instructors. This policy is designed to be people-sensitive both in emergencies and in the day-to-day function of the university.

Drug and Alcohol Use Policy

The university is committed to the spiritual, mental, social, and emotional development of students and believes that growth in these areas is greatly impaired by mind-altering substances. Education and learning are especially impaired by alcohol abuse and other drug use. It is the goal of the university to provide an alcohol and drug-free environment in which to live, work, and learn, to discourage the use of alcohol and drugs, and to promote sobriety. The UMHB community cares deeply about the health and safety of our students. Furthermore, UMHB recognizes the heightened dangers associated with alcohol and drug use. The consequences of life choices and decisions that students make extend far beyond the college experience. The university's drug and alcohol policies for students is located in the [UMHB Student Handbook](#). Additionally, the Mayborn College of Health Sciences Drug and Alcohol policy is located [here](#).

Available Drug or Alcohol Counseling and Rehabilitation Services

UMHB Student Counseling Services offer confidential and anonymous referral information regarding community substance abuse resources. UMHB Student Counseling Services' Alcohol and Drug Education Program provides a variety of educational programs related to college students and the use of alcohol or other drugs. Printed information and confidential educational consultations are available to students to assist them with alcohol and other drug-related questions or concerns. More information on the health risks of alcohol and drugs can be found at <https://www.umhb.edu/resources/counseling/alcohol-and-drug-prevention>

Call (254) 295-4696 or go to the UMHB Student Counseling Services office (8 a.m. to 5 p.m. weekdays) in the Mabee Student Success Center to obtain information, request assistance, or schedule an appointment. For more information, visit <https://www.umhb.edu/resources/counseling/home#1845>

Policy Regarding Use and Possession of Tobacco Products and E-Cigarettes/Vapors

The University of Mary Hardin-Baylor is dedicated to supporting the health and well-being of its students and employees, and strongly encourages them to abstain from the use of cigarettes and other tobacco products, in accordance with the Surgeon General's health warnings. Therefore, *Student Handbook (revised July 2026)*

Doctor of Physical Therapy Program | University of Mary Hardin-Baylor

students who smoke or use other tobacco products or electronic cigarettes (E-Cigarettes and Vapors) are strongly encouraged to seek education, support and assistance in smoking/tobacco use cessation from healthcare providers and community resources (i.e. American Cancer Society).

USE: The use of cigarettes and other tobacco products, the use of electronic cigarettes (E-Cigarettes), and the use of vapors ('vaping') is strictly prohibited:

- inside or within 50 feet of any university-owned or controlled building or residences
- while operating or riding in university-owned or leased vehicles (including carts and mowers)
- in any other area designated by the university as tobacco or smoke-free
- by any person younger than age 21, as provided by Texas law.

Students must also observe a clinical facility's rules regarding the use of tobacco products, electronic cigarettes, or vaping devices.

The University's Policy Regarding Use and Possession of Tobacco Products and E-Cigarettes/Vapors is in the [UMHB Student Handbook](#). Failure to adhere to this policy may result in disciplinary action, up to expulsion from the university.

Student Use of Classroom/Lab Space and Equipment

Hardy Hall will routinely be open from 7:30 a.m. until 5:30 p.m. Monday through Friday. Students may use classroom and lab space for study and practice during those hours when no class is scheduled.

Under normal circumstances, students will have badge access to Hardy Hall and specific DPT lab areas when the building is closed.

Students will have access to equipment for learning purposes. ***Students may not access or practice on any piece of equipment unless they have been instructed in its use by a faculty member.*** Students are expected to return all equipment to storage and clean up the space used before leaving. Students may not remove any university/department equipment, supplies or learning models from Hardy Hall without written permission from a faculty member. If equipment or models are checked out, they must be returned at the designated time and in the same condition; otherwise, the student is responsible for the cost of that equipment.

Authorization by the university or by the clinical facility housing the gross anatomy lab is required to enter the gross anatomy lab. No unauthorized visitors are allowed. No individual (faculty, student, lab assistant) will provide access to the lab to any unauthorized individual, including but not limited to high school students, undergraduate students, graduate students in other programs, and relatives or friends of students. This policy will be strictly enforced.

Students are responsible for maintaining a clean and orderly space in the classrooms and labs. Students should leave the classroom or lab ready for use by the next group of students. Faculty members will provide specific information for classrooms and labs regarding the placement of chairs, tables, stools, equipment, and other lab or classroom items.

Students are not permitted in any faculty office or faculty designated space without a faculty member being present.

Beverages may be consumed in class but must be in a spill-proof container. Students are not to eat/drink/chew gum while in clinical or laboratory settings.

Grading Policy

The UMHB DPT Grading Scale is as follows:

Grade	Range	Interpretation of Grades
A	90-100	Excellent
B	80-89	Average
C	70-79	Below Average
F	Below 70	Failing

Only final course grades are rounded. The actual raw score will remain unchanged in the grade book, and grades will be rounded to the nearest whole number for determining the final letter grade for the course. If the final course score is less than a whole number, the following process will determine the final course grade:

- When the final course score is --.50 or higher, the score will be rounded to the next highest whole number (e.g., 89.50 = 90%)
- When the final course score is --.49 or less, the score will be rounded to the previous lower number (e.g., 86.49 = 86%)

Syllabi for individual courses will outline the various elements that will be included to determine the course grade and the weight of each element.

Expectations for Examinations

If a student misses an exam due to unexpected brief illness or other extenuating circumstances AND notifies the instructor ahead of time, a make-up exam must be scheduled as soon as possible but no later than 1 week from the original date of the exam. If a student misses an exam and does not notify the instructor ahead of time, the student will receive a grade of zero (0) for the exam. The student may be allowed to take a make-up exam at the instructor's discretion.

Students who have chronic or serious health issues and wish to request accommodations should contact the Student Disability Services office promptly. Approved disability accommodations are not applied retroactively.

Students who are authorized to take exams in the UMHB Testing Center must comply with the Center's testing rules and protocols as well as the program expectations outlined below.

Written Exams:

To maintain academic integrity during an exam, the following guidelines must be followed:

- All cellular devices such as phones must be powered off (not on silent) and placed in backpacks.
- All books and personal items, including smart watches, must be placed in backpacks.
- No caps, hats, or sweaters/jackets that open in the front will be permitted during the exam.
- No items may be placed under the desk.
- At least 5 minutes prior to exam time, backpacks and other items must be placed along the wall in the front or back of classroom or hallway outside of classroom.
- The only items allowed on the desktop during an exam are a laptop/tablet, a blank sheet of paper/dry erase board provided by the instructor, a pen or pencil, and a bottle of water. In addition, students are required to have a privacy screen in place during the exam on the device being utilized for the exam.
- Students may not leave the room during an exam.

A student who violates the requirements outlined above will receive a grade of zero (0) for the exam. The student may be allowed to retake the exam at the instructor's discretion.

Any student who scores below 70% on a written exam (excluding final exams) will be required to complete remediation activities to address knowledge deficits and complete a reassessment to potentially improve their score to a maximum of 70%. The remediation plan will outline the expectations for remediation and the requirements to demonstrate improved performance. Final exam grades will be final with no remediation/reassessment. **Lab Skills**

Assessments:

Lab skills assessments are designed by the instructor to assess student competence in performing clinical skills, and students are required to demonstrate competence in all skills for each course.

To maintain academic integrity during a lab assessment, the following guidelines must be followed:

- Students may not bring any items into the exam prep and/or assessment area except those items approved by the course instructor.
- Cellular devices and smart watches are not allowed and may not be carried in pockets.
- Other items that are prohibited include, books, notes or other materials, and any other personal items.

A student who violates the requirements outlined above will receive a grade of zero (0) for the exam. The student may be allowed to retake the exam at the instructor's discretion.

A student who arrives late for a lab skills assessment without prior notification of the instructor will fail the assessment with a grade of zero (0). A retake exam must be scheduled as soon as possible but no later than 1 week from the original date of the exam for a maximum score of 70%.

A student who scores below 70% on a lab skills assessment will be required to complete remediation activities and retake the assessment with a different scenario for a maximum score of 70%. A student who fails the retake skills assessment will receive the grade earned on the retake.

A student who fails both a lab skills assessment and a retake has not demonstrated competence in the skills being assessed; therefore, a remediation plan is required. The remediation plan will outline the expectations for remediation and the requirements to demonstrate skill competency. A student who is unable to demonstrate skill competency following remediation may be dismissed from the program.

Exam Review

Written Exams: All students are encouraged to review the questions missed on an exam, either as a group or individually, with the instructor of the course. Each written assessment may be reviewed visually one time, and the questions available for review are only those missed by the student. Further review may take place verbally by appointment with the professor. All reviews should occur within 7 business days of the grade posting.

Lab Assessments: All students are encouraged to review their performance, either as a group or individually, with the instructor of the course. All reviews should occur within 7 business days of the grade posting.

Program Progression and Retention

Requirements for Graduation

In order to graduate from the DPT program, students must meet the following requirements:

1. Successfully complete all coursework with a grade of “C” or better and maintain a 3.00 GPA
2. Complete comprehensive examinations and any required guided study activities
3. Complete a professional portfolio presentation
4. Complete a total of 60 hours of volunteer/service learning activities approved by the program
5. Complete the IPE Core Curriculum and at least 2 IPE electives

Academic Performance and Progression

The purpose of this policy is to provide clear expectations on requirements related to academic performance and progression. The program will evaluate the progress of DPT student attainment of didactic and clinical competencies, and will collaboratively promote successful academic progression through remediation when needed.

Students in the DPT program must maintain enrollment in all course and clinical education experiences listed in the curriculum outline for each semester in order to proceed through the curriculum and progress toward graduation from the program. A student experiencing significant academic difficulties may be placed on a modified written curriculum plan that must be approved by program faculty and agreed upon by the student.

The DPT program adheres to the definitions of Academic Standing for graduate programs at UMHB (see Graduate Catalog) The Program has additional requirements for program academic standing.

Academic Progression Levels

At the end of each semester, the program will designate each student’s academic standing in the program.

Good Standing:

Students in good standing in the program are demonstrating satisfactory progression in achieving competencies and demonstrate professionalism commensurate with their stage of education.

Satisfactory progression and professionalism can be further defined as:

- Cumulative GPA of 3.0 or higher
- Absence of serious and/or multiple academic warnings or academic alerts
- Absence of serious and/or multiple remediation plans

Academic Probation:

A student whose cumulative GPA is below 3.00 at the end of a semester will be placed on probation. Any physical therapy student placed on probation will be required to meet with the faculty advisor and program director to develop an Individualized Remediation Plan. During the subsequent semester, a student must achieve a cumulative GPA of 3.00 or better in order to be removed from academic probation. Two consecutive terms of enrollment with a cumulative GPA of less than 3.00 will result in dismissal from the program. A second incidence of probation will also result in dismissal from the program.

The following will be required for a student to be removed from probation to good standing:

- Cumulative GPA of 3.0

Any student on probation with a cumulative GPA that falls below 3.0 will not be assigned to a full-time clinical experience. During the semester following the grading period in which the cumulative GPA dropped below 3.0, the student will enroll in academic coursework but will not be allowed to enroll in Professional Experience I, II, or III. The student will enroll in an Independent Study course that will provide learning experiences based on clinical scenarios. The specific learning experiences for the Independent Study course will be determined by the academic advisor and the student. The Independent Study course will not substitute for the full-time clinical experience. If the student's cumulative GPA is 3.0 or higher at the end of the semester, the student will be assigned to the missed full-time experience (I, II, or III,) during the subsequent semester. In order to complete the remaining clinical experiences, the student's graduation will be delayed at least one semester. If the student's cumulative GPA remains below 3.0 at the end of the semester, the student will be dismissed from the program.

Student Remediation Process

Academic Alert:

Written academic alerts may be given to a student at any point during the student's enrollment.

Academic alerts are provided to support and assist the student in academic success, when his/her academic performance in one or more areas requires attention. Outcomes and specific action steps are included in the Academic Alert (Appendix C).

Academic Warning:

Written academic warnings may be given to a student at any point during the student's enrollment. Reasons for academic warnings include but are not limited to: academic probation, elevation of academic alert, failure to comply with a remediation plan, and/or violation of program policies or procedures. Outcomes and specific action steps are included in the Academic Warning (Appendix D).

Individualized Remediation Plans:

Individualized Remediation Plans are created to specifically address areas where a student needs improvement to attain, maintain, or re-attain good academic standing in the program. Students can be

placed on an Individualized Remediation Plan during a semester or following a semester of low performance (whether or not the low performance resulted in academic probation). Students may be recommended for individualized remediation for a variety of reasons, including but not limited to: unsatisfactory grades, professional performance issues, academic alerts, academic warnings, or academic probation. The Individualized Remediation Plan may be recommended by a faculty member, the DCE, or the program director, and must be approved by the program director.

An Individualized Remediation Plan is required when a student is issued an Academic Warning, but a student may be placed on an Individualized Remediation Plan at other times as well. Once approved, the program director or DCE will oversee the Individualized Remediation Plan or will assign its oversight to the student's faculty advisor or other appropriate faculty member.

If the student fails to complete remedial work, if the remediation is not successfully completed within the specified period of time, or if the student fails to attain/re-attain academic good standing, the student may be dismissed from the program.

The Committee for Student Engagement and Retention will be informed when a student is placed on an Individualized Remediation Plan in order to track student progression in collaboration with the faculty member overseeing the Individualized Remediation Plan. The outcomes will be documented and provided to the Committee as notification whether the student successfully completed the Individualized Remediation Plan.

Violation of Program Policy

Students who violate DPT program policies, rules and procedures will be subject to sanctions, remediation, dismissal from a clinical facility, and/or program dismissal.

Incidents of student misconduct as outlined in the UMHB Student Handbook will also be referred to the UMHB Dean of Students.

Dismissal from the Program

Students may be dismissed from the program for academic or non-academic reasons. Academic reasons include, but are not limited to, academic dishonesty, academic performance that does not meet program standards including Professional Behaviors, being placed on academic probation more than one time, failure of one DPT academic course (grade less than 70 or less than "C"), failure to successfully complete required remediation, or failure of more than one full-time clinical experience (grade of NC). Students may appeal academic decisions by following the Academic Appeal Process. Reasons for non-academic dismissal include, but are not limited to, student misconduct. The policies, expectations, and procedures which apply to matters of student conduct are contained in the UMHB Student Handbook.

Readmission to the Program

A student returning from an approved leave of absence is generally not required to reapply for admission.

A student dismissed from the DPT program due to academic probation or failure of one DPT academic course may apply to be considered for readmission to the program.

Applying for readmission does not guarantee that a former student will be re-admitted. In order to apply for readmission consideration, a former student must submit a re-application form for the DPT program to the Program Director by the deadline listed below:

Fall re-entry deadline: February 1

Spring re-entry deadline: July 1

Summer re-entry deadline: November 1

The former student must also submit a letter to the Program Director that includes a self-assessment of why he/she did not successfully complete the course(s), a description of how he/she has or will prepare for re-entering the program including remediation, and why he/she believes he/she will be successful when completing the course(s) for a second time. The DPT faculty is responsible for reviewing a former student's readmission request and making recommendations to the Program Director. The Program Director will notify the former student of his/her decision regarding student readmission to the program.

A student dismissed from the DPT program for student misconduct, academic dishonesty, failure of more than one DPT academic course, or failure of more than two full-time clinical experiences is not eligible to apply for readmission to the program.

Leave of Absence

Under extenuating circumstances, a leave of absence may be granted. Students should understand that a leave of absence will likely delay progression through or graduation from the program. If approved, a leave of absence will typically be granted for a maximum of 12 months.

If a student wishes to request a leave of absence as a medical/disability accommodation, he/she must contact the Student Disability Services Office. If a student wishes to request a leave of absence for pregnancy, childbirth or a related condition, she must contact the Title IX Office. In these situations, the Office of origin will evaluate, and if applicable, coordinate the leave with the program director.

If a student wishes to request a leave of absence for any other reason, he/she must submit the request in writing to the DPT Program Director. Requests should be submitted within 30 days prior to the requested leave, or as soon as practicable. The university does not guarantee that the student's place in the cohort will be available upon return to the program, if return is granted.

The DPT Program Director, in consultation with the Dean of the School of Health Professions and other appropriate faculty/staff, will review the request and will notify the student in writing of the decision as soon as possible, typically within 2 weeks of the request. All university policies regarding withdrawal, grades and refunds will apply.

A student preparing to return from a leave of absence must request reinstatement in writing to the office where the request was originally made (Student Disability Services, Title IX, or DPT Program Director) as soon as is practicable.

If the student is otherwise qualified to be reinstated to the Program the program director, in consultation with the Student Engagement and Retention Committee and the Dean of Health Professions will make an academic determination whether the student should re-enter the program at the point when the leave of absence began, at some other appropriate point, or whether the student must submit a program readmission application and enter the program at the beginning.

The program director's decision shall be made on the basis of the length of the absence, the student's academic performance prior to the absence, the point in the program at which the absence began, and any other relevant academic criteria.

If a leave of absence is granted for a contiguous period of time within a single semester, the amount of leave requested will be reviewed to determine if independent study format is a viable option. If the leave of absence is requested for an entire or significant portion of a semester or spanning more than one semester, the next opportunity for reinstatement will be the beginning of the next academic year's sequence.

If a student who takes leave either (1) did not request a leave of absence as outlined in this policy or (2) elected to take leave although the leave request was denied, the student will be required to reapply for program admission.

Academic Appeals Process

The Academic Appeal process and form can be found here: [The https://www.umhb.edu/report-it/academic-grade-appeal#1845](https://www.umhb.edu/report-it/academic-grade-appeal#1845)

Human Subjects/Volunteers in Program Activities

Subjects for demonstrations and activities in the classroom or laboratory setting have the right to informed consent and must complete a General Liability Waiver or General Liability Waiver for Minor form prior to participation. Course faculty are responsible for ensuring completion of the appropriate forms for individuals invited to participate in a course or lab activity. Completed forms are maintained by the program.

Policies and procedures related to the use of human subjects in research falls under the purview of the UMHB Institutional Review Board (IRB). Prior to beginning any research with human subjects, a research proposal and application must be submitted to the IRB. Subject information is confidential and must be properly protected.

Policies regarding patient/client rights within the clinical setting are established by that institution, and should allow the clients to refuse to participate in clinical education.

Student Confidentiality of Records

The Family Educational Rights and Privacy Act (FERPA) affords all students attending a postsecondary institution certain rights concerning their education records. [The UMHB Graduate Catalog](#) provides a detailed description of students' FERPA rights.

It is the policy of UMHB to compile non-confidential information classified by law as "directory information." A student who desires that directory information not be released without his/her prior permission or consent may preclude such release by notifying the Registrar's Office. The release of additional information contained in a graduate's record will require written authorization from the individual. If a student does not wish for information, such as contact information, to be shared by the program with classmates, the student is responsible for submitting the request in writing to the DPT program director.

DPT students are not allowed to access the academic records or other confidential information of other students or faculty. All student information is available to university officials and faculty on a need-to-know basis.

PROGRAM CLINICAL POLICIES

Philosophy of Clinical Education

The UMHB DPT program considers Clinical Education to be an essential part of the curriculum and overall development of the student physical therapist (SPT). It is the program's desire to work with clinical faculty and facilities to provide clinical education opportunities that support the mission of our program. Clinical education provides each student with the opportunity to shape and develop their patient care skills in an active treatment environment under the guidance of practicing clinicians. Through the integration of scientific background knowledge, problem solving, communication and interpersonal skills, students learn to make professional decisions regarding physical therapy. Students learn to develop their professional judgment and application of critical thinking within a nurturing environment that provides them the opportunity to seek advice from practicing clinicians.

Arrangement of Clinical Experiences

In preparation for clinical practicum experiences, students are exposed to the clinical setting through the Cru Community Clinic on campus. Students begin in the clinic during the 1st semester in the program, where they observe second-year students providing patient care under faculty supervision. Beginning in the 2nd semester of the program, students begin to work with clinic patients with gradually increasing patient care responsibilities over the next semesters. These experiences are formally captured in the DPT curriculum through a series of Integrated Clinical Development courses in Semesters 2-4, along with structured observations in other clinical settings during Semester 3.

The program has 30 weeks of full-time clinical education experiences. The three rotations begin in the latter part of Semester 5 after the majority of the didactic curriculum is complete. These rotations (Professional Experiences I-III) are 8, 10, and 12 weeks in length, respectively. The program requires each student to complete one outpatient and one inpatient fulltime clinical placement during Professional Experiences I-III.

Clinical Facility Criteria

Clinical facilities will be determined and retained by their delivery of high-quality patient care services, sensitivity to student needs, reliable acceptance of students for clinical education experiences and regular and timely communication with the UMHB DPT Program. Clinical facilities in geographically appropriate areas and clinical sites that provide distinctive opportunities for students to practice in specialized areas of physical therapy will be developed when such additions will enhance student opportunities. The program aim is to assure that each student is exposed to a variety of high-quality clinical settings; therefore, it is imperative to retain clinical experience sites that have historically provided outstanding clinical education opportunities.

Clinical Facility Considerations

1. Facility must hold appropriate licensure and accreditation by local, state, or federal entities.
2. Staffing must be adequate for the patient load and types of disabilities encountered.
3. Types and numbers of patients are adequate to meet the general or specific needs of the students.
4. Administration's attitude toward clinical education, inclusive of recognition of the time and effort

required by the staff, promotes the clinical education program.

5. Atmosphere is conducive to learning as demonstrated through the availability of supervision, space, equipment, and educational resources.
6. Facility demonstrates incorporation of physical therapy with other services in the facility.
7. Personnel policies encourage continuing education and staff willingness to participate with clinical education.
8. Facility must be able to establish a written clinical affiliation agreement with the UMHB DPT Program.

NOTE: A facility cannot be used for a student's clinical experience unless an executed clinical affiliation agreement between the university and the facility is on file and current.

Establishing a Clinical Education Site

Students may propose clinical facilities to be considered for potential addition to existing clinical education sites. The acquisition must be based on the needs of the clinical education program as a whole. Students wishing to suggest a site should speak to the DCE or other designated faculty member. The student should provide the information necessary on the Clinical Facility Information Form. Ideally, the facility should be located within central Texas and/or in close proximity to previously established active clinical facilities. The clinical facility must meet the clinical facility criteria previously listed. Final decisions regarding the use of clinical facilities for student clinical experiences are at the sole discretion of the university.

Steps for Initiating Potential Clinical Education Sites

To initiate the process for attaining new clinical facilities, students are to speak with the DCE or other designated faculty member. Upon approval, the student may contact the site, ask for the appropriate contact information for the SCCE or rehab director/owner if the SCCE is not available or the site does not have a designated SCCE. The Clinical Facility Information Form (Appendix E) should be used to document the site information and appropriate contact information. This form should be given to the DCE.

The DCE will contact the SCCE/Rehab director to learn more about the site and to discuss how to proceed. Sites should be willing to accept future UMHB students, not just the student making the request. The site must complete the New Facility Form/Update Form or have a completed Clinical Site Information Form (CSIF) – forms are available from DCE. Once the DCE has reviewed the form and determined the site is a good match for the DPT Program and its students, a standard UMHB clinical facility agreement will be sent to the SCCE. If the agreement is acceptable, it is signed and returned to UMHB. If the facility requires changes to the agreement or has its own agreement, the amended agreement will require additional review by UMHB's legal department prior to signing.

Program Responsibilities to the Clinical Facility ("Program")

1. Assure that all students selected for participation in the Program have satisfactorily completed all portions of the University's curriculum that are a prerequisite for participation in the Program.
2. Develop criteria for the evaluation of the performance of University students participating in the Program and provide those criteria, with appropriate reporting forms, to the Facility personnel and University personnel who are responsible for supervising those students.
3. Assign grades to students participating in the Program.
4. Inform all University students and personnel participating in the Program that they are

required to comply with the rules and regulations of the Facility while on the premises of the Facility and comply with the requirements of Federal and State laws and regulations related to Facility, including without limitation, privacy laws.

5. Provide information requested by Facility related to students participating in the Program unless prohibited by Federal or State law. The University shall provide the Facility with name(s) of each student assigned to the Facility, as well as scheduled assignment dates (to be agreed upon by University and Facility).
6. Assign a faculty representative to coordinate the Program activities at the Facility, in collaboration with the Facility.
7. Provide the Facility with the current curriculum, clinical experience period and dates, course objectives, and syllabus of the Program, as well as all forms regarding students' clinical experience and instructions for completion of these forms, if applicable.
8. Maintain a commercial general liability insurance policy and a professional liability insurance policy each in the amounts of \$1,000,000 each occurrence and \$3,000,000 in the annual aggregate for its personnel and students who participate in the activities of the Program.
9. Other responsibilities may be specified in the fully executed affiliation agreement between the Program and Facility. It is each entity's responsibility to adhere to specific requirements.

Responsibilities of Clinical Faculty

The UMHB DPT Affiliation Agreement has outlined the responsibilities for each entity involved in the clinical education experience. Below are specific expectations of the Site Coordinator of Clinical Education (SCCE) or designated individual, and the Clinical Instructor (CI). The clinical education site will designate one member of the professional physical therapy staff to serve as the SCCE or fulfill the SCCE responsibilities. The SCCE is responsible for assigning a specific CI for each PT student.

Supervision Guidelines and Models: UMHB DPT program supports planned and strategic clinical experiences applicable for the level of knowledge, previous clinical experience and learning style of each student. Weekly objectives agreed upon by the student and CI assist with formative evaluation, tracking progress and can be adjusted as needed. Consistent constructive and affirmative feedback strengthen student learning and help clarify CI expectations. UMHB will provide information, forms and tools for use during the clinical experience to help streamline expectations.

UMHB believes each facility, SCCE and CI should explore use of a variety of models to meet the student and clinical site expectations for clinical education. While most students work 1-on-1 with a CI, alternative models may include 1 CI to 2 or more students, 2 part-time CIs to 1 student, or the use of PT residents and fellows to assist the CI in working with students. A student may also rotate between 2 services at the same facility, such as pediatric and adult.

SCCE (or designated individual) Responsibilities

1. Maintain files containing curriculum content, insurance forms, physical forms and contract information for the UMHB DPT program.
2. Remain current with changes and trends in clinical education, and ensure that

clinical faculty take advantage of courses and seminars offered by affiliating programs.

3. Ensure that each therapist chosen as a Clinical Instructor (CI) meets the minimum requirements, which include:
 - a. holding current licensure in the state in which employed
 - b. employment as a licensed physical therapist for one year
 - c. evidence of active participation in formal and/or informal continued education, and
 - d. demonstrated ability to communicate strengths and weaknesses, both orally and in writing.
4. Respond in a timely manner to requests for student placement and confirmation of student placements. For multi-site facilities, maintain communication with the various sites to determine appropriate assignment of students.
5. Provide regularly updated information about the facility to the DCE ; revise CSIF, Clinical Site Information Form, or Clinical Facility Update Form as needed to keep information accurate and current.
6. Ensure that each PT student receives an orientation to the facility, including facility policies and procedures relevant to student training, prior to the student participating in patient care.
7. Ensure that students receive communication from the facility at least 2 weeks prior to the clinical experience.
8. Request any additional student records other than TB skin test and Hepatitis B vaccine (such as MMR, physical exam, background checks etc.) from the student or DCE.

CI Responsibilities

1. Complete free online webinar about utilizing the CPI, which is available through the APTA. Upon successful completion the CI will receive 2 hours of continuing education through the APTA. This does not need to be repeated when supervising subsequent students. The CPI is used only during fulltime clinical experiences.
2. Organize and plan the student's program to include clinical work, in-services, clinics, rounds, and other learning experiences as available (sample learning assignments can be found in Appendix F).
 - a. Establish a client caseload and assist in formulating the student's schedule.
 - b. Introduce students as such to patients/clients and provide access to pertinent background information.
 - c. Assure that individual patient has the opportunity to opt-out of the clinical education experience.
3. Provide appropriate supervision for each student and arrange for supervisory coverage by another PT during any CI absence.
4. Deliver clinical supervision and instruction in the form of assessment and intervention

demonstration utilizing hands-on techniques.

5. Provide quality learning experiences in the areas of patient care, research, and administration. Become familiar with the student's curriculum and level of education/training by reviewing information provided by the academic institution prior to the student's arrival.
6. Discuss the clinical education goals and expectations of the student for the facility including those of the academic institution. Introduce student to forms and procedures of the physical therapy facility.
7. Offer an advantageous learning environment that encourages the student to ask questions and share insights. Provide opportunities for student demonstration of his/her level of understanding of the theoretical concepts underlying the interventions. Provide timely feedback through constructive criticisms and guidance for improvement. Although not required, written feedback to the student beyond the use of the CPI at midterm and final is strongly encouraged, especially for students who are experiencing difficulty.
8. Review and discuss the student's examination and intervention techniques, treatment rationale, long-term and short-term objectives. Constructively review documentation of examinations, consultations, progress/daily notes and justifications for insurance coverage of recommended equipment.
9. If a student experiences academic difficulty during a clinical experience, the SCCE, CI, and DCE will collaborate to develop an individual learning contract (Appendix G).
10. Perform midterm and final summative evaluations of the student's performance utilizing the CPI or other assigned assessment tool. Encourage open and authentic communication with the student in reviewing your evaluation and comparing it to the student's self-evaluation.
11. Communicate with the DCE at UMHB as needed. Provide specific feedback to DCE, or faculty about the student's performance, and inclusive feedback about perceived strengths and weaknesses of the academic program concerning clinical education.
12. Submit the completed CPI or other assigned assessment tool to the DCE at UMHB at the conclusion of the clinical experience with the feedback about strengths and weaknesses of the Clinical Education Program at UMHB DPT program.

Rights and Privileges of Clinical Faculty

Clinical faculty members of the UMHB physical therapy program have the following rights and privileges associated with their voluntary participation in PT clinical education:

1. **Continuing Education or Competency Units (CCUs):** Approved by the state of Texas for CIs of full-time clinical rotations as follows:
 - a. 5 CCUs for 6-11 weeks of one full-time clinical experience (240 - 440 hours)
 - b. 10 CCUs for 12 weeks or longer of one full-time clinical experience (480+ hours)
 - c. Maximum of 10 CCUs for PTs per renewal period. Contact DCE/ADCE for more information.
2. **In-Service Presentations:** The DCE or other faculty may provide in-service presentations

on site at clinical education sites (when mutually appropriate) for clinical instructor development.

3. **Clinical Instructor Presentations and Training:** The UMHB DPT Program will host open clinical instructor workshops at the university periodically for clinical instructor development. Such courses will provide continuing education for those clinicians serving as clinical instructors. Furthermore, the program will host the APTA Credentialed Clinical Instructor Program and the Advanced Credentialed Clinical Instructor Program periodically.
4. **Consultation** in planning and implementing clinical experiences.
5. **Student-led in-services or special projects** on a topic agreed upon by the CI to meet the needs of the affiliating site.
6. Potential **opportunity to serve** on the DPT Advisory Committee and/or DPT admissions interviews.
7. Potential **consultation and/or collaboration** with UMHB DPT faculty members on research projects.
8. Potential **requests to participate in labs and lectures in the curriculum.**

Texas Consortium for Physical Therapy Clinical Education

The University of Mary Hardin-Baylor DPT Program is a member of the Texas Consortium for Physical Therapy Clinical Education. The Primary purpose of this group is to coordinate all aspects of physical therapy clinical education in Texas. The Consortium functions with the financial support from the participating Universities. The Consortium has reduced the time, effort and cost of maintaining quality clinical education for the state's physical therapy students. In addition, The Consortium provides continuing education opportunities and training workshops for Clinical Instructors as well as SCCEs and DCE/ADCEs from all parts of the nation.

Texas Consortium Awards

Each year the consortium honors several Outstanding Clinical Educators from around the state who are APTA members, have an active contract with at least two Consortium programs and have taken students for 2 or more years. The winners are announced at the TPTA Annual Conference. Sites may nominate themselves for the Exemplary Clinical Education Site award, honoring a department or clinic that has provided outstanding, innovative clinical education experiences for students. Applications will be posted on The Texas Consortium website when applicable.

Clinical Instructor Certification and Credentialing Courses

The Texas Consortium provides continuing education opportunities and training workshops for Clinical Instructors as well as Academic Coordinators of Clinical Education from all parts of the nation. The CI Certification Course consists of two parts: Part I is a six-hour online course and Part II is a half-day onsite course. CCUs are given. Part I must be completed prior to taking Part II. CI Certification courses are given throughout the state each year and at TPTA Annual Conference. To check on upcoming courses or to register for a course, see The Texas Consortium website, www.TexasConsortium.org.

The American Physical Therapy Association also provides a 2-day, CI Credentialing course called the Credentialed Clinical Instructor Program (CCIP) and a subsequent Advanced CI course. UMHB DPT Program will periodically host a credentialing course for the CI/CCCEs affiliated with our clinical education program.

The Student Physical Therapist (SPT)

Definition of Student Physical Therapist (SPT)

A student physical therapist is a graduate-level learner who participates in clinical education to practice what he or she has learned in the Doctor of Physical Therapy Program. The student physical therapist is required to introduce him/herself as a student and sign all documentation with the designation of SPT during clinical rotations. A patient has the right to refuse treatment by an SPT and/or participation in clinical education practices.

Selection of Clinical Experience

A list of available clinical placements is provided to students prior to the designated time for selection. Students rank their top 5 to 10 choices for a given rotation, including in or out of area placements, and provide a justification for why they should be assigned to a specific site if there are qualifying circumstances. The DCE or designated faculty is responsible for assigning the clinical placements and will use the available requests, student interests, and curriculum design to determine the assignments. Clinical sites that offer first come first serve slots will potentially be offered to the students prior to the regular wish list and assigned as needed by the DCE.

Rescheduling a Clinical Experience

In the event a student is unable to begin an arranged clinical experience, the student must submit a written request to the DCE, along with proper documentation, prior to the starting date to request rescheduling of the rotation. Rescheduling of the postponed rotation will be at the discretion of the DCE and potentially the clinical facility. Assurance of the same clinical placement is not feasible if rescheduling occurs.

Student Responsibilities Prior to Clinical Experiences

1. INTRODUCTION LETTER: The student is responsible for sending a letter or email of introduction to the designated individual at the assigned clinical facility prior to start date.
2. STUDENT PROFILE: The student is responsible for the completion of a Student Profile, which is part of the online database system used by UMHB DPT Clinical Education. The Student Profile seeks to give the prospective CI additional information about the student, which may not be apparent in the letter of introduction.
3. CLINIC CONTACT: The student is responsible for completing a telephone or email contact with the designated individual at the assigned clinical facility two to four weeks prior to their scheduled arrival at the site.
4. STUDENT GOALS: The student is responsible for developing a list of personal and professional goals prior to each clinical experience and sharing the list with the clinical instructor. The purpose of this assignment is to have the student reflectively review his/her clinical education needs and take an active role in determining objectives for each clinical experience related to individual professional goals.

Prerequisites for Participation in Clinical Education

(including Health and Wellness Requirements)

1. ACADEMIC PERFORMANCE: Students must have earned a grade of C or higher in all physical therapy coursework. Any student on academic probation due to an overall GPA below 3.0 may not enroll in a fulltime clinical education experience.

2. **REGISTRATION:** Students must be officially registered for clinical education courses before they can begin a clinical education experience/practicum. Each student's name must appear on the class roster in order to begin the clinical experience/practicum.

3. **INFORMATION ABOUT CLINICAL EDUCATION SITES:** The DCE or designated faculty will inform students of the location of information related to each clinical facility. Students must read the Clinical Site Information Form (CSIF) or Clinical Facility Update Form for each of their assigned clinical facilities. It is the student's responsibility to respond to any specific request made by the facility that has been approved by the program. If a student has not been contacted by their CI or the facility 2 weeks prior to the clinical experience, the student should contact the facility or CI.

4. **REQUIRED PAPERWORK/TESTING:** The student must meet immunization and other requirements of the school and clinical facility as set by the clinical affiliation agreement. Students will undergo a criminal background check at companies/providers approved by UMHB prior to their first semester in the program and prior to the 1st clinical experience at the student's expense. In addition, students will undergo a drug screen at companies/providers approved by UMHB prior to their first clinical practicum at the program's expense. If a clinical facility requires a more recent criminal background check or drug screen, the student is responsible for the cost of providing these to the clinical facility, with a copy to the DPT Program Director.

- a. Proof of health insurance (if required by clinical facility), biographical data forms, current CPR certification, and results of current TB tests must be submitted by the date assigned by the program.
- b. Up-to-date immunizations (see chart page 12).
- c. Both CPR certification and TB tests must be current through the final day of the clinical experience or internship.

5. **HIPAA AND OSHA TRAINING:** Students are required to complete training on OSHA, Universal Precautions, Blood Borne Pathogens, body mechanics and HIPAA regulations. This will be scheduled for DPT students prior to clinical placements.

- a. Students failing to complete the scheduled training will be required to provide evidence of completion of alternative training.
- b. Students who do not complete or provide documentation of appropriate training will not be eligible to attend their next clinical experience.

NOTE: The DCE or designated faculty member may cancel a student's placement at a clinical facility if the student fails to submit all the required documentation in a timely manner.

Background, Health and Wellness Requirements for Students

(See also Health and Training Policies section of this manual for immunization requirements)

Background Check	Completed prior to entrance to program, prior to 1 st clinical, and any site-specific requirements
Drug Screen	Completed prior to 1 st clinical and any site-specific requirements

CPR Certification	Must be current through end of clinical rotation
HIPAA Training	Pre-matriculation module & 1st year courses
Blood-Borne Pathogens Training	Pre-matriculation module & 1st year courses
OSHA Training	Pre-matriculation module & 1st year courses
Proof of Medical Insurance	Students may be required to show proof of individual medical insurance as a condition of participation at some clinical facilities. <i>UMHB assumes no responsibility for medical expenses incurred by students, and strongly recommends all students maintain individual medical insurance.</i>

NOTE: If a clinical facility has other specific requirements regarding background, health/wellness and immunizations, the student will be provided with that information by the Program and is responsible for being in full compliance with those requirements.

Student Responsibilities During Clinical Experiences

The following are requirements for the students during the clinical experience. This list is not inclusive and subject to change.

- 1) **STUDENT PHYSICAL THERAPIST:** The student must identify him/herself as a “student physical therapist” to any patient with whom he/she is involved in care. The SPT must ensure that the patient understands the patient’s right to decline participation in clinical education practices.
- 2) **HOUSING & TRAVEL DURING CLINICAL EXPERIENCES:** All arrangement and expenses pertaining to housing and travel during clinical experiences is the responsibility of the student. UMHB DPT program will provide the student(s) with any information available regarding site-specific housing. When possible, student preferences are taken into consideration for determining clinical rotation selections but specific selection cannot be guaranteed.
- 3) **UPDATE SITE AND CI INFORMATION:** The student is to update this information on the first day in the clinic for review by the DCE or designated faculty. The update should include the contact information of the CI and student, working hours, department location and dates/times when the CI is not available. This information is used to schedule midterm visits or phone calls. Appropriate signatures may be required by the CI or SCCE at the site.
- 4) **PERIODIC UPDATES:** Each student will be required to submit scheduled updates or self-assessment of his/her own performance to the DCE, ADCE or designated faculty. The form does not have to be reviewed by the CI. The CI is encouraged to utilize a weekly written feedback tool to increase student accountability and tracking toward predetermined objectives, as well as aiding in early identification of concerns.
- 5) **CONFIDENTIALITY:** It is the policy of the UMHB DPT Program that all patient/ information is treated with the appropriate level of confidentiality and adheres to the clinical facility’s policies, which may include appropriate HIPAA regulations. This includes, but is not limited to, information shared

during class presentations, labs and lectures. Patient releases should be obtained for images/videos and any information to be used in the academic and/or research setting.

- a) Students are required to abide by the clinical facility's policy on confidentiality.
 - b) Students who believe they have witnessed a violation of the patient confidentiality policy should contact their CI/SCCE or the course instructor, depending upon the setting of the incident.
 - c) The CI/SCCE or course instructor should discuss the situation with the party(s) involved and inform them of the facility's policy on confidentiality.
 - d) This discussion should be documented and placed in the appropriate file at the clinical facility and in the clinical education file in the academic setting.
 - e) If a student on a clinical experience is involved with repeated violations, the CI/SCCE should report the information to the DCE or designated faculty member.
 - f) The DCE or designated faculty member and the CI/SCCE will discuss an appropriate plan of action for repeated violations in the clinical facility.
- 6) **PROFESSIONAL BEHAVIORS:** Students are expected to demonstrate professional behavior at all times during clinical experiences. Considerations related to professional behavior include, but are not limited to:
- a) **CELL PHONES:** Cell phones should be turned off while in the clinical environment and stored away from the patient care areas. If the cell phone is used during a break, it should be turned back off at the end of the break.
 - b) **SOCIAL MEDIA/TECHNOLOGY:** Students should exercise extreme caution when using electronic and social media. Patient or clinical circumstances should not be discussed through these or other inappropriate means.
- 7) **MIDTERM CONFERENCE:** The DCE or designated faculty member may utilize a variety of methods, including site visit, video teleconferencing, phone call, and/or email communication, to perform periodic and midterm conferencing. The student and the CI will be interviewed about the ongoing clinical experience.
- 8) **STUDENT SELF-ASSESSMENT:** All students are required to complete a self-assessment using the Clinical Performance Instrument (CPI) at the midterm and final points of the fulltime clinical experience (see Appendix H). Program faculty believe that the practice of self-assessment during clinical experiences will contribute to the development of entry-level physical therapists capable of ongoing and regular self-assessment.
- 9) **STUDENT EVALUATION OF THE CLINICAL FACILITY:** The student will complete the APTA's Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction at the end of the rotation and share the information with the CI(s) following the final evaluation. This form affords feedback to the site about the clinical experience and the form also provides information to future UMHB DPT students and the academic faculty about a specific site. The form will only be shared with other students after the approval of the DCE.

10) **ATTENDANCE REQUIREMENTS:**

- a) Attendance during integrated clinical experiences and professional experiences is mandatory. Absence for **any reason** must be reported to DCE or designated faculty and CI at the facility **prior** to time of absence and should only be considered for illnesses, emergencies, and unforeseen circumstances. Days missed must be made up during that clinical experience or during a later rotation as determined by the CI/SCCE and DCE or designated faculty.
- b) When the student cannot attend clinical on a day that it is scheduled, the student must immediately notify the clinical facility as well as the faculty member designated as the course instructor. The student should obtain a telephone number and discuss the procedure of notifying the clinical facility and faculty for unexpected absences. Failure to notify the clinical facility prior to the beginning of the scheduled clinical day is unacceptable and may place the student and clinical placement in jeopardy. The student should notify the course instructor as per the course guidelines. The student should then present the faculty with a plan to complete the lost clinical time within the DPT Program's rules regarding absence limitations. The student must complete the hours within the prescribed time frame. Failure to complete clinical hours will result in an incomplete for the course. Students are not to share or switch clinical days/times with other students.
- c) In the event of inclement weather students are to follow the attendance policies of the facility to which they are assigned. It is expected that students will use their best judgment in regards to their own personal safety.

11) **MEDICARE AND OTHER INSURANCE-SPECIFIC RULES AT CLINICAL FACILITIES:** Students are required to sign an agreement prior to each clinical experience that they have read the site CSIF/Site Update Form and appropriate state practice act and applicable rules/regulations. It is the ultimate responsibility of the student to adhere to any student supervision guidelines that may be imposed on the clinical facility by various insurance companies or provider networks. This should be clarified during orientation to the facility or possibly prior to beginning the clinical experience.

Medicare Guidelines: Students will likely have clinical experiences at clinical facilities that accept Medicare and are therefore subject to Medicare rules and regulations. Students have been instructed in Medicare regulations during academic coursework regarding the student role under Part A and B. For up-to-date Medicare guidelines, refer to the APTA document: Medicare Guidelines Regarding Student Supervision. It is expected that all Clinical facilities and CIs adhere to appropriate rules and regulations regarding student patient contact. Please contact the DCE, ADCE or designated faculty if you need assistance with clarification on Medicare guidelines.

12) **INCIDENTS AT CLINICAL FACILITY:** DPT Program students involved in any accident or other incident in the clinical facility which could adversely affect patient care should report the incident promptly to the clinical facility and the university faculty member for the course. The faculty member must be informed of any written report for which the student is responsible prior to the student leaving the clinical facility, and must receive a copy of the incident report within 24 hours of completion. The student and faculty will also document the incident for the student's clinical evaluation, and attach the documentation to the clinical evaluation form.

If a student believes that he/she is experiencing unlawful discrimination or harassment at a clinical site, he/she should immediately report such concerns to UMHB through the university's published reporting system, as outlined on Appendix K of this Handbook, in the UMHB Student Handbook and [REPORT It](#) website.

Basic Problem & Conflict Management between Student and Clinical Facility

If the student feels that an experience is not meeting expectations and needs, it is the student's responsibility to take positive action. Each student has the responsibility to seek help in resolving a problem, either from the CI/SCCE at the facility or from the DCE or designated faculty member. Students on clinical experiences may contact the DCE or designated faculty during the evenings or weekends (cell phone number will be provided).

Identification of the problem is the first step in the process, a step that definitely requires considerable thought and objectivity and which may require assistance. Communication is vital.

In the event that the persons involved agree that the conflict cannot be resolved, the student may be removed from the site. The student will be reassigned to another clinical experience site as soon as an appropriate clinical facility can be secured. In this occurrence, a grade of IP (in progress) may be assigned until the student completes the clinical experience at the new clinical facility.

To avoid unnecessary conflicts of interest, students are not allowed to participate in clinical experiences at clinical facilities where they have volunteered or worked in the past five years. Students will not be assigned to a clinical facility where a relative is employed within the physical therapy department of that facility.

****If the conflict or concern involves harassment or discrimination, students should contact the university's Title IX Coordinator and Non-Discrimination Compliance Officer***

Steps to Conflict Resolution between Student and Clinical Facility

Students that perceive a conflict has happened or is developing with a staff person, clinician or CI should proceed in the following suggested manner:

1. Approach the person involved and ask to have a meeting in private or during office hours.
2. Come to the meeting prepared with a list of facts (avoid vague perceptions or opinions).
3. Be respectful and listen, allow the person to complete their point before commenting.
4. The meeting should involve forming a plan of action for both parties. Conflicts may not resolve in one meeting and a certain amount of compromise might be required to come to a successful resolution.
5. Contact the DCE, ADCE or designated faculty to make them aware of the situation. They may become involved if requested or if they feel it is appropriate.

Dismissal from a Clinical Facility

A student can be dismissed from a clinical facility by their own request, the request of the CI/SCCE, or determination of the DCE. The appropriate action will be determined by the university based on the cause of the dismissal from the clinical facility as well as the totality of the student's conduct and performance.

Evaluative Criteria

Clinical Education Grading Criteria

Clinical courses in the DPT curriculum will utilize a grade of CR (credit) or NC (no credit). In certain circumstances, a grade of IP (in progress) may be assigned if the clinical rotation is not completed by the end of a semester.

The grade in each course is determined by the course instructor. Specific course requirements for grading will be included in each course syllabus. The DCE will assign grades for clinical education courses based on feedback provided by the clinical instructor(s). Clinical performance will be evaluated using the Physical Therapist Clinical Performance Instrument (PT CPI) for all fulltime clinical experiences. The syllabus for each clinical course will outline performance expectations on the PT CPI or other specified assessment tool.

Professional conduct is a component of academic and clinical performance and will be evaluated accordingly. Program faculty will regularly assess student professional conduct using the Professional Behaviors form and professional standards outlined in the APTA Code of Ethics, Guidelines for Professional Conduct and the Texas Practice Act. Clinical Faculty may also be required to assess a student's professional behaviors.

Student Evaluation

During each fulltime clinical rotation, the CI will use the Physical Therapy Clinical Performance Instrument (CPI) for the Midterm and Final summative evaluation of the student. Each particular clinical experience will have specific requirements outlined on the syllabus. For the initial part-time clinical rotation, an abbreviated Student Evaluation Form will be utilized.

Physical Therapy Clinical Performance Instrument (PT CPI or CPI or CPI 3.0)

The CPI has been developed by the APTA for evaluation of the student clinical performance during clinical affiliations. It is available in online format for the CI and student to complete. The CPI utilizes a categorical, ordered rating system with narrative to rate the 12 performance criteria. The student and CI will separately rate the student's performance. Assessments should be shared in a formal evaluation conference between the student and CI at both the midterm and final week of the clinical placement. It is the student's responsibility to assure the evaluations are completed and submitted to the program.

Clinical Experience and Clinical Instruction Evaluation

Each student is required to complete the APTA's Physical Therapist Student Evaluation: Site and Clinical Instruction. The form should be initiated at the time of the midterm and completed during the final week of the placement and shared with the CI during the final evaluation conference. The completed form provides demographic information on the CI(s) (General Information), an assessment of the clinical instructor's performance (Section 2), the overall quality of the clinical experience (Section 1) and the adequacy of the student's academic preparation (overall summary appraisal). Completed forms are to be submitted to the program by the established due date.

The DCE or designated faculty will perform a review of available documents and communication to rate the performance of the CI and SCCE. The CI and SCCE are encouraged to perform self- assessment.

Evaluation of the DCE

The student, CI/SCCE, and academic faculty will have the opportunity to evaluate the performance of the DCE. This feedback is vital for growth and improvement to better the clinical education experience.

DPT STUDENT HANDBOOK ACKNOWLEDGEMENT AND AGREEMENT

By signing below, I acknowledge that:

1. I have received information regarding the University of Mary Hardin-Baylor's DPT Program policies, rules and procedures.
2. I am required to read this DPT Student Handbook and the University's Student Handbook (<https://www.umhb.edu/students/student-handbook>) in their entirety.
3. I understand the University's Graduate Catalog contains policies, rules and procedures that I must follow (<https://umhb.smartcatalogiq.com/2025-2026/graduate-catalog/>)
4. I understand that I am required to read other policies that may be furnished to me from time to time during my enrollment in the program. I understand that I may request a written copy of each handbook or policy from the DPT program director.
5. I understand that the DPT program assigns students to all clinical rotations and that there is no guarantee I will be assigned to a specific location or preceptor. I also understand that clinical rotation sites are subject to change, sometimes without advanced notice. I understand that I must provide my own transportation and housing.

My signature further reflects my commitment to continuously comply with all policies and procedures of the DPT program and the University.

Print Name

UMHB Student ID #

Student Signature

Date

Original: Student's education record in the DPT Program

Copy: Student

APPENDIX A: ESSENTIAL FUNCTIONS STATEMENT

UNIVERSITY OF MARY HARDIN-BAYLOR DOCTOR OF PHYSICAL THERAPY PROGRAM ESSENTIAL FUNCTIONS STATEMENT

Physical therapy is a demanding profession that requires a wide range of cognitive, sensory, and motor skills. A physical therapist is expected to independently perform all aspects of the physical therapy role. Core segments of the program include clinical experiences in which the student will be required to participate in and demonstrate proficiency in providing therapeutic services. Graduates of the UMHB DPT program who pass the licensure examination will be prepared to enter practice in a variety of settings and perform all responsibilities of the professional role. Based upon the expectations and requirements of the profession, this Essential Functions Statement includes a list of essential functions/skills that must be met for entry into the program and progression through the program. The following list of skills is illustrative and does not represent an all-inclusive listing of the functions of a physical therapist. Reasonable accommodations may be requested to enable an individual with disabilities to achieve these essential functions. See page 14 of this handbook for more information.

The Doctor of Physical Therapy Student must possess:

Observational skills (including vision, hearing, and somatic sensation) sufficient to perceive all information necessary for effective patient/client management inclusive of functional use of vision, hearing, olfaction and tactile sensations.

- Observe lecture and laboratory demonstrations
- Read and interpret equipment dials, assessment graphs, patient charts, professional literature, and notes from patients, physicians, and other health professionals
- Effectively evaluate auditory information during assessment of lungs, heart, pulses, blood pressure, and joints.
- Observe another individual at a distance greater than 20 feet as well as near proximity and be able to notice movement patterns, facial expressions, etc.
- Monitor and assess physical, emotional, and psychological responses of another individual
- Determine and comprehend dimensional and spatial relationships of structures
- View video, graphics and written word on the computer screen or DVD monitor
- Perform a physical assessment through hands-on application that may include palpation of anatomical structures, assessment of muscle tone, temperature, depth, etc.
- Monitor and interact with patients, other professionals and families through a variety of media
- Hear and react appropriately to alarms, emergency signals, timers and cries for help
Hear verbal instructions, audio, video, DVD or computer media in the classroom, lab or clinic

Communication ability sufficient to appropriately communicate in verbal, nonverbal, and written formats with all individuals when engaged in physical therapy practice, research, and education,

including patients, clients, families, care givers, practitioners, consumers, payers, and policy makers.

- Receive, write and interpret written and verbal communication in a timely manner
- Effectively communicate with other individuals
- Use appropriate verbal, nonverbal, and written communication
Demonstrate interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist-patient relationships.

Motor ability sufficient to safely perform the job of a physical therapist in a wide variety of settings.

- Move within rooms and from room to room, including maneuvering in small spaces around equipment and other individuals
- Move up and down stairs/ramps/curbs with other individuals
- Perform a thorough examination of another individual, including but not limited to palpation, auscultation, percussion, movement of limbs and spinal segments, and manipulation of tools commonly used for screening/testing
- Perform interventions on another individual, including but not limited to moving another individual's body parts; moving another individual's body for transfers, gait, positioning, mobilization; moving, maneuvering, applying and adjusting clinical equipment; and effectively guiding, facilitating, inhibiting, and resisting movement and motor patterns
- Perform assessment and intervention techniques with proper positioning, hand placement, direction and amount of force
- Transfer, move, and assist another individual in walking and other daily activities without injury to other or self
- Participate in lecture, lab, and other learning activities for 30+ hours per week, including but not limited to maintaining an upright posture for prolonged periods
- Legibly record information for academic and clinical learning and patient care activities, including but not limited to written assignments, exams, evaluations, progress notes, and other required materials in a medical record
- Perform specific physical tasks, including but not limited to lifting up to 50 pounds, twisting, bending, stooping, squatting, crawling, reaching above shoulder level, kneeling/half-kneeling, pushing/pulling, using hands repetitively, grasping, demonstrating manual and finger dexterity, and coordinating verbal/manual instruction

Intellectual-conceptual, integrative and quantitative abilities sufficient to use integrative and quantitative abilities and make decisions. These cognitive skills are critical for the physical therapist to make clinical decisions during the examination, evaluation, diagnosis, prognosis, and intervention activities for patient/client management. Students must be able to:

- Apply critical thinking processes to his/her work in the classroom and clinical settings
- Retain and use information in order to solve problems, evaluate patients, and generate new ways of processing or categorizing symptoms
- Organize, prioritize, analyze, and evaluate detailed and complex information within a limited time frame

Behavioral and social skills sufficient to

- Fully use his/her intellectual ability, exercise good judgment, and complete all responsibilities related to the academic and clinical requirements of the program
- Comply with the ethical standards of the profession
- Cope with the mental and emotional rigors of a demanding educational program within the set time constraints
- Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with others
- Accurately self-assess abilities, accept criticism, and assume responsibility for maintaining professional behavior
- Cope with the stress of heavy workloads, demanding patients, and critical clinical situations while continuing to function effectively
- Interact appropriately with individuals from all areas of society, cultures, norms, ethnic backgrounds, and belief systems

Lab and Classroom Exercises: Students will practice various therapeutic techniques in the course of required lab and, occasionally, lecture or classroom courses. In order to provide students both a complete perspective on various therapies and the opportunity to practice, students are expected to practice physical therapy techniques on one another. Any required participation in such exercises will be under the supervision of university faculty, instructors, or clinicians. Any student who is uncomfortable with any classroom or lab exercise should discuss his or her concern with the DPT Program Director.

ESSENTIAL FUNCTIONS ACKNOWLEDGEMENT AND AGREEMENT

I acknowledge that I am able to perform the Essential Functions identified above with or without reasonable accommodations. If I require any accommodation, I understand that it is my responsibility to promptly contact the university's Student Disability Services Office and comply with the University's policy on requesting accommodations. I further understand that such accommodations, if granted, are not applied retroactively.

Print Name

UMHB Student ID#

Student Signature

Date

Original: Student's education record in the DPT Program

Copy: Student

APPENDIX B: STUDENT PARTICIPATION AGREEMENT

UNIVERSITY OF MARY HARDIN-BAYLOR DOCTOR OF PHYSICAL THERAPY PROGRAM STUDENT ACKNOWLEDGMENT AND AGREEMENT

PRINT STUDENT NAME:	
STUDENT UMHB ID #:	
AREA CODE & CELL PHONE #:	

Confidentiality of Information _____Initials

1. During the course of my participation in the University of Mary Hardin-Baylor's Doctor of Physical Therapy Program (the program) I understand that I will have access to, and be provided with, certain confidential information for educational purposes including but not limited to: patient information, information obtained prior to the simulation or actual clinical experience, information obtained during the simulation or actual clinical experience, and information obtained during the debriefing portion of the simulation or actual clinical experience.
2. I agree to maintain strict confidentiality about the details of simulated clinical experiences, including patient identification, the simulation scenarios, and the performance of any participant(s). I will not discuss my assignments, findings, or experiences in the simulation center or debriefing room until all students have completed the assignment. Doing so may compromise the learning experience for my peers.
3. During the course of my participation in this program, I may have access to medical information which UMHB may have a duty to treat as confidential. I agree that I will maintain strict confidentiality of records, documents and all other information to which I have access during and after my student participation in the DPT program. I understand that the intentional disclosure by me of the information to any unauthorized person could result in disciplinary action including expulsion from the university, and/or criminal or civil penalties.
4. I will not permit myself or any other person to copy or reproduce DPT program or clinical facility documents other than what is required/allowed in the regular course of my academic studies. Furthermore, I will immediately report to the faculty or other university administrator any unauthorized use, alteration, duplication, or disclosure of information.

Use of Equipment and Supplies _____Initials

1. I acknowledge that DPT student clinical supplies are intended for educational purposes only and are not intended for general consumer, personal, clinical or diagnostic use. I will follow all instructions provided regarding the utilization and return of clinical lab supplies.
2. I acknowledge that the use of student clinical supplies involves potentially hazardous

activities. Universal precautions are required to prevent contact with blood or other potentially infectious body fluids. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious. Any syringes or needles must be kept in a contained location and must be disposed of in a biohazard container after use.

3. I acknowledge that I am solely responsible for the appropriate utilization and security of student clinical supplies issued by the University of Mary Hardin-Baylor. The university strongly recommends that students keep their supplies in a secure place.

Participation in Class, Simulation Lab, Clinical and Other Educational Activities _____ **Initials**

1. I agree to conduct myself in a professional manner at all times.
2. I agree to comply with all university policies, including but not limited to standards of conduct, the use of alcohol and drugs, safety rules, the use of personal protective equipment, dress code, and emergency procedures.
3. I acknowledge that my participation in class or clinical assignments while impaired by alcohol or drugs, horseplay and other unsafe behaviors are strictly prohibited.
4. I agree that I will immediately report to my supervisor or other university administrator any injury, accident, exposure to blood or bodily fluids, or other serious incident that I incur or witness.
5. In addition to my duty to self-report to the Dean of Students (or to submit the report by another legitimate source such as spouse or legal counsel) any charge or indictment or information filed in connection with an alleged violation by the student of any Federal, state, or local statute, rule, or regulation punishable as a crime within three (3) calendar days of charges being filed, I agree to self-report to the DPT Program Director within the same timeframe.
6. I agree to follow DPT program procedures and the verbal or written instructions of UMHB faculty/administrators and clinical facility supervisors.
7. I acknowledge that I will be participating in dissection of human cadavers, which is potentially hazardous. Some of the risks include, but are not limited to, injury from scalpels or other tools, exposure to chemicals such as formaldehyde, and exposure to contagious illnesses. I agree that I will abide by all safety procedures in the cadaver lab as outlined during lab orientation.
8. I will remain current on all procedures and rules related to the DPT program and to attend all mandatory training or orientation sessions. I understand that I am required to successfully complete training provided by the university or clinical facilities to which I am assigned, and abide by all rules regarding emergency response procedures, bloodborne pathogens and general safety procedures.
9. I agree to attend classes/clinicals as scheduled and complete my assignment in a timely manner. If I am unable to attend classes/clinicals, I will report my absence as outlined in the DPT Student Handbook.
10. I agree to apply the physical therapy differential diagnosis process and my critical thinking abilities to the best of my ability.
11. I understand that I am required to stay within my assigned student scope of responsibility. I understand that I am not allowed to make a diagnosis or recommendation for treatment of any patient, and I am not allowed to assess/critique an existing diagnosis or recommendation for treatment of any patient.
12. If I need a short break, I will leave the environment quietly without disturbing my peers. I will speak at the volume and tone appropriate to the setting.

13. I understand that participating in simulation-based training is part of my clinical learning experience. I will engage in and participate in the simulation fully as a professional and treat it as a realistic patient care experience. I will remain current on all procedures and rules related to the DPT program, and I will attend all mandatory training or orientation sessions.

Authorization to Audiovisual Record and Display of My Coursework _____Initials

1. I understand that all classrooms, labs and simulated clinical experiences may be audio and video recorded to be used for debriefing and educational purposes.
2. Photographs may be taken of any activity in the DPT program. These photographs may be used for the UMHB website and/or promotional purposes. I understand that I will not be compensated in any way for the use of my image or coursework.
3. The university may also photograph, video, and/or audio record me during examinations and these recordings may be used as evidence for any cases of expected violation of any university, college or program policies.
4. I agree to allow the University of Mary Hardin-Baylor to use any of my work produced for any UMHB course to be displayed, available to accrediting agencies, or be used in recruitment. I understand and agree that I shall not have any rights or claims of any kind against UMHB, or its students or employees, arising out of this use.

Consent for Drug Testing _____Initials

1. As a participating student attending UMHB, I hereby acknowledge that I have received information about and have been allowed an opportunity to discuss the Drug and Alcohol Testing policy with representatives of UMHB. The policy is also available [here](#). I understand the meaning, goals, and provisions of this policy as well as sanctions and interventions that will be administered if I am found to have tested positive for prohibited substances.
2. I understand that my participation in drug testing is a condition for my participation in this program. I agree to participate, and I accept the conditions of the policy as interpreted by designated representatives of UMHB. I understand that I may revoke this consent form at any time. However, if I revoke this consent form or refuse to participate in drug testing, I understand that I surrender the privilege to participate in the program at UMHB.
3. I agree that employees, agents, or drug testing vendors designated by UMHB will: oversee my participation in drug testing and related activities; obtain urine or other specimens from me; test and analyze such specimens; maintain records and results of such tests and use those records for the purposes of the policy; and take other actions as provided in the policy. I agree to provide any specimens as requested. I understand that my selection to participate in testing may or may not be as a result of random selection.
4. I agree to disclose all medications that I may take during my participation in the program to the drug testing facility as required per the UMHB's Drug and Alcohol Policy. I understand that taking nutrition supplements may result in a positive drug test and that I take supplements at my own risk.
5. I understand that a violation of UMHB's Drug and Alcohol Policy or my failure to report for testing at the date, time and place designated or any attempt I make to alter, mask or substitute my specimen will result in sanctions, including temporary or permanent suspension from participation in the program, and that professional counseling and/or follow-up testing may be required as terms for reinstatement. If I am selected to

participate in a drug test, the contact information above will be used as the primary means to contact me. I attest that it is current and if it changes, I agree to notify the DPT program director and the Registrar's Office immediately.

Consent to Release Information _____Initials

1. I authorize the DPT program director, or designee, to release information regarding my compliance with the drug and alcohol policy, including my drug testing results, counseling reports or other information relevant to my continuation in the Program. This release of information shall include the UMHB administration, referring physicians, UMHB counselors, my parent/legal guardian or spouse, another institution for which I have applied for admission, and any designee of the foregoing.
2. I authorize the DPT program director, or designee, to release information to clinical facilities (preceptor and administrative personnel) the results of my background check, and my required vaccination/immunization status as stated within the rules, regulations, and contractual affiliation agreement of the facility and UMHB.
3. I understand that this consent and the results of my drug testing shall only be disclosed in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (Buckley Amendment), including my right to obtain copies of my records related to the Program.

Release of Liability and Indemnity Agreement _____Initials

I understand that participating in the Doctor of Physical Therapy (DPT) program and related activities, including clinical facilities/patient settings, is potentially hazardous. The risks include exposure to contagious illnesses, such as MRSA, influenza, and COVID-19, in clinical facilities; contact with other sick patients; contact with blood or bodily fluids; exposure to radiation and chemicals; the use of tools or equipment provided by UMHB or clinical facilities; and other risks which are too numerous for an exhaustive list. While particular health and safety protocols, rules and personal discipline may reduce these risks, the possibility of serious illness or death will still exist. In consideration of the opportunity to participate in the DPT program, I am accepting and assuming full responsibility for any risk of death or injury arising from my participation.

I forever discharge, waive, and release any claim to recover from UMHB or its employees or agents (the "Released Parties") any damages, costs, attorneys' fees, expenses, or obligations of any kind which I or any person acting on my behalf might otherwise have for injuries, illnesses, disabilities, death, or property loss which I may sustain arising out of my participation in the DPT program. Neither I nor any representative acting on my behalf will make any claim or bring any suit or action against the Released Parties for injuries to me or damage to my property arising out of the DPT program even if it is caused by the negligence of the Released Parties, excepting only harm intentionally caused by the Released Parties.

If I bring a lawsuit or action against one or more of the Released Parties in connection with a claim I have undertaken to waive and release with this Agreement, I will indemnify and hold the Released Parties harmless from all damages, costs, and expenses, including but not limited to attorneys' fees and court costs, which any of the Released Parties might incur in defending such an action.

I understand that UMHB assumes no responsibility for medical expenses incurred by students, and strongly recommends that I maintain individual medical insurance for the duration of my participation in the DPT program.

I affirm that I am at least 18 years of age. I have read this document carefully, and I understand that it is a binding commitment which waives and releases legal rights which I might otherwise have.

Print Name

UMHB Student ID #

Student Signature

Date

Original: Student's education record in the DPT program
Copy: Student

APPENDIX C: ACADEMIC ALERT FORM



Academic Alert Form

Student: _____
Student ID #: _____
Course: _____

Date: _____
Program: _____

Your academic and/or clinical performance is not currently meeting the professional performance standards of this program. The faculty wish to assist you in making steady academic/clinical progress by helping you identify performance factors that may be hindering your success. Although the outcome of your success in this course / program has not yet been determined, focusing on the following issue(s) and making the necessary corrections will be beneficial to your academic/clinical performance.

Performance Factors (check all that apply)

Comments:

- Excessive absences from class/clinical.
- Substandard test/assignment performance.
- Failure to request make-up for tests and/or assignments.
- Failure to submit assignment on time.
- Lack of preparation and response in class activities or clinical assignments.
- Unacceptable conduct/behavior in class/clinical.
- Inappropriate use of equipment or other resources.
- Substandard communication techniques with faculty, Staff, patients, patient families, or other students.
- Unprofessional Behavior.
- Substandard clinical performance:
 - Unsafe performance of a technical skill.
 - Substandard medication administration.
 - Other: _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.

Other: _____

Grade:

Correction Plan is self-evident for some factors. Additional suggestions for improvement include:

Student Comments:

Received by:

Provided by:

Student	date
---------	------

Faculty

Dean / Director / Associate Dean

APPENDIX D: ACADEMIC WARNING FORM



Academic Warning Form

Student Name:	Student ID #
	Academic Term and Year:
Category of Academic Warning: ☐ Academic Probation (attach Notice of Probation letter) ☐ Elevation of Academic Alert during semester (attach Academic Alert) (automatic for 3 or more PPE items or for academic dishonesty alert) ☐ Failure to comply with a Remediation Plan (attach) ☐ Violations of Program Policies or Procedures (attach pertinent policy, excerpts from handbook, clinical manual, etc.)	
Details: 	
Conditions of Warning / Outcomes: (Check all that apply)	
☐ Successfully complete Remediation Plan (attach) ☐ Meet with Advisor on or before (date) _____ ☐ Submit required documents on or before (date) _____	☐ Successfully complete additional Academic Assignments (attach details) ☐ Other: _____ ☐ Refer to Dean of Students for additional review
This Academic Warning is provided to support and assist the student in academic success. Failure to attain and sustain required academic performance and/or failure to comply with the terms of this Academic Warning will jeopardize the student's standing in the Program and will result in additional action, including dismissal from the Program.	
Student Signature:	Date:
Program Director / Associate Dean / Dean Signature:	Date:

Original:
Copy:

APPENDIX E: PROPOSED CLINICAL FACILITY INFORMATION FORM

UMHB DPT – Proposed Clinical Facility Information

*Date:	*Person completing form:
*Facility Name:	
Interest in UMHB Clinical Affiliation	Yes or No If Yes: use UMHB affiliation agreement OR one provided by facility
*Contact person or SCCE:	
Director:	
*Phone number:	
Fax number:	
*Email:	
*Address:	
# of Therapists:	PTs: PTAs: OTs: ST:
*Primary Pt Pop:	Ave. # pts/day:
*Website info:	
Other locations:	
Has this facility previously hosted UMHB students	Yes or No; If Yes list types of students:

Rotation preferences	Part-time and/or Intermediate/Advanced/Final
Contact info for Clinical Affiliation Agreement:	
Date Clinical Affiliation Agreement executed:	
* BOLD information to completed by individual submitting form to DCE or ADCE (see pg. 23 for more information)	

APPENDIX F: SAMPLE ASSIGNMENTS FOR THE SPT DURING CLINICAL EXPERIENCE

Ideas for assignments for Students during a clinical placement:

1. Get to know the student
 - a. Learning style or personality inventory (there are free tests/tools available online)
2. Orientation
 - a. Lay-out any non-negotiable expectations (ie. dress code, no texting, no unrelated social reading "People Magazine", etc)
 - b. Site specific policies and procedures/manuals
 - c. Safety Considerations/guidelines
3. Review the programs objectives for that clinical placement
 - a. Write specific short term objectives to help achieve the long-term objectives. (please contact the program Director of Clinical Education if you have having difficulty with this).
4. Daily/Weekly planning and debriefing
 - a. Utilize Weekly planning tool (don't be afraid to have the student fill this out)
 - b. Have student write a weekly or daily SOAP note on their experience (Not about a specific patient). This can give insight into what a student may feel he or she is struggling with as well as other areas that need to be addressed from his or her self-assessment.
 - c. Journaling
5. Paper Patients
 - a. Scenarios that you have written up designed to improve the student's ability to perform critical thinking, communication, problem solving, and interpersonal skills.
 - b. If you do not have any case studies a student could be assigned to come up with some scenarios for future students.
 - i. Include aspects related to:
 1. examination,
 2. developing plan or care,
 3. interventions,
 4. ethical considerations,
 5. patient and family education needs,
 6. inter-professional communication, and
 7. discharge needs/recommendations
6. Interdisciplinary Opportunities
 - a. Shadowing another therapist (OT, PTA, SLP etc)
 - b. Spending part of a day with admin staff to see more of the behind the scenes aspect
 - c. Observe a pertinent surgery or even find online videos that relate to patient scenarios or professional behaviors.
7. Provide a list of specific resources to review/discuss (have future students expand the list)
 - a. Journal Reviews- What new knowledge can the student help provide
 - b. Search for new testing/examination, apps, interventions, etc.
8. Special projects
 - a. In-services
 - b. Developing a booklet or pamphlet that may be provided to other clinicians or patients
9. For full-time students have them be the primary therapists for a selected patient from 'start to finish' based on the complexity of the patient and his or her needs.

APPENDIX G: CLINICAL EXPERIENCE LEARNING PLAN

UNIVERSITY OF MARY HARDIN-BAYLOR
DOCTOR OF PHYSICAL THERAPY PROGRAM
CLINICAL EXPERIENCE LEARNING PLAN

If a student has academic difficulties during a clinical experience, the SCCE, CI and DCE or ADCE will collaborate to develop an individual learning plan.

The attached clinical objectives reflect the results of a discussion with _____, SCCE/CI _____ at facility _____. During the discussion we clarified expectations of behavior/performance in areas that were identified as difficulties during ____ clinical experience and dates _____.

The purpose of defining specific performance objectives is to clarify the expectations of performance during the remainder of the clinical experience.

I understand that I must incorporate these objectives into my academic activities. Failure to successfully meet these objectives by date will result in a grade of NC – no credit for the clinical experience, which will require repeating the clinical experience course.

I understand that successful achievement of these objectives is in addition to the successful achievement of the goals and objectives for this clinical experience that have already been provided to me.

Student Signature _____ Date _____

SCCE/CI signature _____ Date _____

DCE/ADCE Signature

Date

APPENDIX H: APTA CPI WEB 3.0 INSTRUCTIONS FOR STUDENTS

All new users of CPI 3.0 must complete training for their assigned role prior to using the assessment tool. Training is hosted on the APTA Learning Center platform: <https://learningcenter.apta.org/>.

Links to trainings are provided below. Users that are not current APTA members should create a free account prior to completion.

APTA CPI 3.0—CI/SCCE Training: https://learningcenter.apta.org/products/apta-cpi-30-ciscee-training#tab-product_tab_overview

APTA CPI 3.0 – CI/SCCE Training

[Register](#)
Already registered? [Log in now.](#)

OverviewInstructionsContents (5)

PT and PTA Clinical Performance Instrument (CPI) 3.0
Training module and Assessment for CIs and SCCEs (addresses both PT and PTA CPI)

The goal of the training module is to equip CIs and SCCEs to accurately assess both PT and PTA student's performance using the CPI 3.0. The assessment includes 21 questions and a passing score for successful completion of this training is 100%. You may take this assessment as many times as you need to achieve a passing score.

APTA CPI 3.0—PT Student Training: <https://learningcenter.apta.org/products/apta-cpi-30-pt-student-training>

APTA CPI 3.0 – PT Student Training

[Register](#)
Already registered? [Log in now.](#)

OverviewInstructionsContents (5)

PT Clinical Performance Instrument (CPI) 3.0
Training module and Assessment for PT Students

The goal of the training module is to equip PT Students to accurately assess a student's performance using the CPI 3.0. The assessment includes 16 questions and a passing score for successful completion of this training is 100%. You may take this assessment as many times as you need to achieve a passing score.

APPENDIX I: PARTICIPATION OF DPT STUDENTS AS HUMAN SUBJECTS

Functional anatomy and physical diagnosis are best learned through the study of living subjects. Firm foundations laid early in physical diagnosis will prevent uncomfortable floundering and error in clinical areas involving actual patients. For this reason, students in the program are required to participate as living subjects, as well as examiners (in an interchangeable fashion), during selected courses during the pre-clinical and clinical phases.

Generally, students learn these examination techniques and skills with the guidance of an experienced instructor. Students are required to come to these laboratory sessions prepared to partially disrobe. Students also agree to practice comprehensive examinations on both genders to successfully complete the program. Failure to practice skills on both genders may result in dismissal from the program.

Thus, when working on the lower extremities, both male and female students must come prepared by wearing athletic shorts. With the upper limb, thorax and abdomen, male students may simply shed their shirts; women must wear a sports bra, halter, or other appropriate tops beneath easily shed shirts.

It must be understood that this participation does not include genitalia and breast examinations. Instead, the students learn to examine and evaluate these anatomical areas using simulators and/or with professional patients.

It must also be understood that all students are expected to participate in these learning activities by dressing as outlined above and by submitting to inspection and palpation by their classmates.

Students will practice various therapeutic techniques in the required lab and, occasionally, lecture or classroom courses. In addition, to provide students both a complete perspective on various therapies and the opportunity to practice, students are expected to practice obtaining medical histories and performing physical exam techniques on one another. Any required participation in such exercises will be under the supervision of university faculty, instructors, or clinicians.

Any student who is uncomfortable signing this acknowledgment or has concerns about participating in these classroom or lab exercises should discuss these concerns with the DPT program director. In addition, any student who believes that they have been subjected to inappropriate conduct in the course of a classroom or lab exercise should promptly discuss these concerns with the DPT program director or Title IX Coordinator.

By signing below, I hereby affirm that I understand this policy and agree to abide by it. I affirm that I am at least 18 years of age.

Print Name

UMHB Student ID #

Student Signature

Date

Original: Student's education record in the DPT program

Copy: Student

APPENDIX J: STUDENT EXPOSURE TO INFECTIOUS AND ENVIRONMENTAL HAZARDS FORM

DOCTOR OF PHYSICAL THERAPY PROGRAM

The DPT Program utilizes guidelines from the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) to address student exposure to infectious and environmental hazards. Students are required to complete this form documenting exposures to infectious and environmental hazards. In addition, this form documents sensitivity/allergies to latex and other environmental factors that inhibit student learning. Students will submit the completed form to the DPT Program Director.

Student's Information	
Name:	Student ID #
Cell #:	Alternate #:
UMHB Student Email:	Date of this report:
Phase of training: ☐ D Pre-Clinical ☐ D Clinical	Instructor / Preceptor:
Incident Details	
Date of Exposure:	Time of Exposure:
Where did the exposure occur (i.e. classroom/lab/clinic)?	
City and State	Who was the exposure incident reported to at the facility?
Details of the exposure: Include the type of infectious or environmental hazard, areas of the body affected, and mechanism of injury:	
Personal Protective Equipment (PPE) worn at the time of exposure:	
☐ D Gloves ☐ D Mask ☐ D Face Shield ☐ D Eye Gear ☐ D Other PPE (describe) _____	
Types of sensitivities/allergies to latex and other environmental factors that inhibit the student's learning:	

Outcomes:
This information is collected for continuous quality purposes. This incident may be reviewed to determine if any environmental controls, remediation, or other appropriate follow-up is needed to prevent future incidents.

Student Signature:	Date:
DPT Program Director Signature:	Date:

APPENDIX K: ANNUAL SECURITY AND FIRE SAFETY REPORT (CLERY REPORT) AND OTHER SAFETY INFORMATION

In compliance with federal reporting requirements contained in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University of Mary Hardin-Baylor Police Department publishes an Annual Security and Fire Safety Report. This report includes statistics for the previous three years concerning reported crimes and fires that occurred on-campus in certain off-campus buildings or property owned or controlled by UMHB and on public property within, or immediately adjacent to and accessible from the campus. This report also includes UMHB's policies concerning campus security and fire safety.

Each year, an e-mail notification that provides the website containing this report is sent to the UMHB email address of all current students, faculty, and staff. Additionally, all prospective students and prospective employees are entitled to request a copy of the University of Mary Hardin-Baylor Annual Security and Fire Safety Report. Printed copies of the report may also be obtained at the University Police Department located in suite 107 of the Mabey Student Success Center, by calling (254) 295-5555, by emailing police@umhb.edu or by writing to:

UMHB Police Department
UMHB Box 8350
900 College
Belton, Texas 76513

Daily Crime and Fire Log

The University Police Department maintains a combined Daily Crime and Fire Log. This log provides limited information pertaining to all crime and fire incidents reported to the Department. The University Police publishes the Daily Crime and Fire Log, Monday – Friday, when the University is opened. This log is available for inspection at the UMHB Police Department located at 905 Moore Ave, Belton Texas.

Alcohol and Other Dangerous Drugs Biennial Report

The university publishes an Alcohol and Other Dangerous Drugs Biennial Report. The purpose of this report is to comply with the Drug-Free Schools and Campuses Regulation (EDGAR Part 86). Institutions of Higher Education (IHE) receiving federal funds or financial assistance are required to maintain programs which prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. To comply with this regulation, IHE, such as the University of Mary Hardin-Baylor, are required to complete biennial reviews of their Alcohol and Other Drug (AOD) program to determine effectiveness and consistency of enforcement of sanctions, along with the number of alcohol and drug violations.

For a printed copy of either report, please contact the UMHB Police Department at (254) 295-5555, or visit in person at 905 Moore Avenue, Belton, Texas, 76513.

Sexual Assault or Sexual Violence

The University strives to create a campus environment that is free from sexual violence, sexual assault, sexual harassment, or gender-based harassment, all of which are prohibited by university policy and by federal law. Detailed information about reporting crimes, sex offenses, or violations of the university's policies can be found in the Student Handbook at <https://www.umhb.edu/students/student-handbook>, the university's Title IX webpage at <http://www.umhb.edu/titleix> and UMHB's Annual Security and Fire Safety Report at <https://www.umhb.edu/resources/police/policies-reports#1845>. In accordance with state law, the university also has an anonymous reporting portal on its homepage at <https://www.umhb.edu/>.

University Police

The University of Mary Hardin-Baylor Police Department operates under the authority given to private universities in section 51.212 of the Texas Education Code and section 2.12 of the Texas Code of Criminal Procedures. The University of Mary Hardin-Baylor Police Department functions as an organized police department within the State of Texas.

As part of the Campus Planning and Support Services Division, the department employs both full- time and part-time police officers. Each UMHB police officer is licensed and certified by the Texas Commission on Law Enforcement. Each of our officers is vested with all rights, powers, and privileges associated with the position of Peace Officer in the State of Texas and has arrest authority. In addition, UMHB officers are authorized to take enforcement action on property owned or controlled by the university and at off-campus locations when performing duties assigned by the University.

The UMHB Police Department is staffed 24 hours a day, 365 days a year. The UMHB Police Department is located on the first floor of the Mabree Student Success Center at 905 Moore in Belton, Texas. Administrative offices are closed on campus holidays and weekends. The UMHB Police emergency number is answered 24 hours a day, 7 days a week, including holidays. Individuals in need of Police assistance should call 911 or (254) 295-5555, or 5555 from any campus telephone.

[Learn more about the University Police Department](#)

Inclement Weather and University Cancellation Notices

During inclement weather, university officials may use the CruAlert system and local news media outlets to disseminate information regarding changes to university class schedules, office operations, and/or special events. In addition, information pertaining to change in the university's normal schedule is available on the university's website.

Please do not contact the university police for routine schedule information during times of a weather emergency.

In the event of severe weather, the CruAlert system will provide information and instructions. This information may be sent using one or more of the following methods:

1. Text message to cell phone (automatically opted in)
2. Audio message to a cell phone or other telephone (including parents/guardians)
3. Email notification to UMHB email account
4. Outdoor mass notification system
5. Designated websites (www.umhb.edu)
6. Radio and TV alerts through local news media
7. Other emerging communications platforms (e.g., Twitter, Facebook, etc.)
8. The University's Website and the University Police Department's webpage are immediately accessible via computer by all employees, students, and guests.

When a TORNADO WARNING is issued, occupants should move to designated interior classrooms, offices, restrooms, locker rooms, or other secure locations. When possible, do not shelter in areas with windows or exterior walls/doors.

Mandatory make-up class time or additional work will be determined by the DPT program director. Typically, the class will be made up during regular gaps between classes. This may include earlier, later, or weekend hours. Students are expected to be present for make-up classes and responsible for any make-up work. If inclement weather occurs when a student is to report to a clinical practice site and the site is closed, the student is excused from clinical activities for that day only. However, the student must immediately inform the clinical director via email notification about the closure.

Learn more about the university's [CruAlert System](#).

Reporting a Crime or Emergency

The University is part of the Bell County 911 system. When summoning emergency assistance, individuals should:

First, call 911 directly:

1. To summon an ambulance to the UMHB campus for medical emergencies
2. To summon the Fire Department for on-campus fires
3. To report a crime in progress

In addition to dispatching medical and fire personnel, 911 dispatchers should also notify university police department. **When calling 911:**

- First, provide the emergency dispatcher with your specific campus location (especially if you are calling from a cell phone).

- Second, as time and circumstances allow:
 - Call the University Police Department at (254) 295-5555 immediately after you disconnect from 911
 - Send a reliable person to watch for and guide emergency personnel to the scene.
- Third, as time and circumstances allow:
 - For MEDICAL EMERGENCIES: provide basic first responder care as needed (within the scope of your training) until emergency personnel arrive.
 - For FIRE: activate nearby alarms, evacuate the areas and assist others.
 - For CRIMES IN PROGRESS: evacuate or shelter in place, as appropriate to the situation.

For non-emergency situations on campus

Call the University Police Department directly at (254) 295-5555.

In addition, reports of suspected criminal activity or past fires may be made to an individual identified as a Campus Security Authority.

Fire Safety, Fire Drills and Fire Alarms

The university has adopted a number of procedures designed to prevent fires on campus, including prohibitions regarding open flames, cooking devices, space heaters, etc. Additional information is located in the [Guide to Campus Housing](#) for students who reside on campus.

If you discover a fire or any signs of a fire in a UMHB building, parking lot, or on the grounds of the campus, you should immediately call 911. If time allows, also call the UMHB Police Department at (254) 295-5555.

If you observe smoke or other signs of fire in a building, exit immediately. As you approach the exit, you will find a red fire alarm pull station. Follow the directions on the pull station to activate the building's fire alarm system.

If you find evidence of a fire that has already been extinguished and you are not sure whether the police department has responded, please notify the police department so they have the opportunity to investigate and document the incident.

Upon activation of any fire alarm system, all building occupants are required to evacuate and follow staff directions to the nearest assembly point. When evacuating a building you should:

1. Use the nearest unaffected exit.
2. Use stairs and not the elevator.
3. Use your hand to test the door for heat prior to attempting to open any closed door.
4. Stay low to the ground and proceed to the nearest exit or shelter in place if you encounter smoke.
5. Close all doors during the evacuation to limit the spread of fire and/or smoke.
6. Once you are safely away from the building, call 911. If time allows, call the UMHB Police Department at (254) 295-5555.

When a fire alarm is activated, the elevators in most buildings will be recalled to the first floor and stop automatically. If caught in the elevator, push the emergency phone button. The emergency elevator phones typically ring to the UMHB Police Department.

All alarm activations are investigated and documented by the UMHB Police Department. In addition to the police department's response, the City of Belton Fire Department responds to alarm activations upon requests.

Fire drills

Unless a drill has been announced, any fire alarm should be treated as an actual fire event. It is the responsibility of all occupants of university buildings to be familiar with building exits, and follow all instructions given during an evacuation.

Fire alarm locations

Residence Halls and UMHB facilities are equipped with a fire alarm system, which may be activated, by a:

- manual pull
- heat detector
- smoke detector
- sprinkler system
- standpipe system

Upon activation, an audio/visual warning device will alert the buildings occupants of a potential hazard.

Some of the university's apartments and houses are equipped with single-station automatic smoke detectors. These devices will sound an alarm at the device once smoke is detected.

All of the university's alarm systems are local alarm systems, and are not monitored at a remote location. In addition to fire detection equipment, all UMHB facilities have fire extinguishers located throughout the building. Use good judgment to determine your ability to extinguish a fire. Never attempt to extinguish a fire unless it is small and manageable and you have been trained to do so. Fire extinguishers are meant for small fires. Again, it is safer to evacuate the building than try to extinguish a fire if you are unfamiliar with how to properly use a fire extinguisher.

Automatic sprinkler systems are located in several buildings on campus.

All fire alarm systems and fire suppression systems are inspected on an annual basis by a licensed contractor. In addition, UPD personnel also inspect fire extinguishers on a routine basis.

"Never Walk Alone" CAMPUS Safety Escort

The UMHB Police Department provides safety escorts for any member of the university community from dusk to dawn. In addition, safety escorts during daylight hours may be provided when documented safety concerns exist. This service is limited to locations on the campus.

Clinical Facilities often have similar services.

Weapons on Campus

UMHB prohibits the possession of

1. any dangerous weapon as defined by Chapter 46 of the Texas Penal Code (either openly or in a concealed manner), or
2. facsimiles of dangerous weapons such as "hoax bombs", water guns or toy guns and knives, on campus and at all University-sponsored events and trips.
3. Prohibited weapons include (but are not limited to) Clubs, Explosive Weapons, Handguns, Firearms, "location-restricted" Knives with a blade over 5 1/2 inches, Chemical dispensing devices (*other than a small chemical dispenser such as pepper spray sold commercially for personal protection*), and Conducted Energy Device - CED or "tasers" (*other than a small CED which is sold commercially for personal protection and does not resemble a firearm*).

Any personal protective device allowed on campus should not be displayed except when the need for self-defense can be reasonably anticipated.

If allowable personal protection devices or any object allowed on campus is displayed or otherwise misused by a person in a manner or circumstance that would reasonably be perceived as a threat, that conduct will be considered a violation of the university's rules of conduct and also may constitute a crime under state or federal law.

Student-owned sporting firearms or other weapons (including all BB and pellet guns) are the responsibility of the owner and must be stored at an appropriate off-campus location.

As a private religious university, UMHB policy, as allowed by state law, prohibits the possession of firearms, explosives, weapons, or any item that may be construed as such, in any building or property under university control.

This prohibition applies regardless of whether a state license to carry a firearm has been issued to the possessor. There are some limited exceptions to this policy including, but not limited to certified and licensed law enforcement personnel who are authorized to carry a firearm. Anyone found violating the university's weapons policy shall be subject to the disciplinary policies and procedures applicable to students, as well as criminal prosecution.

University policy does not prohibit the storage or transportation of a firearm or ammunition in a locked, privately owned or leased motor vehicle by a person who is authorized to possess the firearm.

Emergency Preparedness and Alert Systems

In the event of an emergency on campus, the university will, to the best of its ability, activate its Mass Notification System. This system uses a variety of methods to provide information to the UMHB community. The following means of communication comprise the mass notification system:

- Two outdoor sirens
- Telephone notification
- Text notification
- Email notification
- Intranet/internet notification
- UMHB TV and Public Broadcast Stations.

It is the responsibility of each student to maintain updated and accurate contact information with the UMHB Registrar's Office

Timely Warnings

When a situation arises either on or off campus that, in the judgment of the Chief of Police, constitutes an ongoing or continuing threat to the campus, a campus-wide warning may be issued.

Anyone with information warranting a timely warning should report the circumstances to the UMHB Police Department by phone at (254) 295-5555 or in person at the office located at 905 Moore Street in the Mabree Student Success Center.

Public Access to UMHB Campus

The University of Mary Hardin-Baylor is private property, accessible to members of the public who have a legitimate need to visit the campus. The times in which campus buildings as well as recreational areas are closed will fluctuate throughout the year. Once a building is secured, access is restricted to authorized personnel only. Students needing access to "closed" buildings must provide the university

police department with written authorization from their instructor or other authorized university administrator.

University buildings and facilities are open during normal business hours Monday-Friday and for limited hours on Saturday and Sunday. The campus is considered closed during university approved holidays and at other times designated by the university. Any individual found in or trying to enter a “closed” building is subject to disciplinary action and/or criminal prosecution.

Information regarding student and visitor access to residential buildings may be found in the [Guide to Campus Housing](#).

Students should notify the University Police Department for assistance regarding concerns about visitors on campus.

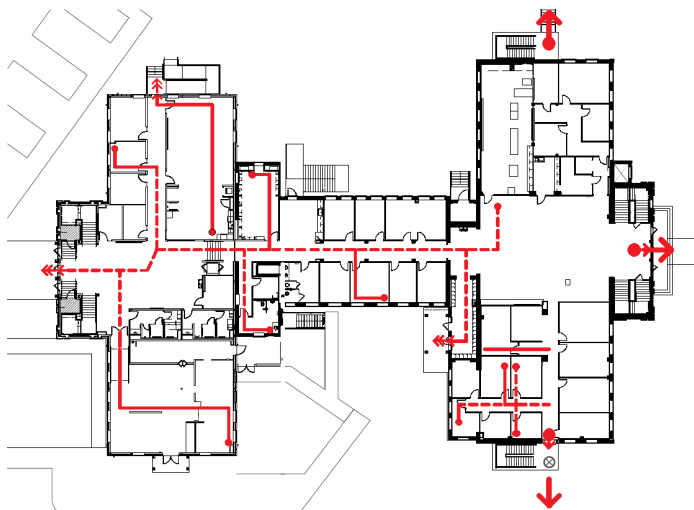
APPENDIX L: HARDY HALL EMERGENCY RESPONSE PLAN

R.A.C.E. Fire Response Procedure

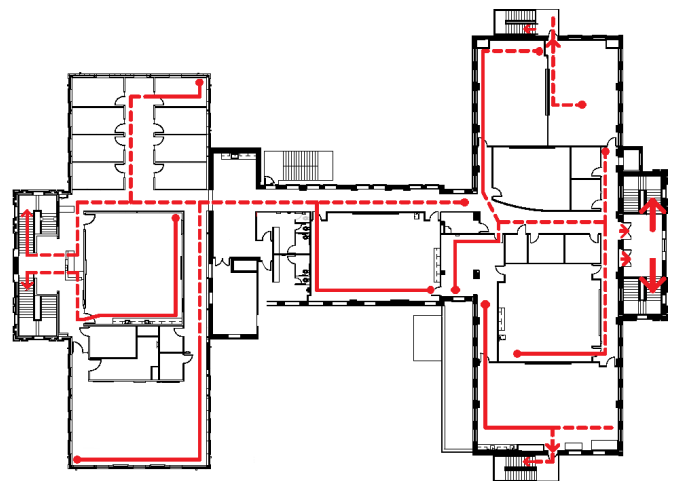
You must follow the R.A.C.E. fire procedure before attempting to extinguish any fire.

R	Rescue/Remove Rescue or remove any persons from the immediate scene
A	Alert/Activate Pull the nearest alarm and call 911, then the following numbers: University Police: 254-295-5555
C	Confine Close all doors to the hazard or fire area
E	Extinguish/Evacuate Extinguish using the closest fire extinguisher if the fire impedes your evacuation. Evacuate to the Quad and remain until accounted for.

Evacuation Routes



Hardy Hall First Floor



Hardy Hall Second Floor

Assembly Points

After evacuating a building, all occupants are required to report to the facilities primary assembly location. Reporting to the primary assembly point aids in the accountability process.

- | | |
|--------------------------------|--|
| 1. Outdoor Primary Location: | Quadrangle located in front of Hardy Hall. |
| 2. Outdoor Alternate Location: | Lord Hall |
| 3. Indoor Primary Location: | Walton Chapel |
| 4. Indoor Alternate Location: | Mayborn Campus Center |

APPENDIX M: STUDENT INFORMATION FORM

STUDENT INFORMATION				
Last Name:	First Name:	Middle Initial:	Preferred Name:	Title: ☐ Mr. ☐ Ms. ☐ Other
Physical Street Address:		Apt/Unit Number:	City/State/Zip:	
Mailing Address (ONLY if different from physical address):		Apt/Unit Number:	City/State/Zip:	
Home Phone (including area code):		Cell Phone (including area code):		PLEASE NOTE: There must always be at least ONE current phone number on file with your MCHS Program.

EMERGENCY CONTACT			
Last Name:	First Name:	Relationship:	
Street Address:		Apt/Unit Number:	City/State/Zip:
Home Phone (including area code):	Cell Phone (including area code):		Work Phone (including area code):