



Northeastern University

Bouvé College of Health Sciences

*Department of Physical Therapy, Movement & Rehabilitation
Sciences*

2022

**Post Baccalaureate Doctor of Physical Therapy
Student Handbook | Graduating Class 2025**

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Welcome!

Congratulations! You are at the threshold of an exhilarating academic experience that will include challenging didactic, experiential and clinical opportunities in pursuit of the Doctor of Physical Therapy degree. As we move forward in the 3rd decade of the 21st century, rehabilitation has benefited from significant evidence-based practices and technological advances. There has never been a more exciting time to become part of the health care professional team as a *Doctor of Physical Therapy!*

Our rigorous curriculum provides you with the means to augment knowledge gained from prior education and experiences to enter a profession that addresses the rehabilitation, health promotion and wellness needs of individuals across the life span. The availability of state-of-the-art simulated laboratory learning experiences as well as clinical interactions with independent community consultants augment the didactic component of our program. Northeastern's unique post baccalaureate DPT [PB-DPT] program includes the country's *only* DPT curriculum that is enhanced by our signature co-operative education program. Didactic and clinical studies are further enriched by opportunities to take advantage of several service learning options. Collaborative research with PT faculty across the various practice areas of the profession helps to round out our curriculum.

As a graduate of the Doctor of Physical Therapy program at Northeastern University, you will be well prepared to become a reflective, evidence-based practitioner who can respond to the changing rehabilitation needs of a complex world. On behalf of the faculty, staff and students of the Department of Physical Therapy, Movement & Rehabilitation Sciences, we extend a warm and sincere WELCOME!

We look forward to working with you throughout this new and exciting academic process.

Sincerely,

The Faculty of the Department of Physical Therapy, Movement, and Rehabilitation Sciences

Handbook Objectives/Intent

The ***PB-DPT Student Handbook*** describes the curriculum, requirements, policies and procedures for post baccalaureate DPT students at Northeastern University. Policies and regulations applying to all graduate programs are established by the University Graduate Council. This information is in the ***Northeastern University Graduate Catalog*** and is available online via the link below:

- <http://catalog.northeastern.edu/graduate/>

The ***PB-DPT Student Handbook*** addresses program-specific policies within the limits defined by the University. The policies contained in this Handbook are also consistent with, and extend, those stipulated by the ***Bouvé College of Health Sciences Graduate Policies and Regulations***, available here: <http://catalog.northeastern.edu/graduate/health-sciences/>

This **Handbook** does **not** include all the information you need to know about your program of study and the policies of the College or the University. It is not intended to duplicate other University publications that are accessible to all students. Therefore, this manual in conjunction with other published materials is designed to guide students through the clinical doctoral studies in Physical Therapy at Northeastern.

Students should consult the aforementioned resources as well as any other pertinent PT department manual or expectations [i.e. *The Essential Functions for Northeastern University Physical Therapy Students* <https://bouve.northeastern.edu/physical-therapy/programs/pbdpt/>] as well as course syllabi and manuals from cooperative and clinical education for general regulations, policies and procedures covering such matters as credit requirements, student responsibilities, code of conduct, academic and curricular life, faculty rights and responsibilities, personnel policies, benefits, and services. If any information contained in this booklet conflicts with the general University policy, then the University policy will prevail. The University and the Department reserves the right to change the information contained in this document.

It is the responsibility of the student to be familiar with the contents and all program policies and procedures to seek verification of any questions regarding the contents.

Mission, Vision & Core Values

Northeastern University Mission

To educate students for a life of fulfillment and accomplishment.
To create and translate knowledge to meet global and societal needs.

Vision

Northeastern University, a dynamic, highly networked research university with a global reach, is a world leader in experiential learning and a thought leader on the frontier of learning science. The university fosters excellence, creativity, and entrepreneurship throughout undergraduate, graduate, and professional programs in a diverse and inclusive community.

Essence of Northeastern

Integrative Experiential Education

Northeastern combines curricular and co-curricular programs with relevant professional experiences designed to develop students' broad knowledge, intellectual creativity, and analytical skills. This integrated experiential model prepares students to be active, impactful participants in our evolving society and economy—engaged global citizens and leaders, successful professionals, and self-directed lifelong learners. Northeastern's educational programs foster formal and informal knowledge-sharing networks that meet the learning needs of students at every stage throughout their lives.

New Knowledge through Foundational and Translational Research

Northeastern generates cutting-edge research, inspired by the world's grand challenges, that aligns with societal needs and our unique strengths. The university's research is based on strong disciplinary foundations and a commitment to interdisciplinary discovery, and engages societal partners from business, government, and the academy to integrate basic and use-inspired research with development and translation.

Entrepreneurship and Innovation

Northeastern empowers a network of students, faculty, and alumni who develop entrepreneurial and professional collaborations and innovative enterprises that advance knowledge and contribute meaningfully to society. We relentlessly innovate in our educational pedagogies and organizations to keep pace with our changing environment and the needs of our students and faculty.

A Diverse and Inclusive Community

Northeastern is a multicultural community situated in a dynamic urban setting in which students develop the cultural competencies and agility necessary to thrive in an interconnected world. Many of our students' most powerful learning opportunities occur through community engagement, in which they learn experientially about the importance of diversity and inclusion. Our educational programs foster civility and mutual respect by encouraging students to understand multiple, competing points of view.

A Global Perspective Grounded in Local Roots

Northeastern is focused on expanding our teaching and research around the world just as we are enriched by our deep roots in Boston and the innovative city it has become. Our local and global engagement comes from the same starting point—the belief that academic pursuits must be grounded in reality. This underlying ethos guides us as we extend our presence around the globe.

Commitment to Excellence with a Purpose

Northeastern is unyielding in the advancement of knowledge, the successful education of future generations, and the positive resolution of the challenges of our time.

Bouvé College Mission

To inspire/create the next generation of interprofessional healthcare leaders for the wellbeing of our global community.

Bouvé College Vision

Advancing health for all, from campus to community; from cells to society; from local engagement to global impact.

Department of Physical Therapy, Movement & Rehabilitation Sciences Mission & Vision

Mission: Our program's faculty enhance and extend student's learning of the physical therapy profession through experiential education, interdisciplinary collaboration, interprofessional education, research and global opportunities. We focus on inclusive education for excellence that is in alignment with Bouve College and Northeastern University's academic plan.

Vision: To advance the health and well-being of society through inclusive preparation of autonomous physical therapists that are innovative, diverse, open minded, and committed to equity for all populations we serve.

Department of Physical Therapy, Movement & Rehabilitation Sciences Department Goals

1. Advance to the top 20 ranked Graduate Doctor of Physical Therapy programs.
2. Develop the next generation of research and academic leaders through growth of undergraduate Masters, PhD and postgraduate involvement in human movement and rehab science
3. Advance academic, research and clinical impact through transformative partnerships across the local, national and global community
4. Enhance infrastructure to provide transformative educational and research opportunities for students, faculty and staff within the Department.
5. Advance contemporary, evidence based practice of physical therapy through experiential entry level and post-professional education.
6. To be distinguished within the Northeastern and global community as experts in the fields of physical therapy, human movement and rehabilitation sciences.
7. To implement inclusive and innovative measures that optimize learning and outcomes of all of our students

Commission on Accreditation in Physical Therapy Education [CAPTE] Goals & Outcomes:

GOALS:

Graduates of the DPT program are expected to:

- 1) Practice autonomously in a competent, caring, culturally sensitive, safe, ethical, legal, reflective, and professional manner.
- 2) Participate in the management of patient/family centered physical therapy service delivery using evidence based practice in the evolving health care environment.
- 3) Demonstrate professional and social responsibility by participating in prevention, health education and wellness initiatives locally, nationally and/or globally.
- 4) Demonstrate effective written, verbal, technological, and non-verbal communication skills in all professional settings.
- 5) Demonstrate leadership and advocacy skills.
- 6) Develop a commitment to professional development and lifelong learning.

STUDENT OUTCOMES:

Upon completion of the program graduates will:

- 1) Be clinically competent doctors of physical therapy who, guided by the APTA Core Values, excel in patient-client management and are culturally sensitive.
- 2) Exhibit professionalism, commitment to lifelong learning and the use of evidence based practice.

The Curriculum

The PB - DPT program is a full time 3-year 2-month curriculum which is composed of 8 semesters distributed as follows:

- ▶ 8 semesters of a combination of didactic and clinical education
- ▶ 6-months of co-operative education
- ▶ 3 clinical education rotations that are 8, 14 & 14 weeks long

In addition to the standard post-baccalaureate curriculum, there is the option to apply for a ***Sports, Strength & Conditioning concentration*** within the DPT curriculum. This concentration will prepare students of physical therapy to take the sports and conditioning certification examination and enhances the graduate's ability to work with athletes in various venues from gyms to the athletic field improving collaboration with multiple medical disciplines.

The Pediatric Physical Therapy Concentration will engage physical therapy students who wish to pursue an interest in pediatric physical therapy. The coursework and experiential learning opportunities, which are integrated in the DPT curriculum, will enhance the entry-level Physical Therapy (PT) graduate's ability to engage in interprofessional, family-centered services with children from infancy through young adulthood in a variety of settings.

Academic Advising

Academic advising for DPT students is conducted through the Bouvé Office of Student Services located in 120 Behrakis HealthSciences Center.

Website: <https://Bouvé.northeastern.edu/student-services/graduate-student-services/>

The role of the advisor is to assist students in understanding the program requirements, curriculum, and university and college policies and procedures. The advisor will encourage and guide the student as they define and develop academic goals. The advisor will also monitor the student's academic progression toward the successful completion of the Doctorate in Physical Therapy curriculum throughout.

The processes through which the aforementioned objectives are achieved include:

- **Individual Academic Advising:** Academic Advisors are available to meet with students on an as-needed basis to discuss issues related to, but not limited to: program scheduling, registration, progression, difficulties in a course, etc. Your Academic Advisor will have walk-in hours and appointment blocks available for you. You can view the advisor's availability through the Advisor Calendar tool in your my.northeastern.edu portal.
- **Academic advising** to graduate students is available through the Bouvé College Office of Student Services located in 120 Behrakis Health Sciences Center: (617) 373-3320: Bouvéstudentservices@northeastern.edu
- **International Students:**
 - International Students are encouraged to work closely with the Office of Graduate Student Services and the Office of Global Services to ensure that students have all required documentation and remain in compliance with their visa prior to beginning any work outside of the classroom. The Coop Advisors will approve Curricular Practical Training (CPT) authorization. The Graduate Student Services Advisors will approve CPT for clinical placements. Students must have documentation in place prior to the start of each clinical placement.
- **Graduate Clearance of PB3 Students:**
 - The Office of Graduate Student Services will run degree audits for each Post-Bacc Year 3 student to ensure PB3 students are aware of any outstanding coursework.
- **Grades/Grade Review Academic Affairs Committee (AAC)**
 - Academic Advisors will be in communication with faculty throughout the semester on an as-needed basis for student's progress within a class.
 - Academic Advisors receive a report of grades at the end of each academic term and review for any deficiencies.
- **Academic Affairs Committee (AAC)**
 - Petitions are initiated as needed by the advisor for a variety of issues such as, but not limited to, Leave of Absence, Directed Study, Academic Probation/Contract Plan, Professional Skills concerns or issues and Incomplete Clearance Plans.

- **Group Advising** takes the form of e-mail exchanges to each cohort for reminders regarding course registration and other pertinent issues class issues.
- **Individual student files** for each member within each cohort of PB-DPT graduating class are housed and maintained in an electronic file and notes system through the Office of Student Services.

Students are also provided a faculty advisor to assist in their professional development as a student and future physical therapist. Collectively the Director and Associate Director of DPT Graduate Affairs, **the Faculty Class Advisor** and the Academic Advisor through student services work with students for best success during their program.

Special Department Events

- **PB-DPT Orientation** - this program is held prior to the start of the initial semester of matriculation. During the orientation students are introduced to the PT faculty; meet upper class PB-DPT students; are familiarized with the curriculum; given an overview of important University calendar dates; provided with an overview of departmental policies & procedures; provided with an overview of student financial services, university health & counseling services, participate in a librarian led Snell Library orientation session & have the opportunity to engage in a Q & A session.
- **The White Coat Ceremony:** This is a special event that will occur during the first academic year when students are welcomed to curriculum and the Physical Therapy profession. During the ceremony, students receive a professional whitecoat and collectively take the “*Oath of the Physical Therapist.*”

Student Responsibilities

The Post Baccalaureate Physical Therapy program is a component of the Department of Physical Therapy Movement and Rehabilitation Sciences. As global citizens, we are dedicated to access, equity, and inclusion. We are committed to developing future health professionals who can advance diversity by providing culturally informed care to people across race, gender, sexuality, ethnicity, class, age, ability, and nationality. We support the acquisition of competencies that ready our students to recognize, broach, and interrupt discrimination in its many forms.

It is expected that all students conduct themselves in a professional and respectable manner throughout their tenure as members of the academic community in the process of pursuing the clinical doctoral degree in Physical Therapy. Each student is expected to be fully acquainted with both University and any specific College wide regulations and policies as noted in the Graduate Handbook and Bouvé Graduate Policies and Regulation handbooks cited under the Academic Standards section below. In addition, all students of Physical Therapy are to adhere to the department's "*The Essential Functions of Northeastern Physical Therapy Students*" as well as the "*Code of Ethics for Physical Therapist*" and the "*Physical Therapy Core Values*." (See Appendix.)

Academic Policies & Standards

All students are expected to be familiar with both the Northeastern University Graduate Catalog and Bouvé College Graduate student handbooks. The Physical Therapy Department adheres to all policies and regulations as described in the graduate student handbooks. The most current version of these policies and procedures can be found here: <http://catalog.northeastern.edu/graduate/health-sciences/academic-policies-procedures/>

Academic Integrity

- The Department adheres to the University policies and procedures related to academic integrity as outlined in the University and Bouvé College Student Handbooks
- The PT Faculty recognize that students are professional, ethical and demonstrate academic integrity in their commitment to learning. This means that each student creates their own work independently, or with collaborations with classmates and others as allowed. All materials or ideas that are taken from the work of others will be appropriately acknowledged and cited. Furthermore, students must not provide or take information from others during examinations.
- It is the student's responsibility to understand the definitions of plagiarism, cheating, fabrication, falsification and unauthorized collaboration, which can be found in the Northeastern University Student Handbook. The student can also refer to this document to familiarize themselves with the university policy and information about disciplinary action in cases of academic dishonesty: <http://www.northeastern.edu/osccr/academic-integrity-policy/>
- Refer to the Honor Code Agreement in the Appendix.

Title IX Policy

[Title IX of the Education Amendments of 1972](#) protects individuals from sex or gender-based discrimination, including discrimination based on gender identity, in educational programs and activities that receive federal financial assistance.

[Northeastern's Title IX Policy](#) prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

Faculty members are considered “responsible employees” at Northeastern University, meaning they are required to report all allegations of sex or gender-based discrimination to the Title IX Coordinator. In case of an emergency, please call 911.

If you or someone you know has been a survivor of a Prohibited Offense, *confidential* support and guidance can be found through **University Health and Counseling Services** staff (<http://www.northeastern.edu/uhrs>) and the **Center for Spiritual Dialogue and Service clergy members** (<http://www.northeastern.edu/spirituallife/>). By law, those employees are not required to report allegations of sex or gender-based discrimination to the University.

Alleged violations can be reported non-confidentially to the Title IX Coordinator within *The Office for Gender Equity and Compliance* at: titleix@northeastern.edu and/or through **NUPD** (Emergency 617.373.3333; Non-Emergency 617.373.2121). Reporting Prohibited Offenses to NUPD does **NOT** commit the victim/affected party to future legal action.

Detailed information is available regarding the Policy on Rights & Responsibilities Under Title IX [here](#).

Student Support

Student Wellness

As health professionals (or leaders, researchers, etc.) we do our best to maintain a healthy, balanced life. As a student however, you may experience a range of challenges including significant stress, difficult life events, mood changes, excessive worry, or problems with eating and/or sleeping. These can diminish your academic performance and/or reduce your ability to participate in daily activities. If you or anyone you know is struggling, we strongly encourage you to seek support. Northeastern University provides several services and resources to support the overall wellness of students

[University Health and Counseling Services](#)

[Find at Northeastern](#)

[We Care](#)

In emergency situations please contact [Northeastern University Police Department](#) at 617-373-3333

Accommodations for Students with Disabilities

Students who have previously had assistance or who have questions regarding how to move forward in obtaining assistance at Northeastern University should contact the [Disability Resource Center](#) (DRC).

The Bouvé College strives to meet the needs of diverse learners. Students who wish to be evaluated for disabilities should contact the DRC via the following contact information: Location: 20 Dodge Hall. Phone: (617) 373-2675. TTY: Contact DRC via Relay 711. Fax: (617) 373-7800. (Regular Hours. Monday–Thursday 8:00am–6:00pm For meetings after 6:00pm, please contact the office in advance). The DRC can provide learners with information and other assistance to help manage any challenges that may affect their performance in the coursework. The University requires that learners provide documentation of their disability to the DRC. Learners should meet with the course instructor for special accommodations to be arranged.

Northeastern University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no learner shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include but are not limited to, learning disabilities and hearing, sight or mobility impairments. Additional information about this service is available online at:

<http://www.northeastern.edu/drc/>.

Religious Observances

Any student who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement shall be provided with an opportunity to make up such examination, study, or work requirement that they may have missed because of such absence on any particular day provided. However, make-up examination or work shall not create an unreasonable burden upon the school. We welcome the opportunity to support your religious practices and students should make appropriate arrangements with the instructor in advance of the absence to create a plan for missed work.

Matriculation Requirements

Each student is admitted into a class that will progress as a cohort through the PB-DPT curriculum. Satisfactory completion of all courses in each semester, based on the academic standards listed below, must be achieved in order for the student to progress to subsequent semesters within the curriculum. A copy of the PB-DPT curriculum is available in the appendix of this Handbook.

Directed Study Courses

A student may not repeat or remediate a failed class through a directed study. Students who do not satisfactorily complete a course in-program are required to repeat the same professional course the next time the course is offered. Directed studies cannot replace a professional course or professional lab course. A student may enroll in a directed study only for purposes of furthering their learning on a specific content area, or as additional supplemental instruction as deemed appropriate by the faculty member and the Department of Physical Therapy, Movement and Rehabilitation Sciences' chairperson.

Grades

Minimum GPA Policy:

- Students must maintain a cumulative GPA of 3.00 or greater throughout their tenure in the PT program.

“C” Grade Policy:

- A grade of C (72.500-76.499) or better constitutes successful completion for each course of the PT curriculum. The grade of “C” or better is required for continued progression in the physical therapy program.

Failure to adhere to either or both of the above required policies will result in an academic decision being rendered such as academic probation or dismissal from the program, pending the circumstances, conditions and decision of the departments AAC should the student appeal the decision.

Grade Summary Table at the Graduate Level:

The PB-DPT program adheres to the policy of Bouvé College & is as follows:

- Grading policies are the same as given in the general university undergraduate handbook.
- As a rule, grades are assigned and/or changed only by the course instructor.
- Student academic performance in the BCHS is graded according to the following criteria:

A	(4.000)	95.500-100	Outstanding achievement
A-	(3.667)	89.500-92.499	.
B +	(3.333)	86.500-89.499	
B	(3.000)	82.500-86.499	Good achievement
B-	(2.667)	79.500-82.499	
C +	(2.333)	76.500-79.499	
C	(2.000)	72.500-76.499	Satisfactory achievement
C-	(1.667)	69.500-72.499	Unsatisfactory achievement
F	(0)	69.499 & lower	Failure
I	Incomplete	Coursework was not completed before the end of the semester.*	
IP	In Progress	Used for student coursework that extends beyond the grading period but will be completed before the end of the next semester. Completion contract not needed.	
L	Audit	Course was taken for no credit.	
S	Satisfactory	Pass/Fail basis (counts toward total degree requirements)	
U	Unsatisfactory	Pass/Fail basis	
W	Withdrawal	Course withdrawal	

*The IP grade is intended for courses that extend over several terms. The time restrictions on the incomplete grade do not apply to the IP grade. While the IP grade is left unchanged, it is not included in computing the grade-point average. If the IP grade is never changed, the course does not count toward graduation requirements.

Requirements

Cooperative Education Requirements (co-op)

- Prior to orientation students will be randomly assigned to either Division A (working in a cooperative education position from January-June) or Division B (working in a cooperative education position from July-December).
 - If a student has a major life event or extenuating circumstance that impacts their ability to work full-time during the assigned dates, they can appeal to the Academic Affairs Committee to change divisions and alter their assigned curricular path.
- Once assigned to a Division, students will follow the assigned curricular path until they have completed the program. If a student is unsuccessful in a class prior to their cooperative education experience, they will need to drop back into another cohort in order to successfully complete that course the following year. Students who drop back a year may be reassigned to a different division the following year at the discretion of Faculty and their Academic Advisor.
- The cooperative education experience must be completed in a physical therapy or physical therapy related setting under the supervision of a US licensed physical therapist. During the experience, online discussion is a required and an integral component to promote reflection and application of didactic material.
 - If students would like to appeal to do something different with their co-op (ie: Research or Global Co-op) they can appeal to the department's Academic Affairs Committee. The committee will consider factors such as amount of previous patient care experience, ability to complete the discussion board, amount of prior work experience, GPA, as well as the student's career goals.
- Students must receive a Successful grade for PT Coop Work Experience, PT6964, to progress in the curriculum. If students do not receive a Successful grade, they will drop back into another cohort in order to successfully complete that experience the following year. Students have an option to appeal to the Academic Affairs committee, should they choose. Please refer to the Department Progression Policy.

Integrated Clinical Experience Requirements

- As a part of cooperative education experiences, students will be completing an Integrated Clinical Experience (ICE). This experience will provide clinical experience integrated within the didactic portion of the DPT curriculum. Students will observe and/or participate in patient interview, examination, evaluation, intervention, communication and documentation skills previously learned in the classroom and cooperative educational experiences. Students will have the opportunity to increase their exposure and familiarity in a clinical setting and develop emerging competency in physical therapy skills. Students will demonstrate personal and professional growth and be able to identify learning needs for success on their future first full-time clinical experience.
- Students will participate in on-site clinical experiences under the supervision of a licensed Physical Therapist. Students will participate in a discussion board with their classmates and a DPT Core Faculty member.
- Clinical instructors (CIs) will assess competency for each of the learning objectives. To be Successful at the end of their ICE, learners must attain a rating of at least "emerging" in each area on the Integrated Clinical Experience Assessment Tool that demonstrates their emerging skills as appropriate for their level in the DPT program.

Program Progression

- In order to progress in the curriculum, all students must be successful in **both** their Integrated Clinical Education experience **and** their Cooperative Education Experience (PT Coop Work Experience, PT6964).
- If students are not successful in either aspect of this experience (ICE and/or Co-op), they will drop back into another cohort in order to successfully complete that experience the following year. Students have an option to appeal to the Academic Affairs committee, should they choose. Please refer to the Department Progression Policy.

Full Time Clinical Education Requirements

- All courses will be successfully completed prior to the beginning of Clinical Education
- A grade of “S” constitutes satisfactory completion in all Clinical Education courses
- Students must adhere to the clinical education policies & procedures detailed and available in the “Clinical Education Student Manual of the Physical Therapy Department” which will be provided for all PY 3 students enrolled in PT5226–PT Professional Seminar II.

Degree Requirements

- Only on students who have successfully completed all didactic, clinical education and co-operative education requirements of the PB-DPT curriculum, or its equivalent will be conferred The Doctor of Physical Therapy degree.

Licensure Requirements

- Students who have successfully completed all requirements for the Doctor of Physical Therapy degree are eligible to apply to sit for the Federation of State Boards of Physical Therapy (FSBPT) Licensure Examination.
- Students should contact the Board of Registration for Physical Therapy for the state in which they wish to be licensed and request the appropriate application materials needed upon completion of the program. More information about specific state licensure requirements can be found here: <https://www.fsbpt.org/free-resources/licensing-authorities-contact-information>

Academic Dismissal from Major

Students in the DPT program will be dismissed from their major for any of the following:

- Failure to earn a grade of C or better in a total of three professional courses, regardless of remediation. Within the Physical Therapy program, each specific professional course (with separate registration number) will be counted as a separate failure even if content is related. This is regardless of the student having successfully met the terms of the probationary contracts outlined for the first two course failures.
- Failure to remediate a prior deficiency outlined within the probation contract within the agreed-upon time frame.
- Failure to earn the minimum required grade (C) in the same course twice.
- Students must maintain an overall GPA of 3.00 or higher during the Doctor of Physical Therapy curriculum. Students will be dismissed if they are not eligible for a probationary status.
- Physical therapy students will be permitted only two (2) changes in year of Doctor of Physical Therapy graduation. Any additional changes to year of graduation will result in the student being dismissed from the program.
- In order to promote professional skills in the classroom, local and global communities and clinical settings, the Physical Therapy Program requires the demonstration of professional behaviors in accordance with the professional behaviors policy provided in the handbook (refer to previous link). Breach of adherence to these standards may result in dismissal from the program.

Professional Skills Procedures

In order to promote professional skills in the classroom, local and global communities and clinical settings, the Physical Therapy Program requires the demonstration of professional behaviors in accordance with the professional behaviors policy. The purpose of professional behavior procedures is to help remediate students who have been identified as having professional behavior issues in an academic, cooperative or clinical education setting. Professional skills standards are outlined in the appendix of this student handbook and may include but are not limited to the Professional Behaviors Guidelines, Dress Code Guidelines, [APTA Code of Ethics for the Physical Therapist](#) and/or the [APTA Guide for Professional Conduct](#).

1. Any faculty member who has a concern about a student's professional behavior will arrange to meet with the student to discuss the issue. If the faculty member has met with the student and there is satisfactory resolution of the unprofessional conduct, only a form for tracking purposes is needed.
2. The tracking form shall be kept on record in order to track these students while they are in the program
3. A request for committee reviews as indicated on the tracking form must occur under the following conditions:
 - a. A faculty member has attempted to correct the behavior and it has not been corrected after meeting with the student and taking initial steps to improve the identified professional behavior issues.
 - b. The incident is egregious (i.e. yelling at a faculty member).
 - c. A second breach of professional standards has occurred.
4. Full Review Process:
 - a. The Chairperson of the PTMRS AAC will send a letter to students about whom concerns have been raised and instruct each student to complete a Self-Assessment of Professional Behaviors. A meeting date will be set to discuss the concern. If the Committee finds there is sufficient evidence to support a violation of the professional standards previously defined, one will be noted in the student's record.
 - b. The AAC will develop an appropriate remediation plan in collaboration with the student and appropriate faculty.
 - c. Depending on the situation, students may have the opportunity to improve professional behaviors.
 - d. Any of the following may result in a dismissal from the program:
 - i. A third breach of professional standards
 - ii. A second offense of the same professional standard
 - iii. An egregious breach of a professional standard as outlined in the student manual and/or behaviors that may include but are not limited to violation of the APTA Code of Ethics for the Physical Therapist and/or the APTA Guide for Professional Conduct
5. If a student believes they have been erroneously, capriciously or otherwise unfairly treated in the process or decision, they may appeal decisions made by the PTMRS AAC to the chair of PTMRS.
6. If the student has been suspected of cheating or in any way violating the Academic Code of Conduct, the faculty member should complete the tracking form, as well as follow the steps outlined by the Office of Student Conduct & Conflict Resolution (OSCCR).
7. Any concern regarding student's professional behavior will be brought to the attention of the faculty as appropriate at the faculty meeting.

Appeals Process

Students may request, through their Bouvé academic advisor, an appeal to the chairperson of the Department's Academic Affairs Committee to meet with the committee for an exception to the Academic Progression and Probation Policy of the Doctor of Physical Therapy (DPT) Program (Appendix pg. 13) due to extenuating or capricious circumstances as provided in the student's respective handbook. Please reference the Bouvé Graduate Handbook for the procedure.

Other Complaints

Individuals who have a legitimate relationship to the program, including prospective and enrolled students, clinical education sites, employers of graduates, or the general public, may file a complaint about the program that is not subject to other university policies with the chairperson of the Department's Academic Affairs committee. The chairperson will also handle complaints filed through the University President's office, Dean's office, Office of Student Services and/or through clinical education faculty.

The chairperson will address all complaints, investigate the concern, propose a resolution and inform all parties involved. If the complaint is not resolved with the chairperson, the complaint may be sent to the Dean of Bouvé College. A record of all complaints and any and all actions taken, if applicable, will be held on file in the Physical Therapy Department.

~APPENDIX~

NOTE: The most current versions of all petitions in the following pages may be found online at the Registrar's or Bouvé College websites.

The Northeastern University 2022-23 Graduate Catalog is available online at <http://catalog.northeastern.edu/graduate/>

A bound, printed copy of the current Northeastern University Graduate Catalog may be purchased from NU Reprographics. Please email nucopycenter@neu.edu for details.

Note: This catalog does not contain course descriptions.

Section 1: General Information

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23																											
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Summer II - 8 Weeks	Fall - 15 Weeks															Spring - 15 Weeks			Summer I - 8 Weeks		Summer II - 8 Weeks		Fall - 15 Weeks																						
PT 6330 Functional Anatomy 1	PT 6340 Functional Anatomy II															PT 6964 Co-Op Work Experience															PT 6964 Co-Op Work Experience														
PT 6331 Lab for PT 6330	PT 6341 Lab for PT 6340															PT 5140 Pathology															PT 5138 Neuroscience		PT 5140 Pathology		PT 5138 Neuroscience										
PT 5101 Foundations of PT	PT 6350 Foundation of PT Exam & Therapeutic Activities															PT 5141 Lab for PT 5140															PT 5139 Lab for PT 5138		PT 5141 Lab for PT 5140		PT 5139 Lab for PT 5138										
PT 5102 Foundations of PT Lab	PT 6351 Lab for PT 6350															PT 5103 CVP															PT 5150 MCCL		PT 5103 CVP		PT 5150 MCCL										
5160 Psychosocial Aspect of Health	PT 6510 EBP & Research Design															PT 5104 Lab for PT 5104															PT 5151 Lab for PT 5150		PT 5104 Lab for PT 5104		PT 5151 Lab for PT 5150										
	PT 5111 Prof Dev. For Bouve Graduate Co-Op															PT 5500 Pharmacology															PT 5500 Pharmacology		PT 5500 Pharmacology		PT 6511 Research & Stats in PT										
	PT 5515 Integumentary Systems															PT 6511 Research & Stats in PT															PT 6240 Admin & Management		PT 6240 Admin & Management		PT 6240 Admin & Management										
	PT 5516 Lab for PT 5515															PT 6240 Admin & Management															PT 6243 Health Ed. Promotion & Wellness		PT 6243 Health Ed. Promotion & Wellness		PT 6243 Health Ed. Promotion & Wellness										
	PT 6245 Seminar for PT 6243															PT 6245 Seminar for PT 6243															PT 6245 Seminar for PT 6243		PT 6245 Seminar for PT 6243		PT 6245 Seminar for PT 6243										

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Spring - 15 Weeks	Summer I - 12 Weeks			Fall - 15 Weeks			Spring - 15 Weeks			Summer I - 8 Weeks		Summer II - 8 Weeks			GRADUATION									
PT 6512 DPT Capstone 2	PT 6405 Musculoskeletal Mgmt. 2												PT 6441 Clinical Education 1			PT 6221 Neuro Rehab 2			PT 6442 Clinical Education 2			PT 6442 Clinical Education 2		
PT 5203 Neuro Rehab 1	PT 6406 MSK Mgmt. Lab 2												PT 6222 Neuro Rehab Lab 2			PT 6505 MSK 3			PT 6251 Diagnostic Imaging (online)			PT 6251 Diagnostic Imaging (online)		
PT 5210 Neuro Rehab Lab 1	PT 6550 Pediatric Aspects of Lifespan												PT 6506 MSK Lab 3			PT 6600 Special Topics			PT 6513 DPT Capstone 2			PT 6513 DPT Capstone 2		
PT 6305 Musculoskeletal Mgmt. 1	PT 6555 Geriatric Aspects of Lifespan												PT 6250 Clinical Integration 2			PT 6250 Clinical Integration 2			PT 6250 Clinical Integration 2			PT 6250 Clinical Integration 2		
PT 6306 Musculoskeletal Mgmt. Lab 1	PT 5226 PT Prof Seminar 2												PT 6250 Clinical Integration 2			PT 6250 Clinical Integration 2			PT 6250 Clinical Integration 2			PT 6250 Clinical Integration 2		
PT 5540 Clinical Integration 1	PT 6521 Lab for PT 6520												PT 6521 Lab for PT 6520			PT 6521 Lab for PT 6520			PT 6521 Lab for PT 6520			PT 6521 Lab for PT 6520		
PT 6520 Prosthetic Management	PT 6521 Lab for PT 6520												PT 6521 Lab for PT 6520			PT 6521 Lab for PT 6520			PT 6521 Lab for PT 6520			PT 6521 Lab for PT 6520		
PT 6521 Lab for PT 6520	PT 6521 Lab for PT 6520												PT 6521 Lab for PT 6520			PT 6521 Lab for PT 6520			PT 6521 Lab for PT 6520			PT 6521 Lab for PT 6520		

Northeastern University Honor Code

On my honor, I pledge to uphold the values of honesty, integrity, and respect that are expected of me as a Northeastern student.

Bouvé College of Health Sciences Academic and Professional Conduct: In accordance with the expectations for student behavior outlined in the Code of Student Conduct, the Bouvé College of Health Sciences expects all students to be responsible individuals with high standards of academic integrity. The College will not condone academic dishonesty in any form, nor will it tolerate violations of research or professional ethics within the academic community.

Physical Therapy, Movement, & Rehabilitation Sciences (PTMRS): Basic Assumptions and Expectations for On-Line Learning and Assessments among DPT students: Your faculty will make a basic assumption about your on-line learning and assessments. We believe that you are all adult learners, with great motivation to model the professionalism expected of future leaders in healthcare who uphold the ethical standards of the American Physical Therapy Association (APTA).

Please initial each below:

Obligation to Uphold Academic Integrity: I will adhere to the Northeastern University Honor Code that applies to all aspects of the university including remote and online learning.

Engagement: I will remain actively engaged in all formats including remote/online learning

Cheating: I will complete all assessments (e.g., tests, quizzes, etc.) independently unless specifically instructed by my faculty otherwise without referring to any notes, class handouts, textbooks, other electronic devices or on-line resources

Unauthorized Collaboration: I will complete all work on an individual basis without assistance from peers in order to accurately reflect the knowledge and judgement needed for safe clinical practice and to be successful on the PT licensure examination.

Participation in Academic Dishonest Activities: I will not take or share course content including but not limited to taking pictures/screen shots/video of the screen, writing anything down or recreating any academic, instructional or assessment materials. , without specific permission of the instructor.

If a faculty member has identified that you have violated the academic integrity policy in any way, a referral will be made to the Office of Student Conduct, Conflict and Resolution (OSCCR) and to the PTMRS Department Academic Affairs Committee (AAC).

Please visit the link below for full details on the University Academic Integrity Policy:

<http://www.northeastern.edu/osccr/academic-integrity-policy/>

I attest that I have read the above department and university policies and agree to adhere to these policies through my tenure as a student. Please Sign and Date below.

(Name printed)

(Name signed)

(Date)

General Information

Technology

Northeastern University has two important online services that you will use as a student.

- **MyNortheastern** can be accessed from <https://my.northeastern.edu>

MyNortheastern provides Internet and Intranet services including e-mail, personal calendars, event calendars, groups, etc. Your MyNEU e-mail account is the official communication tool between you and the University. It is your responsibility to check your e-mail for information from your program and from the university. Your LOGIN is your NEU username (LastName.FirstNameInitial for example: Smith. J). You can look up your username from the MyNortheastern homepage.

Any questions? Please visit the Info Commons in Snell Library, e-mail help@northeastern.edu or phone 617-373-4357 (HELP).

INTRODUCING CANVAS

All courses will be in Canvas Learning Management System[LMS]:
<http://canvas.northeastern.edu>

For complete information, tutorials, system requirements, and help for these services as well as other technology related services, please click use this link <http://www.northeastern.edu/info/services/>.

Evaluation of Courses, Instructors, and Program

Students evaluate all instructors and courses via the Teacher Rating and Course Evaluation [TRACE](#). The purpose of the evaluation is to provide constructive feedback to an instructor in areas in which a person does particularly well or in areas in which improvement is possible. These evaluations are used as part of an instructor's annual performance appraisal and/or the University's reappointment, promotion, and tenure process.

At the completion of the program, students will be asked to complete a Comprehensive Program Survey, which evaluates all aspects of the DPT program.

Financial Aid

Students who need information concerning grants, loans, and scholarships should consult the Financial Aid Office. All correspondence should be sent to:

Student Financial Services
354 Richards Hall
Graduate Phone: 617.373.5899
Fax: 617.373.8735
E-mail: sfs@northeastern.edu

ESSENTIAL FUNCTIONS FOR NORTHEASTERN UNIVERSITY PHYSICAL THERAPY STUDENTS

The Doctoral Program in Physical Therapy (DPT) at Northeastern University is a challenging and intense program, which places specific demands on a student enrolled in the program. The academic rigor of the program closely corresponds to intellectual and physical demands that a graduate will encounter as a practicing physical therapist.

Northeastern's DPT program is designed to prepare students to enter the physical therapy profession as a generalist with the skills, knowledge, and ability to successfully perform all the required functions of an entry-level physical therapist.

Essential functions are the aptitudes and abilities required of physical therapist students to successfully complete the curriculum of the DPT program, and to perform the clinical skills of a physical therapist consistent with Patient/Client Management as detailed in the *Guide to Physical Therapy Practice*.

The purpose of this document is to delineate the essential functions that are fundamental to the DPT program. Upon admission, students must be able to perform each of the essential functions outlined below during classroom, laboratory, and experiential education learning activities [including but not limited to: participation in one-on-one interactions, small group discussion and presentation, large group lectures, service learning, and patient encounters] in both academic, community, and clinical settings.

Students are also required to demonstrate good judgment, responsibility, integrity, sensitivity, and compassion, while simultaneously being able to accurately synthesize and apply knowledge in a timely and safe manner.

Students are required to perform the following essential functions of the DPT program:

Communication Functions

1. Read, understand, and communicate information in written and spoken formats using the English language.
2. Interpret and respond to the verbal, non-verbal, and written communications of others in an appropriate, professional manner.

Affective Functions

1. Establish, value, and continue to develop professional, respectful, empathetic relationships with individuals from all lifestyles, cultures, ages, socioeconomic backgrounds, and abilities.
2. Develop, value, and maintain effective working relationships with faculty, students, professional colleagues, peers, patients/clients, families, and the general public.
3. Meet externally imposed deadlines and time requirements.
4. React effectively in challenging situations with use of appropriate resources.
5. Demonstrate an ability to function effectively in complex, highly stimulating environments.
6. Demonstrate responsibility for self-directed assessment, reflection, and professional growth.
7. Demonstrate core values of honesty, integrity, and accountability for the consequences of one's own actions.
8. Demonstrate ethical behavior, proper judgement, and decision making skills.

Psychomotor Functions

1. Possess physical strength, stamina, balance, movement, hand-eye coordination, and dexterity required to perform patient care tasks in a manner that does not compromise the safety of self or others.
2. Perform intermittent physical activity of the whole body throughout an eight to twelve-hour period.
3. Engage in complex, coordinated movements needed during a variety of activities including skills lab practice; manual techniques, patient examination, intervention, and guarding.
4. Utilize auditory, visual, and tactile senses to receive information from written, spoken, and non-verbal communication mechanisms; observation of human structures; postures and movements; and equipment and or technology.
5. Quickly and appropriately react to sudden or unexpected events or movements of others.

Professional Behaviors Guidelines

	Beginning:	Intermediate:	Advanced Intermediate:	Entry Level:
Communication	<ul style="list-style-type: none"> ❑ Demonstrates understanding of the English language both verbal and written ❑ Recognizes impact of verbal and non-verbal communication in self and others ❑ Utilizes electronic communication and social media appropriately ❑ Effectively articulates ideas ❑ Maintains two-way communication without defensiveness ❑ Demonstrates active listening skills 	<ul style="list-style-type: none"> ❑ Utilizes and modifies all forms of communication to meet the needs of different audiences ❑ Restates, reflects and clarifies message(s) ❑ Communicates collaboratively in an effective manner 	<ul style="list-style-type: none"> ❑ Collects necessary information from all pertinent individuals ❑ Utilizes communication technology effectively and efficiently ❑ Presents persuasive and explanatory communication with logical organization and sequencing 	<ul style="list-style-type: none"> ❑ Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups ❑ Maintains open and constructive communication ❑ Mediates conflict
Problem Solving	<ul style="list-style-type: none"> ❑ Recognizes problems and states them clearly ❑ Identifies resources (including technology) needed to develop solutions ❑ Identifies possible solutions and probable outcomes ❑ Recognizes holes in knowledge base and raises relevant questions 	<ul style="list-style-type: none"> ❑ Prioritizes problems ❑ Identifies contributors to problems ❑ Consults with others to clarify problems and seek appropriate input or guidance ❑ Prioritizes resources (analysis and critique of resources) ❑ Considers consequences of possible solutions 	<ul style="list-style-type: none"> ❑ Accepts responsibility for implementing solutions ❑ Evaluates outcomes ❑ Identifies appropriate strategies and determines effectiveness of applied solutions efficiently ❑ Justifies solutions selected 	<ul style="list-style-type: none"> ❑ Independently locates, prioritizes and uses resources to solve problems ❑ Implements solutions ❑ Modifies solutions based on the outcome ❑ Infers applicability of solutions across populations

	Beginning:	Intermediate:	Advanced Intermediate:	Entry Level:
Interpersonal skills	<ul style="list-style-type: none"> <input type="checkbox"/> Maintains professional demeanor in all interactions <input type="checkbox"/> Demonstrates interest in individuals <input type="checkbox"/> Communicates with others in a respectful and confident manner <input type="checkbox"/> Maintains confidentiality in all interactions 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes trust <input type="checkbox"/> Seeks to gain input and respects the role of others <input type="checkbox"/> Respects differences in personality, lifestyle and learning styles during interactions with all persons <input type="checkbox"/> Recognizes the emotions and bias that one brings to all professional interactions 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflects back to original concern to determine course of action <input type="checkbox"/> Demonstrates ability to build partnerships <input type="checkbox"/> Modifies own behaviors based on emotional responses during interactions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Responds effectively to unexpected situations <input type="checkbox"/> Applies conflict management strategies when dealing with challenging interactions
Responsibility	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates punctuality <input type="checkbox"/> Assumes responsibility for actions <input type="checkbox"/> Follows through on commitments <input type="checkbox"/> Abides by all policies of academic program and clinical facility 	<ul style="list-style-type: none"> <input type="checkbox"/> Completes projects without prompting <input type="checkbox"/> Performs accurate self-assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates accountability for all decisions and behaviors in academic and clinical settings <input type="checkbox"/> Exhibits openness to contradictory ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> Delegates tasks as needed

	Beginning:	Intermediate:	Advanced Intermediate:	Entry Level:
Professionalism	<ul style="list-style-type: none"> □ Abides by all aspects of the academic program honor code and the APTA Code of Ethics □ Demonstrates awareness of state licensure regulations Projects professional image □ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers 	<ul style="list-style-type: none"> □ Identifies positive professional role models □ Acts on moral commitment during all academic and clinical activities □ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making 	<ul style="list-style-type: none"> □ Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices 	<ul style="list-style-type: none"> □ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary □ Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development Discusses role of physical therapy within the healthcare system and in population health □ Demonstrates leadership in collaboration with both individuals and groups
Use of Constructive Feedback	<p>Actively seeks feedback from appropriate sources Demonstrates receptive behavior and positive attitude toward feedback Provides constructive and timely feedback in a respectful and positive manner to others</p>	<p>Responds effectively to and incorporates constructive feedback into behaviors Utilizes feedback when establishing professional and patient related goals</p>	<ul style="list-style-type: none"> □ Uses multiple approaches when responding to feedback □ Reconciles differences with sensitivity 	<p>Engages in non-judgmental, constructive problem-solving discussions Acts as conduit for feedback between multiple sources Seeks feedback from a variety of sources Utilizes feedback when analyzing and updating professional goals</p>

	Beginning:	Intermediate:	Advanced Intermediate:	Entry Level:
Time Management	<ul style="list-style-type: none"> □ Comes prepared for the day's activities & responsibilities □ Verbalizes expectations and identifies barriers to meeting expectations □ Manages time and resources to meet expectations 	<ul style="list-style-type: none"> □ Recognizes own resource contributions □ Shares knowledge and collaborates with peers □ Discusses and implements strategies for meeting expectations □ Self-identifies and initiates learning opportunities during unscheduled time 	<ul style="list-style-type: none"> □ Identifies need for and seeks assistance from appropriate sources □ Adjusts plans, schedule etc. as needs and circumstances dictate 	<ul style="list-style-type: none"> □ Collaborates with members of the team to maximize the impact of treatment available □ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
Commitment to learning	<ul style="list-style-type: none"> □ Prioritizes information needs □ Analyzes and subdivides large questions into components □ Identifies own learning needs based on previous experiences □ Welcomes and/or seeks new learning opportunities □ Seeks out professional literature 	<ul style="list-style-type: none"> □ Researches and studies areas where own knowledge base is lacking in order to augment learning and practice □ Applies new information and re-evaluates performance □ Accepts that there may be more than one answer to a problem 	<ul style="list-style-type: none"> □ Formulates and re-evaluates position based on available evidence □ Modifies programs and treatments based on newly-learned skills and considerations □ Reads articles critically and understands limits of application to professional practice 	<ul style="list-style-type: none"> □ Demonstrates confidence in sharing new knowledge with all staff levels □ Respectfully questions conventional wisdom □ Consults with other health professionals and physical therapists for treatment ideas

Dress Code Guidelines

DPT students are expected to dress in a professional manner when representing Northeastern University's Department of Physical Therapy, Movement and Rehabilitation Sciences. This is to include cooperative education experiences, clinical placements, and professional meetings held outside of NEU as well as in the classroom when there are guest lecturers or patients present. Your personal appearance can influence patient trust and expectations regarding quality of care and is the first representation of our profession to the outside world.

Labs:

- Appropriate lab attire as described in your syllabus should be worn at all times.
- Lab coats and appropriate clinical attire should be worn for lab practical exams and when requested by your course instructors.

Clinical Faculty/Guest Lecturers/Visitors

- Northeastern University nametags should be worn at all times.
- Students should dress in a neat professional manner and students should determine the facility specific dress code prior to the first day of co-op or clinical. If unsure, a polo or button down shirt and pants would be appropriate.
- Students are asked to refrain from the use of colognes or scented cosmetics, as patients may be sensitive to fragrances.
- White coats should be worn if appropriate for the clinical setting or visitors
- Dress should be appropriate for consideration of infection control and patient safety
 - Hair neat, clean and pulled back so hair does not come in contact with patients.
 - Nails should be clean and well groomed (not more than ¼ beyond the fingertip).
 - Jewelry which might interfere with patient safety or effectiveness is prohibited.
- No jeans, shorts or yoga pants should be worn.
- No revealing clothing or clothing with inappropriate language or pictures should be worn.
- Appropriate footwear would include clean shoes with a closed toe, no heels. Tennis shoes are acceptable in some clinics.
- No hats.

Code of Ethics for the Physical Therapist

HOD S06-20-28-25 [Amended HOD S06-19-47-67; HOD S06-09-07-12; HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]

Preamble

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

The purposes of this Code of Ethics are to:

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

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive. The APTA Guide for Professional Conduct and Core Values for the Physical Therapist and Physical Therapist Assistant provide additional guidance.

This Code of Ethics describes the desired behavior of physical therapists in their multiple roles (eg, management of patients and clients, consultation, education, research, and administration), addresses multiple aspects of ethical action (individual, organizational, and societal), and reflects the core values of the physical therapist (accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility). Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles

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

(Core Values: Compassion and Caring, Integrity)

- 1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

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

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

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

- 2B. Physical therapists shall provide physical therapist services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.
- 2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapist care or participation in clinical research.
- 2D. Physical therapists shall collaborate with patients and clients to empower them in decisions about their health care.
- 2E. Physical therapists shall protect confidential patient and client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

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

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

- 3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's or client's best interest in all practice settings.
- 3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient and client values.
- 3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.
- 3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.
- 3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

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

(Core Value: Integrity)

- 4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients/clients, students, supervisees, research participants, or employees).
- 4C. Physical therapists shall not engage in any sexual relationship with any of their patients and clients, supervisees, or students.
- 4D. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.
- 4E. Physical therapists shall discourage misconduct by physical therapists, physical therapist assistants, and other health care professionals and, when appropriate, report illegal or unethical acts, including verbal, physical, emotional, or sexual harassment, to an appropriate authority with jurisdiction over the conduct.
- 4F. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

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

(Core Values: Accountability, Duty, Social Responsibility)

- 5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.
- 5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.
- 5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient or client continues to need physical therapist services.

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

(Core Value: Excellence)

- 6A. Physical therapists shall achieve and maintain professional competence.
- 6B. Physical therapists shall take responsibility for their professional development based on critical selfassessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.
- 6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.
- 6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

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

(Core Values: Integrity, Accountability)

- 7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.
- 7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.
- 7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.
- 7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients and clients.
- 7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapist services accurately reflect the nature and extent of the services provided.
- 7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients and clients.

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

(Core Value: Social Responsibility)

- 8A. Physical therapists shall provide pro bono physical therapist services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
- 8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.
- 8C. Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or under- utilization of physical therapist services.
- 8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Explanation of Reference Numbers:

HOD P00-00-00-00 stands for House of Delegates/month/year/page/vote in the House of Delegates minutes; the "P" indicates that it is a position (see below). For example, HOD P06-17-05-04 means that this position can be found in the June 2017 House of Delegates minutes on Page 5 and that it was Vote 4.

P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure

Last Updated: 8/12/2020

Contact: nationalgovernance@apta.org

Core Values for the Physical Therapist and Physical Therapist Assistant

HOD P09-21-21-09 [Amended: HOD P06-19-48-55; HOD P06-18-25-33; Initial HOD P0507-19-19]
[Previously Titled: Core Values: for the Physical Therapist] [Position]

The core values guide the behaviors of physical therapists and physical therapist assistants to provide the highest quality of physical therapist services. These values imbue the scope of physical therapist and physical therapist assistant activities. The core values retain the physical therapist as the person ultimately responsible for providing safe, accessible, cost-effective, and evidence-based services; and the physical therapist assistant as the only individual who assists the physical therapist in practice, working under the direction and supervision of the physical therapist. The core values are defined as follows:

1. **Accountability**

Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist and physical therapist assistant including self-regulation and other behaviors that positively influence patient and client outcomes, the profession, and the health needs of society.

2. **Altruism**

Altruism is the primary regard for or devotion to the interest of patients and clients, thus assuming the responsibility of placing the needs of patients and clients ahead of the physical therapist's or physical therapist assistant's self-interest.

3. **Collaboration**

Collaboration is working together with patients and clients, families, communities, and professionals in health and other fields to achieve shared goals. Collaboration within the physical therapist-physical therapist assistant team is working together, within each partner's respective role, to achieve optimal physical therapist services and outcomes for patients and clients.

4. **Compassion and Caring**

Compassion is the desire to identify with or sense something of another's experience, a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.

5. **Duty**

Duty is the commitment to meeting one's obligations to provide effective physical therapist services to patients and clients, to serve the profession, and to positively influence the health of society.

6. **Excellence**

Excellence in the provision of physical therapist services occurs when the physical therapist and physical therapist assistant consistently use current knowledge and skills while understanding personal limits, integrate the patient or client perspective, embrace advancement, and challenge mediocrity.

7. **Inclusion**

Inclusion occurs when the physical therapist and physical therapist assistant create a welcoming and equitable environment for all. Physical therapists and physical therapist assistants are inclusive when they commit to providing a safe space, elevating diverse and minority voices, acknowledging personal biases that may impact patient care, and taking a position of anti-discrimination.

8. Integrity

Integrity is steadfast adherence to high ethical principles or standards, being truthful, ensuring fairness, following through on commitments, and verbalizing to others the rationale for actions.

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9. Social Responsibility

Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

Explanation of Reference Numbers:

HOD P00-00-00-00 stands for House of Delegates/**month/year/page/vote** in the House of Delegates minutes; the "P" indicates that it is a position (see below). For example, HOD P06-17-05-04 means that this position can be found in the June 2017 House of Delegates minutes on Page 5 and that it was Vote 4.

P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure

Last Updated: 12/14/2021

Contact: governancehouse@apta.org



Northeastern University

Bouvé College of Health Sciences

Department of Physical Therapy, Movement and Rehabilitation Sciences

Date: April 16, 2020

To: Bouvé Faculty, Staff and Students

Re: Physical Therapist Student Terminology (Graduate Entry)

The Department of Physical Therapy and Movement & Rehabilitation Sciences has decided to adopt the following academic terminology to be used when referring to students within our program. Adoption of this terminology will provide alignment with the terminology used by the Accreditation Council for Physical Therapy Education and most professional organizations/associations and other U.S. colleges/schools of Physical Therapy.

Northeastern University Terminology	Physical Therapy Terminology	
First Year Student	Professional Year 1 – PB1 Student	While Northeastern University may refer to the students by year (i.e., third-year, fourth-year, etc.), we strongly encourage students to refer to themselves using the respective professional year (PY1, PY2, etc.) when interacting with individuals in other physical therapy programs and national organizations.
Second Year Student	Professional Year 2 – PB2 Student	
Third Year Student	Professional Year 3 – PB3 Student	

Northeastern University’s policy on academic terminology states “Avoid referring to current students using alumni construction of college designation and year of graduation” (e.g., PT’2023). In addition, the Physical Therapy Department recommends that students use the following designation, ‘**Physical Therapist Student**’, as their title in signature lines on emails, presentations, or professional documents. You may, if you wish, denote your anticipated year of graduation, but it is not necessary to do so until you are close to graduation and seeking employment or post-graduate residencies/fellowships or graduate school.

In accordance with the university’s policy and the Department of Physical Therapy, Movement and Rehabilitation Sciences recommendations, the following terminology should **not** be used:

- DPT Candidate
- DPT Candidate, Class of 2014
- Doctor of Physical Therapy Candidate
- DPT ‘14
- DPT Candidate ‘14
- PT ‘14

Accepted terminology to be used by students, faculty and staff when referring to students:

- **Physical Therapist Student** (always appropriate)
- **SPT**



Northeastern University

Bouvé College of Health Sciences
School of Health Professions

Physical Therapy Cooperative Education Program Co-Op Competencies

Within the Commonwealth of Massachusetts, based on State Regulation, the services performed by the **cooperative education student*** during the work experience are commensurate with their level of education and training and must be performed under the **direct supervision of a physical therapist**. Direct supervision is defined as a process by which a supervisor is on the premises and available to provide supervision in the form of aid, direction, and instruction when procedures or activities are performed.

****If the co-op student is not a DPT student, they may only perform the duties of a PT Aide.***

See PT Aide Description included in Massachusetts regulation 259 CMR 5.00, which can be found at:

<http://www.mass.gov/ocabr/licensee/dpl-boards/ah/regulations/rules-and-regulations/>

Professional DPT Co-op:**

***** The Professional DPT co-op occurs during the 2nd year of the DPT program at which point students have completed Foundations of Physical Therapy, PT5101/PT5102, Foundations of PT Exam and Therapeutic Activities, PT 6350/PT6351 and PT skill level courses that have prepared them to practice the skills identified below.***

1. Participate as a member of the interprofessional health care team based on state and regulatory practice acts.
2. Distinguish and describe the roles of physical therapists and other members of the health care team.
3. Demonstrate appropriate professional behaviors, communication and clinical skills commensurate with educational level of student with all members of the health care team.
4. Take vital signs and respond appropriately to findings.
5. Synthesize information regarding health status and respond appropriately.
6. Demonstrate proficiency in the performance of active, passive, isometric, and strengthening exercises under the direction and supervision of a licensed physical therapist.
7. Identify the possible complications of bedrest and demonstrate appropriate techniques for prevention and intervention.
8. Perform safe transfers and demonstrate correct body mechanics with all activities.
9. Define and use appropriate medical terminology during verbal and written communication, and document patient treatments in the Guide to Physical Therapist Practice Format as utilized by a specific facility and as allowed by the state practice acts and the third party payers.
10. Measure patients for an assistive ambulation device and demonstrate skill in ambulation instruction.
11. Demonstrate appropriate knowledge of infection control techniques and adhere to OSHA regulations to minimize exposure to blood borne pathogens.
12. Utilize appropriate safety procedures needed when working with patients with cognitive, sensory, perceptual deficits and medical precautions and adapt interactions.

13. Recognize ethical issues and situations that require the student to problem solve and respond appropriately by informing the direct supervisor at the site. If this report does not result in appropriate action, the student must report the situation to the NU Co-op Coordinator.
 14. Understand patient's rights and advanced directives.
 15. Adhere to HIPAA regulations.
 16. Interact with patients in a manner that identifies and respects individual and cultural differences.
 17. Perform basic soft tissue mobilization techniques.
 18. Safely use the following modalities: Ultrasound, Electrical Stimulation, Biofeedback, Hydrotherapy, Hydrocollator Packs, and Cryotherapy.
-

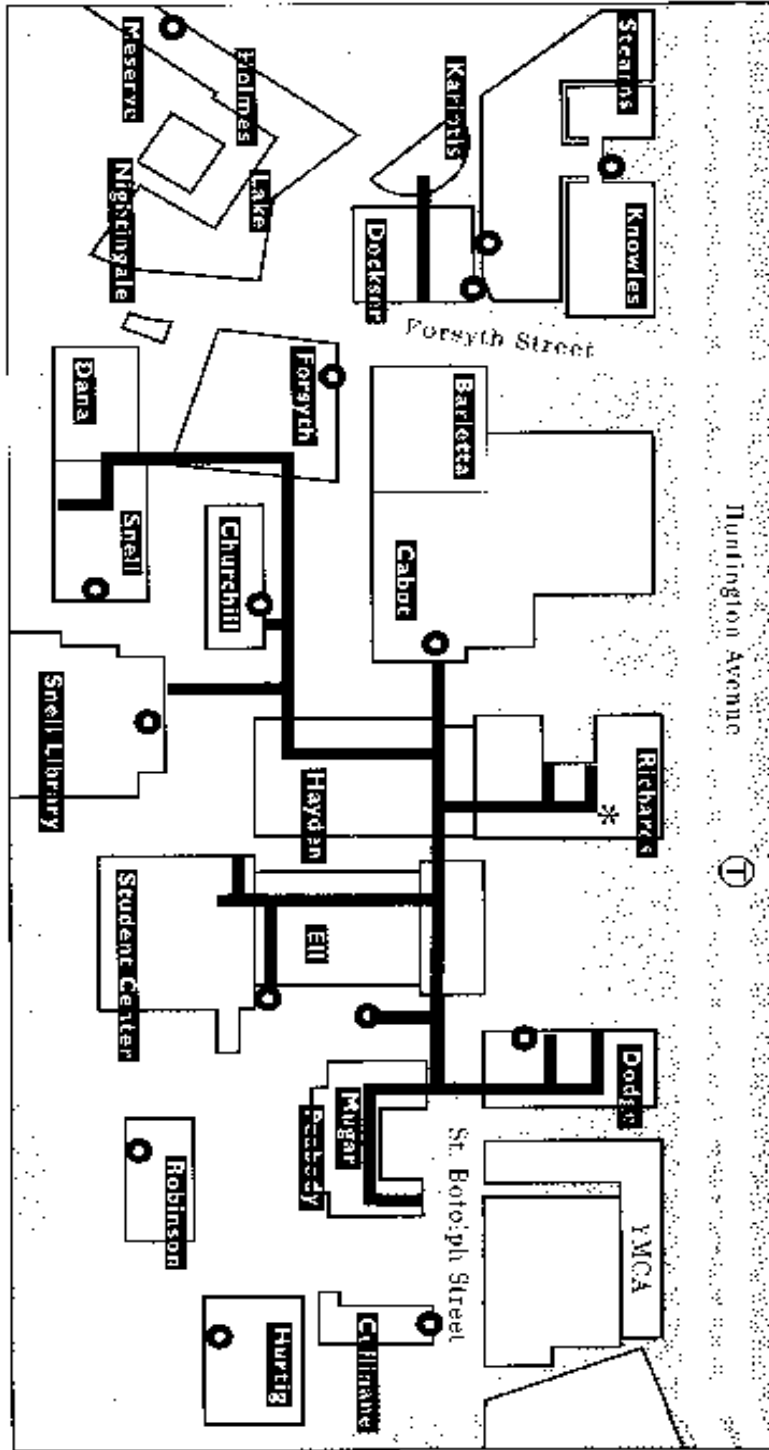
I have read, understand and agree to the parameters of the PT Co-op Student Competencies in the state of Massachusetts outlined in this document.

PT Co-op Employer Signature: _____ **Date:** _____

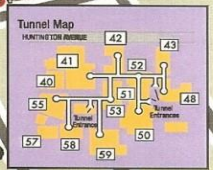
Co-op Student Signature: _____ **Date:** _____

Northeastern University

Campus Tunnel System



Visitor Information Center
115 Richards Hall, Telephone 487-2736
Have key access points of entrance:



Academic and Service Buildings

- 66 Alumni Center at Columbus Place (CP)
- 61 Architecture Studio (RG)
- 70 Asian-American Center (AC)
- 68 Badger-Rosen Squashbusters Center (SB)
- 40 Barletta Natatorium (BN)
- 26 Behrakis Health Sciences Center (BK)
- 51 Blackman Auditorium (AUDL)
- 41 Cabot Physical Education Center (CB)
- 7 Cahners Hall (CA)
- 36 Cargill Hall (CG)
- 54 Churchill Hall (CH)
- 66 Columbus Place and Alumni Center (CP)
- 47 Cullinane Hall (CN)
- 50 Curry Student Center (CSC)
- 6 Cushing Hall (CU)
- 57 Dana Research Center (DA)
- 39 Dockser Hall (DK)
- 43 Dodge Hall (DG)
- 60 Egan Engineering/ Science Research Center (EC)
- 52 Ell Hall (EL)
- 55 Fensyth Building (FR)
- 53 Hayden Hall (HA)
- 10 Hillal-Frager (HF)
- 33 Holmes Hall (HO)
- 46 Hurtig Hall (HT)
- 35 Kariotis Hall (KA)
- 38 Knowles Center (KN)
- 34 Lake Hall (LA)
- 56 Latino/a Student Cultural Center (LC)
- 17 Marino Recreation Center (MC)
- 44 Mathews Arena (MA)
- 29 Meserve Hall (ME)
- 48 Mugar Life Sciences Building (MU)
- 31 Nightingale Hall (NI)
- 27 O'Bryant African-American Institute (AF)
- 63 Renaissance Park (RN)
- 42 Richards Hall (RI)
- 49 Robinson Hall (RB)
- 30 Rydler Hall (RY)
- 30 Shillman Hall (SH)
- 58 Snell Engineering Center (SN)
- 59 Snell Library (SL)
- 71 St. Ann (SA)
- 37 Stearns Center (ST)
- 23 West Village F, G, H (WV)

Residence Buildings

- 21 Burstein Hall (BU)
- 67 Davenport Commons A, B (DC)
- 1 Kennedy Hall (KDY)
- 4 Kerr Hall (KH)
- 12 Levine Hall and St. Stephen Street Complex (LV)
- 9 Light Hall (LH)
- 5 Loftman Hall and 153 Hemenway Street (LF)
- 3 Melvin Hall (MH)
- 20 Rubenstein Hall (464)
- 2 Smith Hall (SM)
- 16 Spears Hall (SP)
- 14 Stetson East (SE)
- 15 Stetson West (SW)
- 23 West Village Residence Complex A, B, C, E (WV)
- 23 West Village Residence Complex F, G, H (WV)
- 18 White Hall (WH)
- 28 Willis Hall (WI)
- 69 10 Coventry Street (CV)
- 8 142-148 Hemenway Street (142-148)
- 11 319 Huntington Avenue (319)
- 13 337 Huntington Avenue (337)
- 19 407 Huntington Avenue (407)
- 64 780 Columbus Avenue (780)

Parking Garages

- 65 Columbus Parking Garage (CPG)
- 45 Gainsborough Parking Garage (GG)
- 62 Renaissance Park Garage (RPG)
- 25 West Village Parking Garage (WPG)

Legend

- Academic and Service Buildings
- Academic-Residence Buildings
- Residence Buildings
- Parking Garages
- Parking (permit required)
- Visitor Parking
- Handicapped Parking
- Handicapped-Accessible Entrance
- Emergency Telephone
- MBTA Station
- Admissions Visitor Center
- Alumni Center at Columbus Place

Section 2: Forms

Report # _____
For office use only

Bouve College of Health Sciences Graduate School (Appendix 2)
General Petition Form

Name _____ NU/ID# 000- _____ Date: _____

Address (complete) _____

Day Telephone _____ Program _____ Degree _____

____ Withdrawing from Program/University ____ Conditional Status Change to Regular Student ____ Probation Removal

____ Other _____
Explain _____

Check Box and fill in appropriate information. Student Signature _____

Change Program From _____ Program Code _____
To _____ Program Code _____
(ADVISOR PLEASE PUT IN PROGRAM CODES AND SIGN IN THE RED SIGNATURE BOX BELOW)

Transfer ____ Elective ____ Required ____ Pre-Approval (Official transcript and course description may be required)
Course # _____ Course Name _____ School _____ Credits _____ Substitute for (course number) _____

Readmitted Major _____ Degree _____ Last Date Attended _____

Substitute course ____ **Waive course** (must submit official transcript and course description)
Course # _____ Course Name _____ Basis for Substitution/Waiver _____

Status change: From _____ (full or part) **To** _____ (full or part) **Effective Date** _____

Leave of Absence: Date leave begins _____ **Return Date** _____ **No. of leaves taken** _____

Students DO NOT go below this line. For Advisor's and Chair's signatures only

CHANGE OF PROGRAM SIGNATURES

_____ (Print) Chair New Dept.	_____ (Signature) Chair New Dept.	_____ Date	_____ Approved	_____ Denied
_____ (Print) Present Advisor	_____ (Signature)	_____ Date	_____ Approved	_____ Denied

ADVISOR'S/CHAIR'S SIGNATURES FOR ALL OTHER PROGRAMS/REQUEST

____ Approved ____ Denied ____ Pre-Approved (final approval based on grade)

(Print) Advisor/Program Director (Signature) _____ Date _____

Graduate School Admission's Office Representative only

Final Action: ____ Approved ____ Denied ____ Pre-Approved (based on final grade)

Comments _____

Signature _____ Date _____
Graduate School Admission's Office Representative

White-Grad Office
Yellow-Advisor
Pink Student

Completed petitions with supporting documents (transcripts, course descriptions, etc., if needed), should be submitted in room 123 Behrakis Health Science Building after you have obtained your advisor/program director's signature.

Rev. 10/16/07



Northeastern University

Bouvé College of Health Sciences

Department of Physical Therapy Movement and Rehabilitation Sciences Academic Affairs Committee Intention to Appeal Application

First Name

Last Name

NU ID#

NU Email Address

Phone Number

Doctor of Physical Therapy Program Year

- Post-Baccalaureate PB1
- Post-Baccalaureate PB2
- Post-Baccalaureate PB3

Students who have failed to meet the established progression policies as outlined in the University Catalog and respective Graduate or Undergraduate Student Handbook may appear before this committee in accordance with the Academic Appeal Policy outlined in the University Catalog and respective Graduate or Undergraduate Student Handbooks.

****This Intention to Appeal Application is not used to dispute final course grades; please consult with your instructor, advisor, program director, or the academic catalog for additional information on grade appeals*

Instructions: Complete all sections of this form and include any supplemental information with this application. Your complete application for appeal must be received by your academic advisor and forwarded to the ASC committee at least 48 hours prior to the meeting to be considered.

PETITION REASON

Petition Reason – describe which progression policy that you violated (refer to the progression standards in your respective student handbook/manual given to you on admission). Check all that apply.

- Requesting a semester of probation
- Requesting a change in your academic progression policy
- Requesting reinstatement into the DPT Program
- Other:

If your petition involves a course failure, please check all boxes relevant to your case and explain in the box at the end of this section:

- Received email or FACT warning from instructor
- Received email or FACT warning from Academic Advisor
- Met with instructor
- Met with academic advisor
- Met with Tutor via group tutoring
- Met with Tutor for one-on-one tutoring
- Obtained other counseling/guidance
- Other:

If applicable, please identify how often you met with the instructor and academic advisor. Also please identify how often you met with the tutor for group and/or one-on-one tutoring.

In order to provide the Academic Affairs Committee with additional information that may have contributed to your academic performance, please answer the following questions:

Are there any distractions which disrupt your concentration and make it difficult for you to study and focus?

Yes

No

If yes, what are they?

Do you belong to any professional organizations, sororities, fraternities or athletic teams?

Yes

No

If yes, what are they and do you have a leadership role in any of these organizations?

Please describe your request and what you are asking the Academic Affairs Committee to decide. Your statement should clearly outline your situation that you are willing to share, any extenuating circumstances (i.e., living situations, medical problems, family issues, etc.) that impacted your progress, and why you believe you should be allowed an exception to the policy. For appeals of academic dismissal, your statement should also include why you

believe you were erroneously, capriciously, or otherwise unfairly treated in the original dismissal decision.

Given your current academic deficiency, please provide the Academic Affairs Committee members with your specific detailed plan to rectify the deficiency. For example, describe how you will remediate coursework, improve study habits, implement additional support systems, or otherwise manage the implications of a policy and progression standards exceptions. Please be specific with the changes you will make and the strategies/resources you intend to utilize.

Have you appeared before the Academic Affairs Committee before?

Yes

No

If yes, please explain below:

Please attach both your Academic Probation Contract and unofficial transcript to your Academic Advisor upon submission of this form.

Individual Instruction Registration

The Individual Instruction Registration form should be submitted to request registration into a course that does not already exist in the published schedule of classes.

- Research, Internship, Directed Study or Independent Study
- Graduate Dissertation, Thesis, Readings, Research or Continuation
- Honors Project

If you are registering for a class that exists in the current schedule of classes, register through myNortheastern or, if after the add period has ended, submit a Late Course Registration request.

Before submitting an Individual Instruction Registration form:

Contact the instructor with whom you plan to complete an Individual Instruction class to obtain permission and determine the:

- Subject code
- Course number
- Credit hours
- Topic of the course

Notify your academic advisor/student service office that you are planning to take an individual course and make sure it will fulfill at least one of your degree requirements.

Information regarding submitting an individual instruction registration form via myNortheastern is available on the Office of the University Registrar site or by copying and pasting the following URL into your browser:

<https://registrar.northeastern.edu/app/uploads/IIRF-Instructions-for-Students-1.pdf>

Incomplete-Grade Contract

Northeastern University
Office of the University Registrar

Mailing Address: Northeastern University, ATTN: Office of the Registrar, 230-271, 360 Huntington Avenue, Boston, MA 02115-5000 Office Location: 271 Huntington Avenue •
Phone: 617.373.2300 • Fax: 617.373.5351 • registrar@neu.edu • **Error! Hyperlink reference not valid.**

Student's name (Last) _____ (First) _____ NUID _____
Local address _____
City _____ State ____ Zip _____ Phone () _____ - _____
College _____ Program _____
Year of Graduation _____

<input type="checkbox"/> Undergraduate Day	<input type="checkbox"/> Graduate School
<input type="checkbox"/> School of Law	<input type="checkbox"/> College of Professional Studies

Course Number	Course Title
Term & Year course was taken	Instructor

Reason for requesting incomplete grade:

Required course work to be made up:

Method by which you will make up this work (explain in detail):

Deadline for completing this work _	
Student's signature _	Date _____

Instructor's signature _____

Date _____

Office of the Dean _____

Date _____

University Policy on Incomplete Grades: The period for clearing an I grade is restricted to one calendar year from the last day of the term in which the course was taken. For the student's protection, the precise arrangements for the clearance of an I grade should be specified on this form. This form is signed by the instructor and the student at the time the I grade is granted. A copy is kept in the Office of the Dean of the college in which the course is offered. An I grade outstanding for twelve or more months will remain permanently and irreversibly as an I grade on all records.

Copies: Original—Registrar's Office Copy—Dean's Office Copy—Student Copy—Instructor

6/18/2015

PROCEDURES FOR CLEARANCE OF "I" GRADES

BASIC COLLEGES

The University's official policy since 1969 has been:

The period for clearing an "I" grade is restricted to one calendar year from the date it is first recorded on a student's permanent record. (See, for example, the 1978-79 *Student Handbook*, page 26.)

Effective February 1, 1978, students will have available a new form, in triplicate, on which the precise arrangement for clearing an incomplete (I or X) grade can be specified and signed by the student and instructor.

To Clear an "I" Grade, a Student Should:

1. Obtain the form in Dean's Office.
2. Make an appointment with the instructor to arrange for clearing the "I" grade.
3. Complete the form, sign the agreement, and obtain the signature of the instructor.
4. Leave a copy with the instructor and take one to the Dean's office. Retain a copy as a personal receipt.
5. Exceptions to the one-year statutory limit must be approved by the Academic Standing Committee of the appropriate college. It is the student's responsibility to initiate such exceptions. A worthwhile reason for the delay should be offered, and support from the instructor and/or the respective department should be obtained.

Note: The Registrar's office had been instructed not to process any change of "I" grades beyond the one-year statutory limit unless directed by the Academic Standing Committee.

6. Update of Policy

The period for clearing an "I" grade is restricted to one calendar year from the date it is first recorded on the student's permanent record.*

For the student's protection, the precise arrangements for the clearance of an "I" grade are specified on a form available from the Dean's office of the student's college. This form, in triplicate, is signed by the instructor and the student; one copy is retained by the student, one is left with the instructor, and one is filed with the Dean of the student's college. With the adoption of the new form, it is no longer necessary for faculty members to take the initiative in filing an "I Grade Report Form" for each incomplete given. The new form contains essentially the same information.

Any student who wishes to clear an "I" grade received more than one year prior to the fall quarter 1979 may petition the Academic Standing Committee of the student's college. The Registrar has been directed to make *no exceptions* to the *one-year statutory limit* except on the instructions of the Academic Standing Committee.

Commencing with grades given in the fall quarter of 1979, it is University policy that "I" grades outstanding for twelve or more months will remain permanently and irreversibly as an "I" grade on all records.**

*Reaffirmed by the Faculty Senate, October 17, 1977.

**Approved by the Faculty Senate, June 9, 1979.

Section 3: Policy and Consent Forms

Behrakis Health Science Building PT Teaching Labs

4th Floor Labs Policy

The Physical Therapy, Movement and Rehabilitation Sciences Department has teaching lab space in the Behrakis Health Science Center. The following policies and procedures are for the labs in rooms 405, 410 and 415 BK.

All students, faculty and guests shall demonstrate professional behavior and respect in alignment with all clinical treatment settings, and emulate behavior consistent with clinical practice and cooperative education expectations.

Purpose: to respect our clinical space and to maintain the cleanliness and integrity of all rooms, tables, mats, equipment and related supplies in good working order for student learning.

Policies:

1. Food and Drink: No food or beverages, except for water, shall be consumed in the lab rooms. Any consumption of food or beverages will take place outside of the rooms, for example in the 4th floor lobby/foyer. No Glass containers of any kind.
2. Attire: All students shall adhere to the dress code/attire requirements documented in each course syllabus.
3. Shoes are not allowed on the mats or treatment tables unless the mat/table is covered with a sheet.
4. Care of Tables/mats:
 - a. All users will wipe down mats and tables at the end of every class with disinfecting wipes and/or spray
 - b. If any piece of equipment, including mat and tables, is in disrepair users will inform the department's Lab Coordinator. If equipment is unsafe to use, faculty will place a sign on the equipment indicating it should not be used and will make every attempt to remove it to a different location until it can be attended to.
5. Computers: Faculty and students responsible for ensuring classroom computers and projection system are left in working order at the end of each class. For example, the projector will be turned off at the wall switch; if using laptop, all proper cords are re-attached to enable projection from the desktop in each lab room.
6. Any tape applied to the floors will be removed at the conclusion of lab.
7. If an item must be adhered to a wall temporarily (i.e. for lab, such as a Snellen Chart), a light-weight tape will be applied and removed at end of lab to minimize damage to the walls.
8. On an annual basis, all students shall read and acknowledge review of these policies. Each signed form shall be kept on file. Failure to adhere to these policies may result in referral to the Academic Affairs Committee for professional behavior.
9. All users will adhere to cell phone use policy per course syllabus. In general, cell phone use is not permitted during class activities.

By signing below, I acknowledge that I have reviewed the 4th Floor Behrakis Health Science Building Teaching Labs policy and pledge to adhere to said policies.

Student Signature

_____ Date _____

Printed Name

Lab Safety Policy for Clinical Lab Space 225, 405, 410, and 415 Behrakis

To ensure the safety of all users of the Clinical Lab Space in the Behrakis building, please become familiar with the following information.

Perform an observation of the lab space prior to your class. Lab Safety is the primary goal for the observation. Floor and equipment hazards are to be identified and reported.

- **In an Emergency – Police, Fire, Medical – call Campus Police at the emergency number (617) 373-3333. Please note your location and a callback number for accurate reporting.**
- For all routine issues, call Campus Police at (617) 373-2121.
- For emergent floor/room hazards (water on the floor, ceiling tiles falling, etc.) call House and Grounds at (617) 373-2754.
- For non-emergent maintenance concerns, please fill out an electronic work request form for facilities on myNEU.
- For computer and AV-related issues, please call (617) 373-HELP.
- AFI performs a yearly electrical safety assessment of the equipment. Each calibrated and assessed piece of equipment has a dated label. Before using any equipment, please make sure the dates are current.

At the end of each lab, please perform an observation for any issues that may have occurred during your class time. Please arrange the tables, chairs, and equipment for the next class.

General Laboratory Safety Procedures for PT Labs

1.0 PROCEDURES

1.1 All individuals engaged in research at Northeastern University must adhere to the university policies and procedures for conduct of research detailed by the NU Office of Environmental Health and Safety (OEHS) – <http://www.northeastern.edu/ehs/ehs-programs/general-safety/>

1.1.1 Individuals conducting research in NU labs must complete the online laboratory research training modules specified by the Department Safety Officer (DSO). Please refer to the EHS website for access to training modules – <http://www.northeastern.edu/ehs/training/>

1.1.2 Questions regarding lab safety policies and procedures should be forwarded to the NU OEHS staff at (617) 373-2796 or ehs@northeastern.edu

1.2 Laboratory Directors must provide a laboratory safety plan for their respective research units, detailing the types and specifications of equipment used and whether human subjects are involved. These plans must be approved by the DSO.

1.3 All researchers must be registered with EHS.

1.4 All laboratories must be locked and secured. Only authorized personnel are allowed to access labs.

1.5 The Department of Physical Therapy, Movement, and Rehabilitation Sciences requires supervision of all students while conducting human subjects research in the labs.

1.6 The University Policy requires supervision of all visitors and undergraduate students while in research labs. A laboratory safety checklist should be completed by all Directors of PT Research Labs and submitted to PT Laboratory Safety Officer, Dr. Robert Sikes. A copy signed and dated should be maintained in the designated research space.

2.0 HUMAN SUBJECTS PROCEDURES

- 1.7 Please refer to the NU IRB website for research involving human subjects located at:
<https://research.northeastern.edu/hsrp/institutional-review-board/> This site describes the mission, process, and policies for research.
- 1.8 The contact person for NU IRB (as of 4/23/11) is Nan Regina – email n.regina@neu.edu

2.0 EMERGENCY CONTACTS

**IN THE EVENT OF AN EMERGENCY, CALL: NORTHEASTERN UNIVERSITY POLICE AT:
8-333 or (617) 373-3333**

- Report your location and be specific about the nature of the emergency.
- Emergency contact numbers, along with laboratory safety data, are posted on every laboratory door. Complete an injury report form, located on EHS website.
- If human subjects are injured, also complete NUIRB adverse events form, located on the NUIRB website noted above.
- Notify the PT Laboratory Safety Officer and PT Department Chair as soon as possible, and within 24 hours.

CONTACT LIST:

- Dr. Robert Sikes, PT Laboratory Safety Office
Email: r.sikes@northeastern.edu
Telephone: (617) 373-5195
- Dr. Kristin Greenwood, Chair, Department of Physical Therapy, Movement, and Rehabilitation Sciences
Email: k.greenwood@northeastern.edu
Telephone: (617) 373-5193
- Jack Price, Director, Office of Environmental Health and Safety
Email: j.price@northeastern.edu
Telephone: (617) 373-2769
- Department of Institutional Audit, Compliance and Risk Management
<https://www.northeastern.edu/compliance/about/>

CONFIDENTIALITY AGREEMENT

Northeastern University's Department of Physical Therapy may invite individual consumer consultants to participate as lab assistants and/or guest lecturers in PT _____ from time to time. The consultants may discuss sensitive matters that may be covered by privacy statutes such as HIPAA and/or University policy. As part of PT _____, there may be occasions in which you will have access to such confidential personal information, and/or become aware of certain confidential and sensitive matters. Information to which you have access in the course of your work in this class must be treated with the utmost confidentiality and not be shared with others. Individuals who may share personal information will be entrusting you with that information, and expect your sensitivity to this confidentiality. However, it is crucial that you be reminded as to the nature and scope of this confidentiality.

You must not discuss any confidential information received in or as part of this class. Transmittal of confidential information could adversely affect the University, its students, the credibility of this department and your studies.

Therefore, in consideration of my enrollment in PT _____, I agree:

1. Both during and after my enrollment in PT _____, I will hold the confidential information received therein in trust and confidence, and will not use or disclose it, directly or indirectly, except as may be necessary in the performance of my studies in PT _____. I understand that my disclosure of this information could be damaging to Northeastern and third parties.
2. I will not remove materials containing confidential information from the Department of Physical Therapy.
3. I will not engage in any conversation with anyone outside the Department of Physical Therapy (PT _____) about any confidential matters being presented in this class.

I understand that I am bound by this Agreement both during and after the completion of my enrollment at Northeastern University

(Signature)

(Date)

STUDENT NAME [Please Print]

Northeastern University

**Bouvé College of Health Sciences Department of Physical Therapy
Student – Informed Consent and Release for Musculoskeletal Management I PT 5505
and PT5506**

Name: _____

Date: _____

Consent to participate

As a student in the Doctor of Physical Therapy program, I hereby volunteer for and consent to the performance or practice upon me of any and all PT examination, tests, measurements and/or intervention techniques related to this class content and as part of my learning experience of this class.

This class content includes examination, tests and interventions for the hip, knee, ankle, shoulder, elbow and wrist. It includes special tests; therapeutic exercise, joint mobilization and high velocity thrust manipulation techniques.

I understand that there are risks of personal injury associated with these tests, measurements, and/or interventions, and I have agreed to assume the risks involved.

I understand that these tests, measurements, and/or interventions are being performed for the sole purpose of demonstration and practice and that they are not intended to be diagnostic or therapeutic for me personally.

I understand that the persons providing and/or performing the tests, measurements, and/or interventions will answer any inquiries I may have and that I am free to withdraw my consent and discontinue participation at any time.

I understand that my participation as a subject is voluntary and I understand that I am free to refuse/decline participation in this aspect of the lab or class without jeopardizing my outcome or grade in the class. I will notify the faculty/instructor of the class if for any reason I am unable to act in the capacity as a subject. This information will be held in confidence.

I affirm that I have answered fully and accurately all questions about my health asked by the individuals conducting this class and that I have disclosed all information concerning my health that is relevant to my participation in this class.

I affirm that I have read, understand and agree to follow the safety policy and procedures for the lab as outlined in the class syllabus. I furthermore understand that my instructors may update these policies verbally or in writing. Failure to follow these policies and/or any updates can/will result in my dismissal from the lab.

I hereby release Northeastern University, its faculty and students, employees, and agents from any and all liability, loss, or damage arising from or in any way connected with the tests, measurements, and/or interventions identified above.

I affirm that I have read this Consent and Release and understand its contents.

Sign to indicate consent: _____

Northeastern University Bouvé College of Health Sciences Department of Physical Therapy

Student – Informed Consent and Release for Musculoskeletal Management II PT 6224 and PT6223

Name: _____

Date: _____

Consent to participate

As a student in the Doctorate of Physical Therapy program, I hereby volunteer for and consent to the performance or practice upon me of any and all PT examination, tests, measurements and/or intervention techniques related to this class content and as part of my learning experience of this class.

This class content includes examination, tests and interventions for the cervical, thoracic, lumbar spine, sacroiliac region and temporomandibular joint. It includes special tests, therapeutic exercise, joint mobilization and high velocity thrust manipulation techniques.

I understand that there are risks of personal injury associated with these tests, measurements, and/or interventions, and I have agreed to assume the risks involved.

I understand that these tests, measurements, and/or interventions are being performed for the sole purpose of demonstration and practice and that they are not intended to be diagnostic or therapeutic for me personally.

I understand that the persons providing and/or performing the tests, measurements, and/or interventions will answer any inquiries I may have and that I am free to withdraw my consent and discontinue participation at any time.

I understand that my participation as a subject is voluntary and I understand that I am free to refuse/decline participation in this aspect of the lab or class without jeopardizing my outcome or grade in the class. I will notify the faculty/instructor of the class if for any reason I am unable to act in the capacity as a subject. This information will be held in confidence.

I affirm that I have answered fully and accurately all questions about my health asked by the individuals conducting this class and that I have disclosed all information concerning my health that is relevant to my participation in this class.

I affirm that I have read, understand and agree to follow the safety policy and procedures for the lab as outlined in the class syllabus. I furthermore understand that these policies may be updated verbally or in writing by my instructors. Failure to follow these policies and/or any updates can/will result in my dismissal from the lab.

I hereby release Northeastern University, its faculty and students, employees, and agents from any and all liability, loss, or damage arising from or in any way connected with the tests, measurements, and/or interventions identified above.

I affirm that I have read this Consent and Release and understand its contents.

Sign to indicate consent: _____



Northeastern University
Bouvé College of
Health Sciences

Department of Physical Therapy

Patient Information Release from

I, _____, release information regarding my medical record to
_____, a student in the DPT program at Northeastern University.

I understand the information will follow HIPPA guidelines and maintain confidentiality of my information. This information will only be used for a case discussion in the Differential Diagnosis class.

Signature Date

I, _____, a student in the DPT program at Northeastern University, will follow all HIPPA and confidentiality guidelines regarding this patient's medical information. The information will only be used for educational purposes in the Differential Diagnosis class.

Signature Date



Northeastern University

Bouvé College of Health Sciences

HUMAN ANATOMY LAB POLICIES:

- **NO FOOD OR DRINK** is allowed in the wet lab rooms (not even chewing gum).
- **PHOTOGRAPHS** may not be taken in the lab.
- **Visitors are not allowed** in the lab at any time without permission from the Lab Coordinator (Leslie Day)

- **EYEWEAR**
 - All students must wear appropriate eye protection during the prosection lab. Students will need to provide their own safety glasses or goggles. These are available in the bookstore and also at many local hardware stores.
 - Regular reading/prescription glasses are not acceptable. A pair of goggles that fit over the glasses is required.
 - The glasses should have splash shields on the sides and top.
 - Wearing contact lenses is not advised. Formaldehyde vapors may affect the contact lens or your eye under the lens causing serious irritation.

- **LAB COAT**
 - Lab coats should be worn at all times in the cadaver labs. There are communal coats that students can use. However, these coats will only be washed a couple of times over the course of the semester. However, students are more than welcome to bring their own lab coat to lab on a regular basis.

- **GLOVES**
 - Students must wear and provide their own gloves for lab. Disposable nitrile gloves are recommended. These are available in the bookstore or at many hardware stores.
 - Gloves are to be taken off and thrown away in the trash prior to leaving the cadaver lab. Do not wear them in the surface anatomy/osteology room.
 - Wash your hands thoroughly before leaving the lab.

- **CLOTHES**
 - Students are required to wear flat shoes that completely cover the feet. Closed toed shoes with a good non-slip sole must be worn (open back shoes, sandals or crocs are not acceptable).
 - Long pants (to the ankles) are required. Skirts shorts, and capris are not allowed. No skin should be exposed.
 - It is recommended to wear old clothes due to the odor picked up by your clothes.
 - Lockers are not provided to the students. However, there is a clean room where bags and clothes may be left while in the cadaver labs.
 - If students wish to change, they may do so prior to lab in the bathrooms.

- **HAIR:** Long hair is required to be tied back, so as not to accidentally come in contact with specimens

- **WHAT YOU CAN BRING INTO THE LAB:** Although books and paper are allowed in the lab, be aware that the surfaces in the cadaver lab may not be cleaned. Thus papers/books may pick up fluids and vapors from the room. Clipboards are available for use.
- **No cadaveric material or osteology material is EVER to be removed from the Gross Anatomy lab**
 - This is a Federal law and against OSHA regulations and a violation of the contract with the donor organization.
 - Models, prepared specimens, etc. are available during scheduled class and open lab times. Any student who damages a model will be held responsible
- **Clean up spills.** Embalming fluid on the floor can be very slippery. If you notice a spill, please inform a responsible party immediately.
- **Emergency and illness.** Your safety is our concern. Report all injuries sustained in laboratory and any illness to an instructor / teaching assistant. If you are feeling lightheaded or ill for any reason, please let and instructor know. Do not just leave the lab without anyone knowing.
 - **If embalming fluid is splashed in your eye,** irrigate (wash) the eye for 15 minutes with the emergency eye wash equipment located at the sink (in the sink). After flushing, especially if the eye is still irritated, report to University Health & Counseling Services (133 Forsyth Building) for a follow-up evaluation or other request medical care by calling the campus emergency number at x3333 (617-373-3333). **Be sure that you report any accidents to our TA &/or professor.**
 - **Cuts or minor scraps,** should be reported to a teaching assistant or instructor immediately, no matter how small the cut.
 - **Pregnant or nursing women are PROHIBITED from participating in the laboratory.** There is evidence that indicates women exposed to phenolic solvents during pregnancy have increased incidence of children born with congenital birth defects
 - **Please let an instructor now of any allergies, chemical sensitivity or respiratory issues that you may have prior to the course or that you develop during the course.**
- **Respect the cadavers;** they are your teachers and your first patient. No action is to be made, public or private, that in any way will demean the human body. Conversational improprieties and any other manner of unprofessional or unethical conduct are strictly prohibited. The need for genuine and sincere respect for the dignity of the deceased human body and the obligation to treat the body in a responsible and professional manner are to be regarded as essential.
- **No pens/pencils/markers should be used on the cadavers or bones.** Probes are available for students to use.
- **Students are responsible for maintaining proper care of the cadaver and osteology facilities and equipment.**
 - Instruments must be washed and put away.
 - Any other supplies used (books, bones, etc.) should be return to their proper spots.

Failure by the students to follow these rules can/will result in the student being unable to participate in the lab for that day. Students wearing inappropriate attire will not be allowed to enter the cadaver lab.



Northeastern University

Informed Consent & Release of Liability Human Anatomy Laboratory

PARTICIPANT'S NAME: _____ AGE: _____
Last First MI

STREET ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

DATE(s) OF ACTIVITY: _____

I, the undersigned, understand that this is a legally binding release of Northeastern University.

In pursuit of my studies at Northeastern University ("University"), I wish to participate in one or more activities in the Human Anatomy Laboratory ("Lab"), including the study, use, and handling of cadavers and cadaver parts as approved by University employees and instructors (collectively, the "Activity"). In consideration of being granted access to the Lab and cadavers as described herein, I agree as follows:

1. **Acknowledgment of Risks:** I acknowledge and agree that the University has advised me that no tests or procedures, except for embalming, have been performed to determine the existence of, or to neutralize, eliminate, or destroy, any pathogenic, carcinogenic, teratogenic, caustic, toxic, or other hazardous or dangerous substances in any human cadavers or cadaver parts provided to me by Northeastern University. I fully recognize, understand, and voluntarily accept any and all potential risks and hazards inherent in participating in the Activity, including (without limitation) the handling and use of embalmed human cadavers and cadaver parts, and exposure to embalming solution containing formaldehyde.
2. **Fitness to Participate:** I represent that I am physically and mentally able to participate in the Activity, including cadaveric viewing and/or dissection, and that I have no health conditions, including but not limited to latex allergies, respiratory ailments, chemical sensitivity or pregnancy, that would present a risk to me in participating in the Activity or being in contact with anatomically embalmed cadavers.
3. **Policy and Procedures:** I have read, understand and agree to follow the safety policies and procedures for the Lab, including any updates, as communicated to me verbally or in writing from time to time by my instructors. I understand that failure to follow these policies and procedures may result in my dismissal from the Lab.
4. **Emergency Medical Treatment:** I understand that medical personnel are not on-site at the location of the activity. I hereby grant the University and its representatives permission to transport me to, and to authorize emergency medical treatment by, any local medical facility or provider if deemed necessary and that such action shall be subject to the terms of the release set forth below. I understand and agree that the Released Parties (as defined below) assume no responsibility for any injury or damage which

might arise out of or in connection with such authorized emergency medical transport or treatment. I represent that I have adequate health insurance to provide for and pay any medical costs incurred as a result of my injury or illness. I guarantee payment of all expenses incurred for my transportation to and receipt of emergency medical treatment.

5. Treatment of Cadavers:

- a. I recognize and will respect the dignity and privacy of the human cadavers, and agree to treat the human cadaver parts with due respect consistent with the educational, research, or therapeutic uses made of them, including, but not limited to, maintaining the confidentiality of the cadavers' identity.
- b. I understand and agree that I may not take photographs of a body or any of its parts for any reason without the express WRITTEN CONSENT of the Physical Therapy Department or the responsible person designated by the University.
- c. I understand and agree that I will take no action, public or private, intended to demean the human body. Without limiting the previous sentence, I understand and agree that conversational improprieties and any other manner of unprofessional or unethical conduct are strictly prohibited in connection with my use of the Lab and/or the cadavers.

6. Access to Lab/Cadavers: I understand and agree that I have no right or authority to grant access or visitation privileges to the Lab or the cadavers to any person for any purpose, and that only authorized employees of Northeastern University may grant such access or privileges.

7. Release of Liability: **To the fullest extent permitted by law, I, on behalf of myself and my family, heirs, personal representatives, guardians, successors, and assigns (collectively referred to as "Releasers"), hereby release, defend, and hold harmless Northeastern University and its administrators, faculty, trustees, officers, directors, employees, volunteers, contractors, and agents (collectively referred to as "Released Parties") from, and agree not to sue any of the Released Parties for, any claims that I or any of the Releasers or any third party may have arising from or related to my participation in the Activity or my use of the Lab or the cadavers, from any cause and under any legal theory whatsoever.**

I acknowledge that I have carefully read this agreement and fully understand its contents. I acknowledge that I am voluntarily executing this agreement of my own free will. After having the opportunity to consult with legal counsel of my choosing, the undersigned acknowledges and understands that this agreement releases Northeastern University and the Released Parties from any liability in connection with any injury, damage or loss arising out of my participation in the above referenced Activity. It is my express intent that this release shall bind the members of my family, estate, heirs, administrators, personal representatives and assigns.

Participant's Name (Please Print)

Participant's Signature

Date