



Oregon State University

Cascades

DOCTOR OF PHYSICAL THERAPY PROGRAM

Oregon State University-Cascades

Bend, OR 97702

PROGRAM HANDBOOK 2022-2023

**Doctor of Physical Therapy Program
OSU-Cascades
1500 SW Chandler Ave.
Bend, OR 97702
541-706-2050
DPT@osucascades.edu**

Effective September 19th, 2022

This handbook is effective as of September 19th, 2022. Handbooks will be formally reviewed once each year in the summer and updated for the following fall. However, mid-year revisions may be necessary. In that case, all individuals impacted by the revision will be notified by email of the change and given a chance to express concerns.

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective July 13, 2021, Oregon State University - Cascades has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org).

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

TABLE OF CONTENTS

INTRODUCTION AND WELCOME	9
SIGNATURE PAGE	10
1 CONTACT INFORMATION	11
1.1 Mailing Address and Contact Person	11
1.2 Faculty Contact Information	11
1.2.1 Core Faculty	11
1.3 OSU-Cascades Campus Vision, Mission, and Ethos	12
1.3.1 Campus Vision.....	12
1.3.2 Campus Mission	12
1.3.3 Campus Ethos.....	12
1.4 DPT Program Mission, Values, and Goals	13
1.4.1 Program Mission.....	13
1.4.2 Program Values.....	13
1.4.3 Program Goals.....	14
1.5 Accreditation.....	14
1.6 DPT Program Curriculum	14
2 GUIDING PRINCIPLES FOR PROFESSION AND PROGRAM	15
2.1 APTA Code of Ethics and Core Values.....	15
2.2 DPT Student Statement of Principles.....	16

2.2.1	Honesty	16
2.2.2	Confidentiality.....	16
2.2.3	Respect for Others	16
2.2.4	Responsibility	17
2.3	Oregon State University Code of Student Conduct and Community Standards	17
2.4	Oath for the Physical Therapist.....	18
2.5	OSU-Cascades DPT Program: Technical Standards and Professional Behaviors for Admission, Promotion and Graduation .	18
3	ACADEMIC POLICIES.....	19
3.1	DPT Academic Grading and Progression Policy	19
3.1.1	DPT Grading Scale.....	19
3.1.2	Grades.....	19
3.2	Faculty Advisors	22
3.3	Clinical Education.....	23
3.4	Other OSU Academic Policies	23
3.5	Attendance Policy	23
3.5.1	Class Schedules and Participation.....	23
3.5.2	Illness and Personal Emergencies.....	24
3.5.3	Discretionary Absences.....	24
3.5.4	Tardiness	26
3.5.5	Jury Duty Summons	26
3.5.6	Accommodations for Religious Observances	26
3.5.7	Attendance Policy FAQs	27

3.6	Employment During the DPT Curriculum.....	27
3.7	Diversity, Inclusion, and Cultural Sensitivity.....	28
3.8	Requirements for Graduation.....	28
4	ADMINISTRATIVE POLICIES.....	29
4.1	Chain of Command for Communicating Issues.....	29
4.2	Tuition	29
4.3	University Fees	29
4.4	Tuition refund policy.....	29
4.5	Requirements Related to Health and Safety, Insurance and Immunizations.....	30
4.6	Criminal Background Checks.....	30
4.7	Drug Screening.....	31
4.8	HIPAA Training	32
4.9	Health and Safety Training Requirements.....	32
4.10	Immunization Requirements and Tuberculosis Testing	32
4.11	Insurance.....	33
4.11.1	Professional Liability Insurance.....	33
4.11.2	General Liability Insurance.....	33
4.11.3	Health Insurance	33
4.11.4	Worker’s Compensation Insurance.....	33
4.12	Professional Dress Code.....	34
4.13	Participation in Laboratory Practice	35
4.14	Classroom Behavior	36

4.15	Alcohol Policy	36
4.16	Social Media Policy.....	36
4.17	Cell Phone and Internet Use Policy.....	37
4.18	Public Posting of Course Documents Policy.....	37
4.19	Weather Delays and Closures	37
4.20	Emergency Procedures	38
4.20.1	Campus Safety Desk Hours	38
4.20.2	In Case of Emergency.....	38
4.20.3	Report A Security Concern.....	38
4.20.4	Campus Alert System Emergency Notification	38
5	OSU PROTECTION AND COMPLAINTS POLICIES.....	39
5.1	OSU's Commitment.....	39
5.2	OSU Protections	39
5.2.1	Student records and privacy	39
5.2.2	Program/grade grievance and appeals, OSU-Cascades Process:	39
5.2.3	Discrimination and Non-Discrimination policies	39
5.2.4	Nondiscrimination on the Basis of Religion.....	39
5.2.5	Report a Concern of Discrimination, Bullying, or Retaliation.....	39
5.2.6	Report Sexual Misconduct	40
5.3	Complaints Against the Program (outside of due process)	40
5.4	Complaints to the Commission on Accreditation of Physical Therapy Education (CAPTE).....	41
6	STUDENTS SERVICES AND SUPPORTS.....	42

6.1	Financial Aid.....	42
6.2	Tutoring and Student Support Services	42
6.3	OSU-Cascades Student Success Center.....	42
6.4	Learning Lab.....	42
6.5	Writing Center.....	42
6.6	Academic Success Center.....	43
6.7	Academic Coaching.....	43
6.8	Student Counseling	43
6.9	Student Health Services	43
6.10	Reach Out for Success.....	43
6.11	Basic Needs (OSU-Cascades).....	44
6.12	Disability Access Services.....	44
6.13	Veteran Services.....	44
6.14	Transportation	44
6.14.1	Public Transportation.....	44
6.14.2	Parking Services	45
6.15	Cascades Adventures	45
6.16	Technology Support Services	45
6.17	Library	45
6.18	OSU Email - ONID Accounts	45
6.19	OSU Mail and Identification Cards.....	45
6.20	Campus Map.....	46

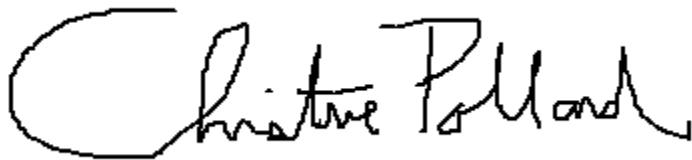
7	APPENDIX A: Technical Standards and Professional Behaviors for Admission, Promotion and Graduation	48
7.1	Technical Standards and Professional Behaviors	49
7.1.1	Observation, Situational, and Sensory Skills.....	49
7.1.2	Communication Skills.....	50
7.1.3	Motor/Psychomotor Skills	50
7.1.4	Intellectual, Cognitive, Quantitative and Analytical Abilities	51
7.1.5	Behavioral and Social Attributes and Respect for Diversity	51
7.1.6	Professional Requirements	52
7.2	Information about Accommodations	53
7.3	Questions?	53

INTRODUCTION AND WELCOME

Dear Students,

Welcome to the OSU-Cascades Doctor of Physical Therapy (DPT) Program. We are thrilled to have you as part of our team and we look forward to working with you over the next three years. This Program Handbook has been assembled to acquaint you with the philosophy of the program and to familiarize you with the policies and procedures of the program not addressed in University publications. The Clinical Education Handbook serves as an additional reference for use by students and clinical education faculty. Please review both handbooks thoroughly and keep them in an accessible place, as the information they contain will be relevant throughout your time in the DPT program

Sincerely,

A handwritten signature in black ink that reads "Christine Pollard". The signature is written in a cursive style with a large, prominent initial "C".

Dr. Christine Pollard, PT, PhD

Professor & Program Director

OSU-Cascades

SIGNATURE PAGE

By signing this form, you indicate that you have thoroughly reviewed the OSU-Cascades DPT Program Handbook and the OSU-Cascades DPT Clinical Education Handbook, and are informed of the program's policies related to academic, clinical, and professional expectations. Your signature confirms your understanding of these expectations and your willingness to be responsible for your conduct associated with these expectations. Your signature also confirms your agreement to abide by the DPT Student Statement of Principles and the Oregon State University Code of Student Conduct at all times while a student in the program. You understand that policies may change and that it is your responsibility to review and follow any changes as they are provided to you by the program.

Sign and upload to your Exxat Profile by September 24, 2022 and email the Academic Program Coordinator (Jordan Zardinejad) notifying him that you have uploaded this signed document.

Print Name: _____

Signature: _____

Date: _____

1 CONTACT INFORMATION

1.1 Mailing Address and Contact Person

Mailing Address

OSU-Cascades

Doctor of Physical Therapy Program

1500 SW Chandler Avenue

Bend, OR 97702

Contact Person

Jordon Zardinejad

DPT Academic Program Coordinator

Email: jordon.zardinejad@osucascades.edu

Phone: (541) 322-3118

1.2 Faculty Contact Information

1.2.1 Core Faculty

Name	Office	Email	Office Phone
Dr. Lisa Flexner	RAYH 311C	lisa.flexner@osucascades.edu	541-706-2050
Dr. Erin Jobst	RAYH 311B	erin.jobst@osucascades.edu	541-706-2141
Dr. Marcey Keefer Hutchison	RAYH 309C	marcey.keeferhutchison@osucascades.edu	541-706-2120
Dr. JJ Hannigan	RAYH 309D	jj.hannigan@osucascades.edu	541-706-2187
Dr. Kathryn Lent	RAYH 309F	kathryn.lent@osucascades.edu	541-706-2220
Dr. Christine Pollard	RAYH 311D	christine.pollard@osucascades.edu	541-322-3122
Dr. Meredith Wampler-Kuhn	RAYH 309E	meredith.wamplerkuhn@osucascades.edu	541-706-2220

ABOUT THE PROGRAM

1.3 OSU-Cascades Campus Vision, Mission, and Ethos

1.3.1 Campus Vision

Oregon State University-Cascades will be a high quality, comprehensive four-year university and major contributor to the vitality of the unique Central Oregon community and environment. It will be a destination of choice for students, faculty, and staff seeking teaching and research excellence within a dynamic, inclusive and student-centered campus community.

OSU-Cascades is a Destination of Choice.

1.3.2 Campus Mission

As a campus of Oregon's leading public research university, OSU-Cascades provides globally-relevant education, research and outreach. Our students develop the knowledge and critical thinking ability to lead informed lives, serve their communities and enhance their careers. OSU-Cascades is committed to the diversity and sustainability of the campus and surrounding communities.

1.3.3 Campus Ethos

The guiding vision of OSU-Cascades is to contribute significantly to the intellectual, cultural, ecological, social and economic vitality of Central Oregon. To achieve that goal, the OSU-Cascades community will strive to model principles and practices of a thriving, equitable and sustainable society. A culture of learning and exploration provides significant rewards to its members; those rewards are best achieved when all community members (faculty, staff, administrators, students, and Advocacy and Advisory Board) strive to honor the following principles:

1. Respect the dignity and uniqueness of individuals. This principle applies to a diversity of cultures, belief systems, academic ranks and academic/professional disciplines;
2. Aspire to excellence and integrity in every endeavor;
3. Consider current and future generations in every deliberation;
4. Demonstrate leadership in service to community.

1.4 DPT Program Mission, Values, and Goals

1.4.1 Program Mission

The Doctor of Physical Therapy Program at OSU-Cascades provides **exceptional research and teaching** faculty to support outstanding students in becoming **compassionate** entry-level clinician-scientists. Our students bring a **diversity** of thought, background, and experience to the program and translate that into positively impacting a diverse patient population in a changing healthcare environment. The DPT program at OSU-Cascades fosters **innovation** and promotes **sustainability** of the healthcare system and communities in Central Oregon and beyond, now and into the future.

The Doctor of Physical Therapy program sits within both the Cascades campus of Oregon State University and the College of Public Health and Human Sciences. Our mission aligns with the missions of these larger organizations.

1.4.2 Program Values

The Doctor of Physical Therapy (DPT) program at OSU-Cascades values

- **Research and Clinical Excellence:** we lead the way in the development of knowledge and the translation of knowledge into clinical practice and community programs.
- **Diversity, Equity, and Inclusion:** we are committed to inclusive excellence and removal of structural barriers in physical therapist education and physical therapy delivery, and strive to advance diversity, equity and inclusion within all aspects of our physical therapy community.
- **Compassionate Care:** we practice compassion for ourselves, our patients and clients, and for the diverse needs, values, and beliefs of our communities in Central Oregon and beyond.
- **Access and accessibility:** we improve access to state-of-the-art physical therapy techniques and evidence-based practice, and advocate to increase accessibility for all members of the community.
- **Connectedness:** we foster supportive and collaborative relationships among faculty, staff, and students and between our program and our community.
- **Innovation for sustainability:** we innovate in education, research, and practice to drive sustainability of our healthcare systems and communities.

1.4.3 Program Goals

The DPT program has four goals for the program:

- **Excellence in Scholarship:** Support and engage in research and scholarship that advances and promotes physical therapy practice.
- **Excellence in Teaching:** Embrace and support contemporary techniques to produce excellent clinician-scientists.
- **Excellence in Practice:** Graduate skilled practitioners and future leaders in health care.
- **Excellence in Collaboration:** Foster relationships with community members and partners for a healthier Central Oregon and beyond

1.5 Accreditation

Effective July 13, 2021, Oregon State University - Cascades has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org).

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1.6 DPT Program Curriculum

The Doctor of Physical Therapy is a three-year, full-time program including summer term the first two years. Students complete 205 quarter credits including 35 weeks of full-time clinic work plus 60 hours of integrated part-time clinical experiences. <https://osucascades.edu/physical-therapy/curriculum>

2 GUIDING PRINCIPLES FOR PROFESSION AND PROGRAM

2.1 APTA Code of Ethics and Core Values

All students of the OSU-Cascades Program will agree to abide by the American Physical Therapy Association (APTA) Code of Ethics, which delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the APTA.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Physical therapist practice is guided by a set of seven core values:

- Accountability
- Altruism
- Compassion/Caring
- Excellence
- Integrity
- Professional Duty
- Social Responsibility

A copy of the Code of Ethics for the Physical Therapist can be found online and will be discussed further in the DPT curriculum.

2.2 DPT Student Statement of Principles

As a student in the OSU-Cascades DPT Program, I understand that it is a great privilege to study physical therapy. Over the course of my training, I will assume extraordinary responsibility for the health and well-being of others. This undertaking requires that I uphold the highest standards of ethical and compassionate behavior. Accordingly, I have adopted the following statement of principles to guide me throughout my academic, clinical, and research work. I will strive to uphold both the spirit and the letter of these principles in my years in the OSU-Cascades DPT Program.

2.2.1 Honesty

- I will maintain the highest standards of academic honesty.
- I will neither give nor receive aid in examinations or assignments unless such cooperation is expressly permitted by the instructor.
- I will be truthful with patients and will report accurately all historical and physical findings, test results, and other information pertinent to the care of the patient.
- I will conduct research in an unbiased manner, report results truthfully, and credit ideas developed, and work done by others.

2.2.2 Confidentiality

- I will regard confidentiality as a central obligation of patient care.
- I will limit discussions of patients to members of the health care team in settings removed from the public ear (e.g., not in elevators, hallways, cafeterias, etc.).

2.2.3 Respect for Others

- I will uphold a classroom atmosphere conducive to learning.
- I will treat patients and their families with respect and dignity, both in their presence and in discussions with other members of the health care team.
- I will interact with patients in a way that ensures their privacy and respects their modesty.
- I will interact with all members of the health care team in a considerate and cooperative manner.

- I will communicate effectively, both verbally and non-verbally, with others taking into consideration individual differences in learning styles, language, and cognitive abilities.
- I will not tolerate discrimination on the basis of race, gender, religion, sexual orientation, age, disability, or socioeconomic status.
- I will judge my colleagues fairly and attempt to resolve conflicts in a manner that respects the dignity of every person involved.

2.2.4 Responsibility

- I will set patient care as the highest priority in the clinical setting.
- I will recognize my own limitations and will seek help when my level of experience is inadequate to handle a situation on my own.
- I will take every opportunity to learn from feedback and grow from my mistakes.
- I will adhere to the code of ethics, standards of practice, and policies/procedures that govern conduct in the classroom and/or the clinic.
- I will conduct myself professionally - in my demeanor, use of language, and appearance - in the presence of patients, in the classroom, and in health care settings.
- I will be punctual both in the classroom and clinic and make productive and efficient use of all available learning experiences in the classroom and clinic.
- I will not use alcohol or drugs in any way that could interfere with my clinical responsibilities.
- I will not use my professional position to engage in romantic or sexual relationships with patients or members of their families.

2.3 Oregon State University Code of Student Conduct and Community Standards

The most current version of the Oregon State University Code of Student Conduct and Community Standards can be found at <https://studentlife.oregonstate.edu/studentconduct/>

2.4 Oath for the Physical Therapist

Adopted by the APTA Section on Education February 2011

As a physical therapist dedicated to providing the highest quality care and services, I solemnly pledge I will:

- Respect the right and dignity of all individuals who seek my services or with whom I work.
- Act in compassionate and trustworthy manner in all aspects of my services.
- Exercise sound professional judgement while adding by legal and ethical requirements.
- Demonstrate integrity during interactions with colleagues, other health care providers, students, faculty, researchers, the public and payers for the enhancement of patient care and the advancement of the profession.
- Enhance my practice through lifelong acquisition and application of knowledge, skills, and professional behavior .
- Participate in efforts to meet physical therapy and health care needs of local, national, and global communities.

2.5 OSU-Cascades DPT Program: Technical Standards and Professional Behaviors for Admission, Promotion and Graduation

Please see Appendix A.

3 ACADEMIC POLICIES

3.1 DPT Academic Grading and Progression Policy

This policy describes the standards by which progress is assessed and the determination of academic standing for the Doctor of Physical Therapy degree. Any changes to the OSU-Cascades DPT Academic Grading and Progression Policy must be approved by majority vote of the core physical therapy faculty.

3.1.1 DPT Grading Scale

A = 94.50 – 100	C = 72.50 – 79.49
A- = 89.50 – 94.49	F = less than 72.50
B+ = 86.50 – 89.49	NP = No Pass
B = 82.50 – 86.49	I = Incomplete
B- = 79.50 – 82.49	W = Withdrawal
P = Pass (equivalent to B- or above)	

3.1.2 Grades

- **Didactic (Classroom) Courses:** Each course syllabus will state whether an “A-F/I” or “P/NP/I” scale is used for that course.
- **Clinical Education Experiences:** The grading system is P, NP, and I.
- **Incomplete (I) grade:** An instructor may issue an incomplete grade if the majority of coursework is completed satisfactorily, but health or other extenuating circumstances keep the student from completing the course. An “I” grade is not a substitute for a failing or otherwise undesirable grade; it cannot be granted to a student who is failing a class. Prior to submitting an “I” grade, the instructor and the student complete an Incomplete Grade Contract detailing the requirements for completion and submission of all remaining work and specifying a timeline for

completion. After submission of the work, the instructor completes a Grade Change Form and submits it to the Program Director for approval; the form is then processed by the Registrar's office.

- **Withdrawal (W) grade:** The student is strongly advised to discuss course withdrawal with their Faculty Advisor and/or Program Director because they will not be able to progress within the program until they re-take the course the following academic year. A student may choose to withdraw from a course and receive a "W" grade. Withdrawal from a class with a W grade begins after the drop deadline, which is the first full week of classes, and continues through the end of the seventh full week of classes. After the seventh full week of classes, students are expected to complete the program attempted and will receive letter grades for all classes in which enrolled unless they officially withdraw from the term. It is the responsibility of the student to notify the Course Director, Program Director, and the Registrar's Office regarding withdrawal from a class; failure to do so may result in a failing grade. If the student chooses to withdraw from a course, they can continue with the remainder of the courses within that quarter. In order to be eligible to re-take this course, the student must be in good academic standing and have approval of the Program Director. Students must consider that a course withdrawal will impact their ability to complete the program in the required maximum time for completion, which is 4.5 years.
- **Remediation:** If a student earns less than 80% on any assignment, practical exam, or written exam, the Course Director for the course may require the student to remediate this material. The intent of any remediation is to ensure that students acquire the requisite information that they previously failed to learn, not to alter the original grade. Thus, remediation will not result in a higher grade than originally earned.

Academic Standing and Progression through the Program

Progression through the program: All courses within a quarter must be satisfactorily completed before a student will be allowed to progress to the subsequent quarter (see below for probation details related to a "C" grade). Rare exceptions may be made at the discretion of the core faculty for extenuating circumstances such as significant illness.

Timeline for completion of program: A student must complete the curriculum in no longer than 4.5 academic years from matriculation. Progression delayed by personal/medical reasons will be evaluated by core faculty on a case-by-case basis.

Good Academic Standing: A student is considered to be in good academic standing if they: (1) complete all graded courses with a grade of 79.5% (B-) or better or achieve a grade of P for all P/NP courses, and (2) pass clinical education experiences with a P. A student remains in good academic standing if they receive no more than one grade of C in a classroom course.

Probation: Academic probation indicates concern about the student's performance in the program. By placing the student on academic probation, the student is notified of the faculty's concern regarding past performance. A student is placed on academic probation following the attainment of C grades in two courses in the curriculum. The student may continue to progress in the program as long as they do not earn a C in a third course or an F in a single course.

- The Program Director will notify the student in writing that they have been placed on academic probation, and that they will remain in this academic standing for the remainder of the program. This letter will contain an Action Plan pertinent to that student.

Probation with Suspension: A student is placed on probation with suspension for either of the following reasons:

- If a student receives one F/NP grade in a course, the student is suspended from the program at the end of that quarter in which the F/NP grade was received. The Program Director will notify the student in writing that they have been suspended from the program and provided with an Action Plan pertinent to that student. The student may return the following year with the subsequent cohort and will be required to retake the course. If the student passes the course, they will be able to continue in the program.
- Violation of the Code of Academic Conduct or the Physical Therapy Code of Ethics. The Program Director will notify the student in writing that they have been placed on suspension with an Action Plan pertinent to that student. This Action Plan will outline criteria to be met for the student to re-enroll in the program.

Dismissal: A student is dismissed from the program for any of the following reasons:

- Attainment of four C grades
- Attainment of two F/NP grades in courses or clinical education experiences
- Attainment of one F/NP in a course or clinical education experience and two C grades in courses
- Inability to complete the curriculum in 4.5 academic years. As noted above, progression delayed by personal/medical reasons will be evaluated by faculty on a case-by-case basis.
- Flagrant and/or intentional violations of the OSU-Cascades DPT Student Statement of Principles, OSU Student Code of Conduct, or violation of federal or state laws regulating the practice of physical therapy. No previous warning is required for this type of dismissal.

Leave of Absence or Administrative Withdrawal: If a student is interested in pursuing a leave of absence or administrative withdrawal, they must meet with the Program Director to discuss and seek approval. The Program Director will consider if it is warranted due to extenuating circumstances. Documentation of personal/medical reasons must be provided to the Program Director and the Registrar. If approved, the student will have the opportunity to re-enroll the following academic year in the quarter that the student did not successfully complete. In the case of a medical leave of absence/medical withdrawal, the student must provide a letter of medical clearance to the Program Director and Registrar before re-enrollment.

3.2 Faculty Advisors

The Program Director assigns faculty advisors for DPT students to help support students through the program. All students will be notified of their Advisor assignment during DPT Orientation.

If a student prefers to change faculty advisor, they should:

- Discuss it, if appropriate, with current advisor;
- Contact the Program Director

The Faculty Advisor will:

- Meet with the student periodically throughout the program;

- Be available to the student on a regular basis;
- Meet with the student as needed to review academic progress;
- Meet with the student concerning any notification of probationary status and/or remediation plan;
- Assist the student with accessing academic/student-related/professional resources as needed.

If there is a performance concern, the faculty advisor will develop an intervention plan and will work with the student to create a documented Plan of Assistance that includes at least three action items with expected outcomes and a timeline for completion. The faculty advisor and student will sign this document and the faculty advisor will provide a copy to the Program Director. These outcomes will be reviewed at the next scheduled faculty advisor meeting. If the outcomes are not completed within the documented timeline, this will be brought to the core faculty at their weekly faculty meeting to determine a documented Plan of Action.

3.3 Clinical Education

Please refer to the Clinical Education Handbook for complete information about the clinical education program, processes, and policies and procedures specific to the clinical education setting.

3.4 Other OSU Academic Policies

OSU Academic Calendar: <https://osucascades.edu/advising/academic-calendar>

OSU Academic Regulations: <https://catalog.oregonstate.edu/regulations/>

OSU Academic Misconduct: <https://studentlife.oregonstate.edu/studentconduct/academicmisconduct>

3.5 Attendance Policy

3.5.1 Class Schedules and Participation

Students pursuing the DPT degree have entered a profession in which full participation in the learning environment is an essential component of professional behavior. Full participation aligns with accreditation and licensing standards, as well as expectations of the professional in clinical practice.

Attendance and participation are expected in all educational activities. As part of professional development as physical therapists in training, students are expected to make their education their highest priority. If a student exceeds three discretionary absences in a year, the student will be referred to their assigned faculty advisor and may be required to perform additional independent study assignments to demonstrate competency in the missed material. Be sure to check

your course syllabi for attendance and participation policies specific to each course in addition to the overall program policy. Attendance concerns may also be reviewed by your advisor or referred to the Program Director if necessary.

Attendance and participation are required in lab sessions, small group, and team-based learning sessions, as well as other unique sessions as specified by the course Lead Instructor (as noted in the course syllabus). These sessions may be scheduled outside of the official class time, as noted below. Each student contributes to small group learning by being an integral part of the clinical team approach to sharing expertise and problem-solving. These principles align with professional responsibilities to the clinical team and to high quality patient care.

Students are expected to accommodate any changes in the schedule, including emergency or last minute changes. Some classes will be scheduled in the evenings and on weekends to accommodate university sponsored learning forums, clinical faculty schedules, clinical assignments, and space availability. While we make every effort to finalize the schedule one to two quarters ahead, changes to the posted calendar do occur.

For attendance policies during clinical education experiences, please refer to the Clinical Education Handbook.

3.5.2 Illness and Personal Emergencies

Students must notify the Lead Faculty Instructor and the Academic Program Coordinator (jordon.zardinejad@osucascades.edu) via email as soon as possible and before class begins for absence due to illness or personal emergency. Note: A personal emergency must be considered substantial such as hospitalization.

- If it is not possible to complete this communication before the class begins, the student must do so within 24 hours of the missed class and include why this communication was not possible prior to class.

Any student who repeatedly does not follow the above expectations will be referred to their advisor and may be reviewed by the Program Director.

For illness and personal emergency policies during clinical education experiences, please refer to the Clinical Education Handbook.

3.5.3 Discretionary Absences

In Years 1 and 2, Students are allowed up to THREE discretionary absence days from required activities per academic year for personal and professional commitments, and must be pre-approved by the Program Director.

- Discretionary absences are not allowed in Clinical Experiences in Years 1 and 2 and are managed differently in Year 3 Clinical Experiences. Please refer to the relevant policy in the Clinical Education Handbook.

For discretionary absence days, students must petition for discretionary time off by sending an email to the Academic Program Coordinator with this request. The email should include the requested dates and reason for request and the Subject Line for the email should be: DISCRETION ABSENCE REQUEST FOR (First and Last Name). This should be done as far in advance as possible of the planned missed day, but must be submitted at least seven days prior to the session that will be missed. This petition/submission does not guarantee that time off will be granted. If the discretionary absence is approved, the student should then notify the Lead Instructors for all courses that will be missed and work with those faculty members to ensure the student remains on track in the course.

Discretionary absences will be tracked, and any student who exceeds three absences per year will be referred to their advisor and may be reviewed by the Program Director.

Discretionary absences are any requested absences for situations including:

- Continuing education courses
- Important personal events (e.g. weddings)
- Family matters and emergencies (illness or death)

Discretionary absence days will not be approved:

- On days of course examinations
- During clinical experiences (except as per the relevant policies in the Clinical Education Handbook)
- During blocked courses for which work and examinations cannot be made up during the same academic year
- When on-campus patient experiences are scheduled
- During scheduled interprofessional learning experiences
- If five other students have already requested that day off

Students are expected to make up any missed coursework due to a discretionary absence. If a student exceeds three discretionary absences, the student may be required to perform additional independent study assignments to demonstrate competency in the missed material as determined by the course Lead Instructor.

3.5.4 Tardiness

Students are expected to arrive prepared and on time. Late arrival to any class, lab, or clinic is disruptive and disrespectful to the instructor, colleagues, and patients. It is at the discretion of the course director to allow/disallow a student to enter the class or lab if arriving late.

Students arriving late will receive a warning from the Course Director. Repeated tardiness may result in a lower grade and the student will be referred to their advisor and/or the Program Director for guidance on improvements in timeliness.

3.5.5 Jury Duty Summons

The program can compose a deferment request letter on your behalf if you are summoned for jury duty. However, jury duty is a legal obligation, and our general guidelines do not supersede the processes of any jurisdiction. Court processes may vary, so please contact the number on your summons should you have any questions.

It is your responsibility to mail the deferment request letter along with your summons. Only a letter or notification from the court serves as an exemption. To request a letter, please submit the following information via email to the Academic Program Coordinator (Jordon Zardinejad) as soon as possible after receiving your summons:

- Court House Name and Full Address
- Your Name & Mailing Address
- Group #
- Badge #

3.5.6 Accommodations for Religious Observances

The DPT program follows the OSU policy regarding accommodations for religious holidays

(https://eoa.oregonstate.edu/sites/eoa.oregonstate.edu/files/religious_accommodation_policy_for_students_1.12.2017.pdf). The DPT faculty shall accommodate students wishing to observe religious holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the course Lead Instructor, in writing, about such holidays during the first two weeks of the class each semester. If such holidays occur during the first two weeks of the semester, the student must notify the course Lead Instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the course Lead Instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

3.5.7 Attendance Policy FAQs

Can I schedule my vacation during OSU's Spring Break week or other times when OSU classes are not in session?

- Yes this is acceptable and you do not need to submit a Discretionary Absence Notification Form. For families, note that OSU's holidays may not align with local school district holidays.

What do I do if I get sick? Is this one of my discretionary absences? Do I have to contact someone to tell them I am ill?

- Illness does not count as a discretionary absence, but you must contact your course Lead Instructor and the DPT Academic Program Coordinator (Jordon Zardinejad). See "Illness" section above.

Why do I need to call in if I am sick?

- If you are not present and we have not heard from you, there are concerns about your health and/or safety. In addition, plans for the class or activity may have hinged on a certain number of people or your specific participation in a team or group. If you were employed, you would be required to notify your supervisor regarding any illness/absence. Calling in and reporting your illness is professional and demonstrates respect for all those present.

Can you take a half or partial day discretionary absence?

- No. If you take a partial day, it counts as a full discretionary day.

I have an exam in another course in the afternoon. Can I miss your course in the morning?

- No. Discretionary days cannot be taken on days of course examinations. See "Discretionary Absences" section above.

3.6 Employment During the DPT Curriculum

Physical Therapy school and the student experience is a full-time endeavor. In order for students to develop the skills and form the professional identity of a physical therapist, students are strongly encouraged to dedicate their focus to the curriculum and the co-curricular and extracurricular demands of the program. Class and laboratory schedules will not be adjusted or changed due to student's work demands.

Please refer to the Clinical Education Handbook for additional policies regarding work during clinical experiences.

3.7 Diversity, Inclusion, and Cultural Sensitivity

As a part of the mission statement of the OSU-Cascades DPT Program, we value diversity, inclusion and cultural sensitivity. Our courses are designed to be a welcoming environment for students and instructors to learn from each other to ensure the best learning experience. As we continue to learn and grow in our own professional development, we aim to use language that is inclusive of all genders, sexual orientations, ethnicities, physical body sizes, disabilities, ages, and religions. Students are encouraged to provide feedback to the course Lead Instructor throughout the duration of each course. Students are also invited to share with the course Lead Instructors ways in which cultural diversity can be added or integrated into the course material.

3.8 Requirements for Graduation

To be eligible to graduate with the Doctor of Physical Therapy degree, the student must:

1. Successfully complete the DPT plan of study;
2. Remain in good academic standing;
3. Demonstrate safe, effective, and efficient physical therapist practice at the level of a competent clinician (entry-level), as assessed on the Clinical Internship Evaluation Tool (CIET);
4. Adhere to the *Oregon State University Code of Student Conduct*.
5. Adhere to the *OSU-Cascades DPT Student Statement of Principles*

If a student fails to meet any of the above requirements, they will not graduate from the DPT program.

4 ADMINISTRATIVE POLICIES

4.1 Chain of Command for Communicating Issues

When dealing with problems, OSU-Cascades DPT students are expected to use a “Chain of Command”:

- **Academic courses (as an individual):** first, talk with the course instructor; second, with the assigned faculty advisor; and third, with the Program Director.
- **Academic courses (as a group):** first, talk with the class president(s); second, the class president(s) presents the problem to the course instructor; third, the class president(s) presents the problem to the Program Director.
- **Clinical education experiences:** first, talk with the Clinical Instructor (and/or your teammate for collaborative experiences); second, talk with the SCCE at the site; third, talk with the Clinical Education Coordinator
- **Personal Concerns:** first, talk with the faculty advisor or Clinical Education Coordinator (if related to clinical education); second, talk with the Program Director.
- **Financial Concerns:** first, talk with the Academic Program Coordinator; second, talk with the Program Director or Clinical Education Coordinator (if related to clinical education).

4.2 Tuition

<https://osucascades.edu/physical-therapy/tuition-fees>

<https://osucascades.edu/enrollment-services/tuition-and-fees>

<https://fa.oregonstate.edu/budget/tuition-fees>

4.3 University Fees

<https://catalog.oregonstate.edu/fees-residency-requirements/>

4.4 Tuition refund policy

<https://catalog.oregonstate.edu/fees-residency-requirements/>

4.5 Requirements Related to Health and Safety, Insurance and Immunizations

By Oregon state law (OAR 409-030-0180), students in health care professions must complete trainings specific trainings. CPR/BLS must be maintained current throughout the program. All trainings must be completed prior to the first clinical education experience.

4.6 Criminal Background Checks

By Oregon state law and Program policy, students in the DPT program must complete a criminal background check prior to matriculating into the program. This will be administered through Exxat APPROVE and its partner Universal Background Screening and reports will be stored in the student's profile on Exxat. OSU-Cascades will cover the expense of this initial background check. The student has the responsibility to initiate the procedures to obtain the background check. The background check may include, but not be limited to, one or more of the following checks:

1. Criminal Record Check for all locations of residence for previous seven years from addresses disclosed as part of the application process;
2. Statewide Sexual Offender and/or Sexual Predator Registry – a database search for individuals registered as sex offenders and/or sexual predators in the selected state or jurisdiction of all locations of residence for the previous seven years;
3. Health and Human Services, Office of the Inspector General, General Services Administration List – persons or entities listed as excluded from participation in Medicaid, Medicare, and Federal Health Care programs;
4. Office of Foreign Assets Control Terrorist Search – specially designated nationals and blocked persons as determined by OFAC;
5. Social Security Report – names, addresses, and employment associated with a social security number.

The background check vendor will provide an electronic report directly to the CEC. Certain findings in a background check could preclude participation in clinical education at certain training facilities and may also preclude licensure as a physical therapist in the state of Oregon. Information from the background check may be used by the CEC to advise the student regarding their participation in clinical education and/or continuance status in the DPT program. This advice will be offered only after consultation with the student, appropriate faculty, and/or University officials, including legal counsel. If it is likely that a student may pose a threat to the welfare of patients or that a student will be unable to complete the clinical education portion of the curriculum, the student may be denied continuance in the DPT Program at OSU-Cascades.

Positive results on criminal background checks will be discussed with facility personnel as required by individual facility policies to determine if the nature of the offense will preclude the assigned student's participation in the clinical education experience.

Once the initial background check is complete, additional background checks will only be performed when the student self-reports a violation or when the clinical facility requires a more recent or more extensive background check. These additional checks will be at the student's expense.

Prior to any individual clinical experience, each student will affirm in writing the absence or presence of any criminal convictions since the last background check. Students in the DPT Program must immediately disclose any encounters with law enforcement to the CEC and Program Director. Encounters with law enforcement include criminal activity, alleged criminal activity, citations, arrests, or any other interactions that result from student behavior, or circumstances in which law enforcement intervenes and the student is present. Any disclosure will be referred to the Program Director under the DPT Academic Grading and Progression policy. Failure to disclose may result in dismissal from the DPT Program.

4.7 Drug Screening

By Oregon state law and Program policy, students in the DPT program must complete a ten-panel drug screen prior to matriculating into the program. This will be administered through Exxat APPROVE and its partner Universal Background Screening and reports will be stored in the student's profile on Exxat. OSU-Cascades will cover the expense of this initial drug screen. The student has the responsibility to initiate the procedures to obtain the drug screen.

The drug screen vendor will provide an electronic report directly to the CEC. Certain findings in a drug screen could preclude participation in clinical education at certain training facilities and may also preclude licensure as a physical therapist in the state of Oregon. Information from the drug screen may be used by the CEC to advise the student regarding their participation in clinical education and/or continuance status in the DPT program. This advice will be offered only after consultation with the student, appropriate faculty, and/or University officials, including legal counsel. If it is likely that a student may pose a threat to the welfare of patients or that a student will be unable to complete the clinical education portion of the curriculum, the student may be denied continuance in the DPT Program at OSU-Cascades.

Positive results on drug screens will be discussed with facility personnel as required by individual facility policies to determine if the nature of the test will preclude the assigned student's participation in the clinical education experience.

Once the initial drug screen is complete, additional drug screens will only be performed when the student self-reports a violation or when the clinical facility requires a more recent or more extensive screen. These additional checks will be at the student's expense.

While the recreational and medical use of cannabis is legal under Oregon state law for those 21 years of age and older, the appearance of cannabis on a drug screen may not be acceptable to clinical sites and employers. Clinical facilities have the right to refuse to take a student based on positive drug screen results including cannabis.

4.8 HIPAA Training

Students must complete annual HIPAA training and test each year. Current HIPAA training is required to maintain progress in the DPT program. In addition to the training, students must understand and adhere to the HIPAA policies and procedures specific to each clinical site where they are placed. Any assignments the student submits to the program related to their clinical experience must be de-identified following HIPAA standards. OSU will have no relationship with patients that would trigger HIPAA compliance requirements, nor will OSU be receiving any protected health information or confidential information from the student or the site.

4.9 Health and Safety Training Requirements

By Oregon state law (OAR 409-030-0180), students in health care professions must complete trainings as noted in the Program Handbook. These trainings must be completed prior to the first clinical education experience. CPR/BLS must be maintained current throughout the program.

Additional site-specific trainings will be required at each site. These requirements must be completed before the student can practice in that facility. Failure of the student to complete these requirements may result in a delay in the student's educational progress.

4.10 Immunization Requirements and Tuberculosis Testing

By Oregon state law, students in health care professions must provide proof of immunization (documented through receipt of vaccine, immunity via titer, or history of disease) for measles, mumps, rubella, hepatitis B, tetanus, diphtheria, pertussis, and varicella. The state additionally recommends but does not require immunization for polio and influenza (seasonal flu). Other states may have additional requirements that students will need to comply with prior to any clinical education

placement in that state. Clinical education facilities may also have more extensive requirements. Influenza vaccinations are generally required for fall and winter clinical education experiences.

By Oregon state law, students in health care professions must have a two-step tuberculosis (TB) test prior to their first clinical experience. After that, state law requires TB testing only in cases of known exposure, but clinical facilities may require repeat testing.

Any additional requirements from state laws or clinical education facilities must be met before the student can practice in that facility and will be at the student's expense.

4.11 Insurance

4.11.1 Professional Liability Insurance

Professional (malpractice) liability insurance is required for each student in each clinical experience and is provided by Oregon State University. Certificates of insurance are available upon request.

4.11.2 General Liability Insurance

OSU is self-insured with adequate levels of excess general liability insurance. Certificates of insurance are available upon request.

4.11.3 Health Insurance

Students are required to carry their own health insurance while enrolled at the University and while participating in University-arranged clinical education coursework. Students are required to maintain personal health insurance for the duration of the DPT program, at the student's expense. Students may be required to provide proof of such coverage by the clinical education facility and should provide evidence of current coverage in their Exxat APPROVE account. Information and assistance in identifying health insurance options can be obtained from OSU-Cascades Student Wellness (<https://osucascades.edu/student-wellness>).

4.11.4 Worker's Compensation Insurance

By Oregon state law, students on clinical education experiences are not considered employees and therefore are not eligible for worker's compensation benefits. Oregon State University does not provide worker's compensation coverage for students in states where students are eligible for coverage. In those states, the facility must provide the coverage; if not, OSU will not be able to place students in those states.

4.12 Professional Dress Code

Doctor of Physical Therapy (DPT) students are expected to present a professional image **at all times** when representing OSU-Cascades Doctor of Physical Therapy Program. This includes clinical experiences, meetings, labs, classes, etc. that are held off-campus, and in the classroom when guest lecturers or patients are present. For patients and visitors, the appearance of the PT staff can be an indication of the quality of care they can expect. Students are to dress in a manner that encourages respect for the dignity of staff members, patients, and visitors and enhances the professional environment of the PT facility. **Each facility may have additional dress code guidelines.**

DPT students represent the program in all activities associated with physical therapy education. Dress and personal appearance should reflect that status at all times, regardless of visitors to the program. Students are expected to maintain appropriate personal hygiene such that body odor, smoke, and other odors are not detectable. All clothing must be clean, and the torso should be covered at all times, from clavicles down in all classroom and clinical settings other than labs that require exposure of body parts for educational purposes. Furthermore, hair and facial hair must be clean and controlled as needed so as not to interfere with activities. Nails are to be kept neatly manicured and short (should not extend past the tip of the finger). Jewelry and other accessories must not interfere with safety or activities. Out of consideration for those who are environmentally sensitive, scented personal products should be used sparingly. Headgear, except that required by religious belief, is not allowed.

Examples of unacceptable attire include:

- Exposure of undergarments
- Exposure of midriff when standing, reaching overhead, squatting, or bending over
- Low cut or low riding pants, excessively baggy pants
- Shorts or leggings
- Torn or frayed garments
- Clothing with offensive slogans or messages
- Open toe shoes (when in clinic, lab classes, or cadaver lab)

Detailed guidelines related to professional dress code during Clinical Experiences can be found in the Clinical Education Handbook.

4.13 Participation in Laboratory Practice

Students will participate in laboratory classes while enrolled in the program. Students must be willing to wear appropriate laboratory clothing to enable assessment, evaluation and treatment of the trunk, head and extremities. During laboratory practice, students must constantly observe standards of safety. Throughout the program, students will practice clinical exam and treatment techniques on each other. In addition, instructors or guest faculty may ask students to serve as mock patients for demonstration purposes. All efforts must be observed to provide for the participants' emotional and physical comfort and safe conditions. If a student is uncomfortable with any draping, manner of touch, or treatment, they must first talk to their classmate(s) about the concern. If a student senses that the issue has not been resolved by this action, they must speak to the course Lead Instructor. Each student **must inform** the course Lead Instructor of any medical or physical conditions, particularly allergies, pulmonary compromise, neurological dysfunction, or musculoskeletal dysfunction, that might threaten their own or their classmates' safety prior to practice or demonstration of treatment techniques. Students must also report promptly any malfunctioning equipment to staff and faculty as soon as the problem is detected.

As a student enrolled in this program, each student must agree to follow the APTA Code of Ethics in the laboratory, as well as in the clinic. This includes addressing the patient/fellow student professionally, protecting the patient/fellow student, and protecting the emotional and physical comfort and safety of all participants. In addition, students are expected to practice considerate and respectful non-verbal and verbal communication during all classroom and laboratory activities.

Students needing a religious accommodation must request that accommodation as soon as possible and in advance of the need for the accommodation per the OSU Religious Accommodation of Students Policy:

https://eoa.oregonstate.edu/sites/eoa.oregonstate.edu/files/religious_accommodation_policy_for_students_1.12.2017.pdf

4.14 Classroom Behavior

- No Food and/or Beverage is allowed at any time in the Cadaver Laboratory or in any laboratory section of a course.
- During DPT courses aside from the Cadaver Laboratory or any laboratory section, the following rules apply:
 - Food is not allowed in class during hands-on learning portions of the class.
 - Beverages are allowed as long as they have a lid and do not interfere with learning.
 - Food is permitted during class under the following conditions:
 - When there are no guests present.
 - As long as the food does not interfere with the class activity.
 - As long as the food does not have a strong odor that may disrupt the learning environment for others.
 - As long as the student thoroughly cleans up their area of eating and disposes of all trash.
 - If a student does not clean up, they will be asked to no longer bring food into the classroom.
- Personal recording devices (audio and/or video) may be used only with the instructor's permission. Many classes will be recorded by the instructor for student use.
- Students are responsible for helping maintain the cleanliness and order of classrooms and labs.

4.15 Alcohol Policy

Students are expected to not consume alcohol during any breaks (between classes or during lunch) while on campus. In addition, alcohol should not be consumed prior to coming to study on campus (for example, on a weekend or in the evening). All students are required to abide by the OSU Policy on Service of Alcoholic Beverages and the OSU Alcohol Policy. It is a violation of the OSU Alcohol Policies for anyone to consume or possess alcohol in any public or private area of campus without prior university approval. <https://osucascades.edu/campus-safety/policies/policy-alcohol-and-controlled-substances>

4.16 Social Media Policy

OSU has [policies and guidelines](#) for the use of online media to ensure that laws are being followed and that the University is being accurately and consistently represented in such communications. These policies have been developed by the University to facilitate legal, safe and effective use of social media platforms like Facebook, Twitter, Instagram, YouTube and more. They will be updated as needed as social media evolves.

In addition, students are reminded that they should follow HIPAA regulations and that no patient interaction, even de-identified, should ever be shared on social media. Any social media post about a patient, client, colleague or clinical facility may lead to removal from the classroom or clinical education experience and/or dismissal from the program.

4.17 Cell Phone and Internet Use Policy

Students are expected to avoid use of personal cell phones, Internet, and social media when in-class unless utilization of the internet is part of the class activity. Students must limit use to before or after class or during official breaks. To avoid temptation, we suggest that students keep their cell phones away from the workspace, such as in their backpack. Exceptions in rare circumstances, such as the impending birth of a child, may be made at the discretion of the Lead Course Instructor.

4.18 Public Posting of Course Documents Policy

Any DPT student who posts lecture slides, assignments (completed or not), exams, or any other course material created in whole or in part by the instructor or TA in any repository—online or physical—will be reported for violating the course policies and will have a recommendation for failing grade for the course as a penalty. This policy is meant to ensure the integrity of the course and aligns with Oregon State University’s Academic Misconduct policies concerning “Assisting”.

4.19 Weather Delays and Closures

For morning operations, OSU-Cascades will make every effort to announce a closure or curtailment decision before the start of the work day. Announcements will be distributed and posted by 6:30 a.m. Unless otherwise informed, employees and students are to assume that OSU-Cascades is open and that they are to report to work and class. In the event of a closure or curtailment, employees deemed essential may be required to work.

All DPT students are asked to sign up for [OSU Alert](#) so they will receive email, text and/or phone messages with details of the closure or curtailment. If you haven’t yet signed up, [please do so now](#).

More information related to weather delays and closures can be found here: <https://osucascades.edu/campus-safety/policies/weather-delays-and-closures>

4.20 Emergency Procedures

A safe and secure environment is made possible through each member of the OSU-Cascades community's involvement in crime prevention and sensible behavior.

In order to have a safe and successful OSU-Cascades experience, each person must take responsibility to recognize one's own vulnerability to crime and reduce risks through preventative action and cooperation with the Department of Public Safety.

4.20.1 Campus Safety Desk Hours

Sunday-Saturday: 2 p.m. to Midnight

Phone (24 hours, 7 days a week): **541-322-3110**

4.20.2 In Case of Emergency

Dial 9-1-1

Department of Public Safety is available 24 hours, seven days a week. Dial 541-322-3110

Before emergencies occur, become familiar with campus [Emergency Management](#), [Emergency Operations Plan](#) and [Emergency Procedures](#).

4.20.3 Report A Security Concern

Report a safety or security concern by calling 541-322-3110 or email public.safety@osucascades.edu

4.20.4 Campus Alert System Emergency Notification

OSU-Cascades is part of the OSU Emergency Notification system (OSU Alert). Faculty, staff and students are strongly encouraged to subscribe in order to receive notifications in the event an emergency.

[Sign up for OSU Alert](#)

5 OSU PROTECTION AND COMPLAINTS POLICIES

5.1 OSU's Commitment

Oregon State University, as an institution of higher education and as a community of scholars, affirms its commitment to the elimination of discrimination and discriminatory harassment, and the provision of equal opportunity for all. An objective of Oregon State University is the creation and maintenance of a positive atmosphere of nondiscrimination in every phase and activity of university operations.

Harassment and intimidation can impede an individual's ability to participate fully in the educational process. Acts of discrimination, harassment and insensitivity hurt and degrade all members of the campus community whether victim, perpetrator, or observer. Every member of the university community is responsible for creating and maintaining a climate free of discrimination and harassment.

5.2 OSU Protections

5.2.1 Student records and privacy

<https://policy.oregonstate.edu/policy/student-records>

<https://policy.oregonstate.edu/policy/student-records-576-020>

5.2.2 Program/grade grievance and appeals, OSU-Cascades Process:

<https://osucascades.edu/faculty-handbook/student-appeals-and-grievances>

5.2.3 Discrimination and Non-Discrimination policies

https://policy.oregonstate.edu/UPSM/04-020_discrimination

<https://policy.oregonstate.edu/policy/non-discrimination-policies>

5.2.4 Nondiscrimination on the Basis of Religion

<https://hr.oregonstate.edu/manual/nondiscrimination-basis-religion>

5.2.5 Report a Concern of Discrimination, Bullying, or Retaliation

https://cm.maxient.com/reportingform.php?OregonStateUniv&layout_id=4

5.2.6 Report Sexual Misconduct

https://cm.maxient.com/reportingform.php?OregonStateUniv&layout_id=4

5.3 Complaints Against the Program (outside of due process)

Any individual or organization who has a complaint that falls outside due process with a student, faculty, or staff member is advised to file a written complaint against the program. The process for handling complaints is as follows:

1. When possible, the Program Director will discuss the complaint directly with the party involved within 14 business days. If at all possible, the matter is reconciled at this point. A letter from the Program Director acknowledging resolution of the complaint will be filed with the complaint in the program's files and a copy will be sent to the complainant.
2. If resolution of the complaint is not achieved, or if the complaint is against the Program Director, the involved party may submit a written complaint to the OSU-Cascades Dean of Academic Affairs. The Program Director will also forward a written summary of any previous discussions when appropriate. The Dean may meet with each party separately and may meet with both parties jointly to reconcile the complaint. A letter outlining the resolution by the Dean will be filed with the complaint in the program's files.
3. If satisfactory resolution is not achieved, the involved party may submit a written complaint to the OSU-Cascades Vice-President. A letter outlining the resolution by the Chief Academic Officer will be filed with the complaint in the program's files for a period of five years.

Complaints should be addressed to the appropriate person or persons below:

Christine Pollard, PT, PhD

Program Director, Doctor of Physical Therapy Program

OSU-Cascades

Andrew Ketsdever, PhD

Interim Vice-President

OSU-Cascades

5.4 Complaints to the Commission on Accreditation of Physical Therapy Education (CAPTE)

The Commission on Accreditation in Physical Therapy Education (CAPTE) is a nationally recognized accrediting agency by the US Department of Education and the Council for Higher Education Accreditation. CAPTE grants specialized accreditation status to qualified entry-level education programs for physical therapists and physical

therapist assistants. The only mechanism through which CAPTE can act on an individual's concerns is through a formal complaint process. For more information, please visit the CAPTE website.

Process for filing a complaint with CAPTE:

<http://www.capteonline.org/home.aspx>

<http://www.capteonline.org/Complaints/>

6 STUDENTS SERVICES AND SUPPORTS

6.1 Financial Aid

Our OSU-Cascades Financial Aid team is there to help you navigate the cost of your education. Financial aid is a process and we want you to understand all the necessary steps.

<https://catalog.oregonstate.edu/financial-aid-scholarships/>

6.2 Tutoring and Student Support Services

General information about tutoring and student support services can be found at the following link.

<https://catalog.oregonstate.edu/tutoring-student-support-services/>

6.3 OSU-Cascades Student Success Center

Get the Support You Need: Our OSU-Cascades Student Success team is prepared to support your academic, internship and career counseling and advising needs. The Financial Aid Office can provide information about scholarship and aid opportunities, including the new Beaver Cares initiative, during this challenging time. Our Student Wellness team is poised to support your physical and emotional well-being.

<https://osucascades.edu/studentssuccesscenter>

6.4 Learning Lab

OSU-Cascades offers on-site tutoring and online academic coaching resources to help students be successful in their OSU courses. The Learning Lab in Tykeson Hall houses tutoring and resources for academic coaching access.

<https://osucascades.edu/learning-lab>

6.5 Writing Center

The OSU Writing Center provides in-person writing support for both the Cascades and Corvallis campuses, as well as the Online Writing Suite that provides written (asynchronous) feedback via email.

<https://writingcenter.oregonstate.edu/>

6.6 Academic Success Center

The Academic Success Center (ASC), located on the Corvallis campus and available to all OSU students, provides support and service to help all students achieve their academic goals. ASC programs help students develop learning strategies and time management skills to excel in their coursework and stay on track to graduate.

<https://success.oregonstate.edu/>

6.7 Academic Coaching

Housed on the Corvallis campus and available to all OSU students, Academic Coaching can help enhance student's well-being and academic performance. Appointments are made with trained peer coaches to improve study strategies, including time management, test preparation, test taking, procrastination, and stress reduction. Individualized appointments provide for a focus on student's unique experiences, strengths, challenges, and goals. Academic coaching is beneficial for students who may be struggling with balancing course loads, and are willing to participate in a self-driven appointment.

<https://success.oregonstate.edu/academic-coaching>

6.8 Student Counseling

Counseling is available on campus at OSU-Cascades and is free for current students and provided by licensed professionals.

<https://osucascades.edu/student-wellness/counseling>

6.9 Student Health Services

Student Health Services connect OSU-Cascades students with telehealth and in-person care from local clinicians, provide a nurse advise line, connect students with Health Advisors, and counsel students on health insurance decisions.

<https://osucascades.edu/student-wellness/health-services>

6.10 Reach Out for Success

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at oregonstate.edu/ReachOut. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

6.11 Basic Needs (OSU-Cascades)

Any student who has difficulty affording groceries to eat every day, and believes this may affect their performance in the DPT Program, is urged to contact the Associated Students of Cascades Campus (ASCC) for support (ascc.president@osucascades.edu) or contact the Office of Student Life at 541-322-3143. ASCC has a food pantry, a textbook lending program, and a childcare subsidy program. Visit the ASCC website at <https://osucascades.edu/ASCC> for more details about benefits available to all students at OSU-Cascades.

6.12 Disability Access Services

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations. More information can be found at <https://osucascades.edu/student-resources/services-students-disabilities>.

6.13 Veteran Services

OSU-Cascades is committed to supporting veterans who attend our institution. For more information, see the link below.

<https://osucascades.edu/veterans-services>

6.14 Transportation

OSU-Cascades supports students in exploring all the transportation options available to them. For more information, see the link below.

<https://osucascades.edu/transportation>

6.14.1 Public Transportation

Cascades East Transit connects all of the cities in Central Oregon via public bus service. Students have free access to all bus services except the Mt. Bachelor and Community Connector bus services.

<https://cascadeseasttransit.com/routes-schedules/all-cities/bend/>

6.14.2 Parking Services

Information on parking policies, fees, and registering a vehicle can be found at the link below.

<https://osucascades.edu/parking>

6.15 Cascades Adventures

Cascades Adventures is a program designed for the OSU-Cascades community which provides students, faculty and staff with an opportunity to participate in outdoor activities, outings, programs and workshops. Cascades Adventures aims at providing enriching experiences for all levels of outdoor enthusiasts.

<https://osucascades.edu/cascades-adventures>

6.16 Technology Support Services

The Information Technology team at OSU-Cascades is available to support students anywhere, at any time, and on any device.

<https://osucascades.edu/it>

6.17 Library

The OSU-Cascades library is on the 2nd floor of Tykeson Hall.

<https://cascades.library.oregonstate.edu/>

6.18 OSU Email - ONID Accounts

All students will be given an OSU email and ONID (network ID) to use to access OSU-specific information and web apps such as Canvas. Students will be expected to check their OSU email regularly and in a timely manner.

<https://osucascades.edu/enrollment-services/setting-your-osu-email-onid>

6.19 OSU Mail and Identification Cards

The OSU-Cascades mailroom, where students will obtain their OSU Student IDs, is in the breezeway between the two halves of the Residence Hall.

<https://osucascades.edu/facilities/mail-id-center>

6.20 Campus Map

A map of the OSU-Cascades campus and more information about the different buildings is available at the link below.

<https://osucascades.edu/about/hours-maps-and-directions>

APPENDICES

7 APPENDIX A: Technical Standards and Professional Behaviors for Admission, Promotion and Graduation



OSU-Cascades DPT Program

Technical Standards and Professional Behaviors
for Admission, Promotion and Graduation

The Doctor of Physical Therapy (DPT) Program at OSU-Cascades is committed to developing outstanding physical therapists from diverse backgrounds who demonstrate effective communication and critical thinking skills and who integrate evidence into practice.

The DPT Program at OSU-Cascades is a rigorous academic and clinical program that places specific requirements and demands on the students enrolled. An objective of this program is to prepare graduates to enter a variety of employment settings and to render entry-level care to a wide spectrum of individuals. In order to perform as a physical therapist, an individual must be able to meet certain minimum Technical Standards and exhibit minimum Professional Behaviors. Technical Standards, as distinguished from academic standards, refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum. Students must also be in compliance with legal and ethical standards as set forth by the American Physical Therapy Association (APTA) Code of Ethics and Standards of Practice.

These technical standards enable each graduate to subsequently enter clinical practice as an entry-level physical therapist. Students must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of the program. In addition, these standards meet the expectations of the program's accrediting agency, the Commission on Accreditation of Physical Therapy Education (CAPTE). Compliance with the program's technical standards does not guarantee a student's eligibility for the licensure examination.

Individuals who are interested in applying for the DPT Program should review these standards prior to completing the application. The DPT Program, as a part of Oregon State University, is committed to the principle of equal opportunity. The University does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, and disabled veteran or Vietnam-era veteran status. When requested, the University will provide reasonable accommodation to otherwise qualified students with disabilities. **We encourage students to engage in a conversation early with the Disability Access Services office and the DPT program to discuss what accommodations might be possible given the program requirements. Contact information can be found at the end of this document.**

7.1 Technical Standards and Professional Behaviors

7.1.1 Observation, Situational, and Sensory Skills

The student must be able to assess and respond efficiently and effectively in emergency and non-emergency situations, to ensure patient safety and service delivery. The student must demonstrate situational awareness, which includes the ability to perceive informational and environmental cues in real-time in order to work safely and effectively within the care environment and assess the condition of the patient and change in that condition. Examples include, but are not limited to the ability to: use vision, hearing, and tactile means for acquisition of information; observe and acquire information presented through lectures, laboratory dissection of cadavers, lecture and laboratory demonstrations, and patients in the clinic; observe a patient's body, movement, and facial expressions accurately at a distance and close at hand, noting nonverbal as well as verbal signals; read digital and waveform readings and other graphic images on screen and print to help determine a patient's condition; palpate pulses and physical structures and detect abnormalities or changes; perform visual and tactile evaluation for areas of inflammation and signs of disease and malfunction; perform auscultation and assessment

of heart rhythm, lung sounds, and gait; and assess the presence and degree of edema. The student must be able to assist and safely guard/protect patients with movement dysfunctions.

7.1.2 Communication Skills

Physical therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to utilize effective communication with peers, faculty, patients, families, caregivers, and other health care providers. Students must exhibit interpersonal skills to enable effective caregiving of patients and clients, including the ability to communicate effectively in English with all members of an interprofessional health care team, patients/clients, and their families in person and in writing. Communication includes: speech, language, reading, writing, and computer literacy.

Examples include, but are not limited to the ability to: communicate efficiently and effectively in English in both oral and written form, using both lay and medical terms, to different stakeholders; effectively utilize resources to communicate in non-English languages; complete assignments (reading, written, and oral presentation), search literature, and maintain written records in a timely manner; express ideas clearly and freely in group discussions; give and receive feedback; listen empathetically and develop rapport; recognize, correctly interpret, and respond to non-verbal communications of self and others.

7.1.3 Motor/Psychomotor Skills

Students must possess sufficient motor function to execute the movements and skills required to provide safe and effective patient/client management. In addition, students must possess adequate motor ability to respond efficiently and effectively to an emergency situation.

Examples include, but are not limited to the ability to: execute gross- and fine-motor movements, manual dexterity, and kinesthetic awareness required to safely provide care and treatment to patients in all health settings; elicit information from the patient examination, by palpation, auscultation, mediate percussion, and other evaluation motor functions; execute movements required to provide general and therapeutic care, including the coordination, balance, speed, and agility needed to assist and safely guard patients as they perform therapeutic activities such as walking or exercising; ability to participate in safe transfer training with patients; demonstrate coordination of both gross and fine muscular movement, equilibrium, and the integrated use of touch and vision. Students must have the physical strength to perform cardiopulmonary resuscitation

and emergency treatment to patients; be able to facilitate safe patient transfers; help perform multi-person transfers; be able to walk, bend, squat, stand and reach in all planes frequently throughout a work shift. In addition, students must be able to balance self and provide support and balance to patients and equipment on a variety of surfaces including level and uneven ground, ramps, curbs, and stairs; and, maintain sufficient endurance to effectively manage patient care through a typical work-week.

7.1.4 Intellectual, Cognitive, Quantitative and Analytical Abilities

To effectively solve problems, students must be able to measure, calculate, reason, analyze, integrate and synthesize information in a timely fashion. Students must be able to learn through a variety of modalities, including, but not limited to: classroom instruction; laboratory instruction, including cadaver lab; online instruction; small-group, team and collaborative activities; individual study; preparation and presentation of reports; and use of computer technology.

Examples include, but are not limited to the ability to: comprehend, interpret and analyze new information; reason and carry out evidence-based decision making; use critical thinking skills and problem solving to evaluate information from multiple sources and synthesize a plan of action; provide a reasoned explanation for likely therapy; thrive in a rigorous foundational and clinical science-based curriculum; recall and retain information in an efficient and timely manner; comprehend two- and three-dimensional relationships and understand and interpret graphs and spatial relationships of structures; identify and communicate the limits of their knowledge to others, when appropriate.

7.1.5 Behavioral and Social Attributes and Respect for Diversity

Students must be capable of exhibiting the skills and behaviors required for the successful conduct of physical therapy in all environments, including respect for diversity. A student must be able to relate to patients, families, caregivers, and colleagues with honesty, integrity, and dedication in a non-discriminatory manner. Students must display appropriate sensitivity and respect for all social or cultural backgrounds and proactively seek ways to provide an inclusive environment that addresses unique patient needs. They must be able to provide care without judgement of a patient's personal choices or situation, and take into consideration the cultural norms and unique therapeutic needs/challenges of the patient.

Students must possess the psychological and emotional health and maturity required for the full utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities inherent to diagnosis and care of patients, and for the development of mature, sensitive, and effective relationships with patients. They must

perform effectively and display sound judgment while under stress. Students must be able to adapt to a changing environment, display flexibility, and learn to function in the face of uncertainties inherent in the clinical management of patients. They must address disagreements with tact, accept constructive criticism, and adapt their behavior. Students must demonstrate the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in an unpredictable manner. Students must demonstrate ethical behavior, moral reasoning, and cultural sensitivity. Students must maintain sufficient general good health and self-care in order not to jeopardize the health and safety of themselves and all those with whom they interact in the academic and clinical settings.

7.1.6 Professional Requirements

Students must conduct themselves appropriately in all academic and clinical interactions both on and off campus, including abiding by University policies, the APTA Code of Ethics, and the APTA Guide for Professional Conduct.

Examples of professional requirements include, but are not limited to: attending and participating in classes in the full-time DPT program, for 30 or more hours per week each academic quarter, including some evening and weekend commitments; timeliness in attendance and meeting deadlines for professional commitments, including both classes and clinical experiences; dressing appropriately for the educational setting; participating in both “therapist” and “patient” roles during didactic coursework and labs, which will necessitate the exposure and palpation of various parts of the body in order to learn and demonstrate curricular knowledge; complying with clinical education site schedules, dress codes, and other site policies during clinical rotations; seeking assistance and following supervision in a timely manner; accepting responsibility and responding appropriately to constructive feedback; demonstrating integrity, responsibility, and tolerance; being truthful about background and qualifications; exercising sound judgment in the classroom and clinic; interacting courteously, fairly, and professionally with individuals from diverse backgrounds; protecting the confidentiality of patient information consistent with applicable law.

In order to facilitate clinical rotations, a criminal background check is required prior to the start of the program; updated background checks may be required prior to certain clinical placements. Students with criminal records may not be accepted at some or all clinical sites, depending on the nature of the offense. In addition, criminal histories may prevent a program graduate from obtaining state licensure. Please contact the program and the Physical Therapy Licensing Board in Oregon or the state in which you hope to practice to determine how offenses on a criminal record may influence the ability to complete the program, become licensed, and work in the field of physical therapy.

7.2 Information about Accommodations

The student is responsible for requesting reasonable accommodation. Reasonable accommodation refers to ways in which the University can support the ability of students with disabilities to meet program requirements, including Technical Standards. Reasonable accommodation does not mean that students with disabilities will be exempt from meeting program requirements; it does mean that the DPT Program will work with students with disabilities to determine whether there are reasonable accommodations that will provide the student the ability to meet program requirements.

Candidates for admission with a disability are not required to disclose the specifics of their disabilities, but prior to the start of DPT classes, they must indicate that they can meet program requirements, with or without reasonable accommodation. Students who cannot meet program requirements, even with accommodation, are ineligible for admission. Any previously made offer of admission will be withdrawn. An offer of admission may be withdrawn if it becomes apparent that the student cannot meet program requirements even with accommodation, *or* that the accommodations needed are not reasonable and would cause undue hardship to the institution, *or* that fulfilling the functions would create a significant risk of harm to the health or safety of others.

7.3 Questions?

If you have additional questions or who would like to discuss potential accommodations/program modifications, please contact the Program Director of the Doctor of Physical Therapy Program. For further information regarding services and resources for students with disabilities and/or request an accommodation, please contact Disability Access Services at Oregon State University, disability.services@oregonstate.edu or by phone at 541-737-4098

Statement of Understanding

I have received, read, and understand the OSU-Cascades DPT Program Technical Standards and Professional Behavior Policy and the requirements to be a student physical therapist. I agree to notify the OSU-Cascades DPT Program if I am unable to meet these technical and/or behavioral standards and understand that the inability to meet these technical and/or behavioral standards, with or without a reasonable accommodation, can result in withdrawal, delay in progress, or dismissal from the program.

I understand that the information provided in this document is intended to serve as a guide regarding the physical, emotional, intellectual, and psychosocial expectations placed on a student physical therapist. I also understand that this document cannot include every conceivable action, task, ability, or behavior that may be expected of me upon graduation.

By signing below, I agree to the statements above.

PRINTED NAME: _____

DATE: _____

SIGNATURE: _____