



# **Doctor of Physical Therapy Student Handbook**

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## Department of Physical Therapy, Movement, & Rehabilitation Sciences

***Welcome!***

**Congratulations!** You are at the threshold of an exhilarating academic experience that will include challenging didactic, experiential and clinical opportunities in pursuit of your 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 supplement the didactic component of our program. Northeastern's unique post baccalaureate DPT program includes the country's only curriculum that is enhanced by our signature co-operative education program. Didactic and clinical studies are further enriched by service-learning opportunities. Interprofessional educational and simulation experiences are woven throughout the curriculum, which provide you a chance to learn by doing and to better understand the roles and responsibilities of members of the healthcare team. Collaborative research with PT faculty across the various practice areas of the profession helps to round out our curriculum and show how evidence translates into practice.

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 and Intent**

The 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:

<https://catalog.northeastern.edu/graduate/>

The DPT Student Handbook also addresses College and 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.

The College graduate policies are available here:

<https://catalog.northeastern.edu/graduate/health-sciences/>

Program specific policies are available here: <https://catalog.northeastern.edu/graduate/health-sciences/clinical-rehabilitation-sciences/dpt-post-baccalaureate-entry/>

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 their 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 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**

Northeastern's mission is built on five Academic Pillars:

Pillar 1: Build on the power of diversity

Pillar 2: Erase boundaries

Pillar 3: The power of experience maximized

Pillar 4: Create new currents for discovery

Pillar 5: Deepen our immersion in the world

More information about the University's Academic Plan can be found here:

<https://academicplan.northeastern.edu/>

### **Bouvé College of Health Sciences Vision**

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

### **Bouvé College of Health Sciences Values**

- 1: Learn. Teach Learn.
2. Evolve immersive, experiential learning approaches
3. Collaborative across boundaries
4. Focus on individuals and populations
5. Foster inclusion, diversity, equity, and sustainability
6. Accelerate discovery and innovation

## **School of Clinical and Rehabilitation Sciences Vision**

Lead interprofessional education, research, and practice in habilitation, rehabilitation, and clinical sciences to empower diverse communities to thrive.

## **School of Clinical and Rehabilitation Sciences Values**

1. Foster inclusion, diversity, and equity
2. Create and sustain a healthy and resilient community through a culture of trust and respect
3. Demonstrate excellence in education, research, practice and leadership
4. Lead interprofessional experiential learning
5. Accelerate discovery & innovation
6. Empower individual, communities, and populations
7. Translate the work of the School into action and impact in the community
8. Promote achievements of the faculty, staff & students of the School

## **Department of Physical Therapy, Movement & Rehabilitation Sciences**

**Mission:** The Department of Physical Therapy, Movement and Rehabilitation Sciences' mission is to impact the health and wellbeing of the global community by developing leaders in physical therapy, movement, and rehabilitation sciences through interprofessional experiential education, translational research and excellence in clinical practice.

**Vision:** Lead through innovation, education and research in human movement and rehabilitation sciences

## **Northeastern University Physical Therapy Program**

**Mission:** Educate physical therapists, incorporating inclusive and experiential learning, to provide optimal care and serve our diverse local and global communities.

## **Commission on Accreditation in Physical Therapy Education Goals & Outcomes:**

### **Students are expected to:**

1. Demonstrate effective written, verbal, technological and non-verbal communication skills in all professional settings.
2. Demonstrate leadership and advocacy skills.
3. Demonstrate professional and social responsibility by participating in local, national and/or global initiatives.

### **Graduates are expected to:**

1. Be clinically competent and culturally sensitive Doctor of Physical Therapy who, guided by the APTA Core Values, excels in patient/client management.
2. Exhibit professionalism, commitment to lifelong learning and use of evidence-based practice.



## **DPT Curriculum and Concentrations**

### **DPT Curriculum**

The DPT Curriculum is a full-time, 3-year 2-month, curriculum composed of 8 semesters, including a six-month cooperative education/integrated clinical experience and three full time clinical education experiences.

The DPT program recognizes that becoming a physical therapist is a developmental process that allows students the opportunity to take risks, reflect, learn from mistakes, and continue to grow to promote lifelong learning. We are committed to a process of actively engaged learning that occurs in the classroom, the research laboratory, the community, and clinical settings regionally and internationally. Our educational philosophy is based upon a strong foundation of biological, psychological, social, and clinical sciences; experiential learning; evidence-based practice; cultural agility and humanistic values; and ethical and professional expectations.

Academic content is student-centered and delivered using both traditional and innovative teaching methods including, but not limited to, lectures, small group projects and discussions, multimedia presentations, expert panel discussions, human cadaver lab, problem-based approaches, case studies, faculty-led research, patient simulation, interprofessional education opportunities, virtual and online learning activities, and self-reflection.

Experiential learning, a cornerstone of our curriculum, is embedded in academic course requirements including clinical education, cooperative education, service-learning, simulation and capstone research projects. These experiences are intentional and align with the Bouvé College and Northeastern University.

### **DPT Concentrations**

The program offers two concentrations that require post-admission application.

- A ***Pediatric Physical Therapy Concentration*** is designed to enhance the entry-level physical therapy graduate's ability to engage in interprofessional, family centered services with children from infancy through young adulthood in a variety of settings. An application to apply is necessary and information will be shared once students have started the program.
- A ***Sports Performance Concentration*** is designed to prepare the physical therapist student to confidently pursue a sports physical therapy position working with athletes of all ages in a variety of settings. Students take additional coursework, focused on research and clinical rotations that expand upon the entry-level physical therapy curriculum. An application to apply is necessary and information will be shared once students have started the program.

Both concentrations are beneficial for students who may wish to pursue post-professional clinical residency programs in the practice areas of sports or pediatric physical therapy.

### **Academic Advising**

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

**Phone:** (617) 373-3320

**Email:** [Bouvéstudentservices@northeastern.edu](mailto:Bouvéstudentservices@northeastern.edu)

**Website:** <https://bouve.northeastern.edu/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.

**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 <https://about.me.northeastern.edu/home/> portal.

Please work with your advisor in Student Services on the following processes:

- Academic Appeals
- Leave of Absence
- Withdrawing from University
- Individualized Instruction Request Forms

**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 Students:** The Office of Graduate Student Services will run degree audits for each Year 3 student to ensure 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

Students are also provided with 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.

Students who wish to appeal an academic decision may do so using this form:

<https://tinyurl.com/4yfhzyrr>

### **Special Department Events**

**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 white coat and collectively take the *“Oath of the Physical Therapist.”*



### **Student Responsibilities**

The Doctor of 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 time 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 and 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:

<https://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 recognizes 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: <https://osccr.sites.northeastern.edu/academic-integrity-policy/>

## **Title IX Policy**

The Office for University Equity and Compliance (OUEC) is responsible for leading efforts to maintain the University's compliance with federal and state laws related to discrimination or harassment based on a protected category. We offer the Northeastern community a place to discuss and report issues and concerns regarding discrimination and harassment and provide multiple pathways towards a resolution, including investigations through a formal resolution process.

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** (<https://spirituallife.northeastern.edu/>). 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](mailto: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.

## **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 (UHCS):** UHCS has dedicated daily walk-in hours available for mental health support. Please check their website (<https://www.northeastern.edu/uhrs/>) for hours.

**Find at Northeastern:** Students can access an immediate connection to a licensed mental health clinician, available at any time from any location. They also can offer referrals to free in the local community. More information about their resources and the ***unlimited free counseling sessions*** available to all students can be found here:

<https://www.northeastern.edu/uhrs/find-at-northeastern/>

**We Care at Northeastern:** We Care is a network of administrative offices, university faculty, and staff that serve as a support system for students during times of difficulty or challenge. Their services can help if a student is looking for support or assistance with a difficult circumstance. More information about We Care can be found here: <https://we-care.studentlife.northeastern.edu/>.

**In emergency situations, please contact the Northeastern Police Department:**

**Phone:** 1-617-373-3333

**Website:** <https://nupd.northeastern.edu/>

Northeastern University utilizes the NU Alert Emergency Notification System for communicating emergency notifications, timely warnings, and other types of information to the Northeastern community. The system can deliver voice message, e-mail, text message, and social media posts based on the type of communication required. NU Alert is powered by RAVE Mobile Safety, which offers a set of communications tools specifically designed for higher education institutions. You can access this tool here:

<https://www.getrave.com/login/northeastern>

## **Accommodations for Students with Disabilities**

Students who require assistance or who have questions regarding how to move forward in obtaining assistance at Northeastern University should contact the Disability Resource Center (DRC). The DRC serves Northeastern students who have documented disabilities as defined by the Americans with Disabilities Act as Amended (ADAAA) of 2008. 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.

**Phone:** 1-617-373-2675

**Website:** <https://drc.sites.northeastern.edu/>

## **Religious Observances**

Northeastern is committed to honoring the religious commitments of all members of our community. 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. 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. Policies about religious observances can be found here:

[http://www.northeastern.edu/policies/pdfs/Policy\\_on\\_Instructional\\_Accommodations\\_for\\_Student\\_Religious\\_Observance\\_rsa1.pdf](http://www.northeastern.edu/policies/pdfs/Policy_on_Instructional_Accommodations_for_Student_Religious_Observance_rsa1.pdf)

## **Matriculation Requirements**

Each student is admitted into a class that will progress as a cohort through the 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 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 DPT program

**"C" Grade Policy:** A grade of C (72.50 - 76.49) or better constitutes a successful completion for each course of the DPT curriculum. The grade of "C" or better is required for continued progression in the program. Failure to adhere to either of 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 department's Academic Affairs Council should the student appeal the decision.



### **Grade Summary Table at the Graduate Level**

The DPT program adheres to the policy of Bouvé College as it follows:

<b>Letter Grade</b>	<b>GPA Equivalent</b>	<b>Range</b>	<b>Comments</b>
A	4.000	92.500 - 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	Failure
F	0.000		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		
S	Satisfactory		
U	Unsatisfactory		
W	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.

### **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 p 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 (i.e., 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.

## **Comprehensive Examinations**

The Commission of Accreditation in Physical Therapy Education (CAPTE) requires all physical therapist education programs to develop and assess clinical reasoning skills and readiness for clinical education as an outcome expectation. In order to assess readiness for progression throughout the program, all students will take three comprehensive examinations as part of the program. These include:

1. Comprehensive Written Exam (CWE): This examination will cover material from the first professional year and will be taken as a full cohort once both divisions have returned to campus after their cooperative education experiences (Spring Semester of 2<sup>nd</sup> Professional Year).
  - a. Students who meet the following requirements are eligible to sit for the comprehensive written examination:
    - i. Successful completion of all didactic coursework in Professional Year One (PY1)
    - ii. Students who are not on academic suspension as of this time
  - b. In the event a student does not successfully pass the comprehensive written examination on the initial attempt, the student will have two additional attempts to successfully pass the comprehensive written examination. The student is not eligible to progress to cooperative education or into Year 2 of the program until successful completion of remediation and they achieve a successful score on the CWE. If the student is unsuccessful after three (3) attempts, they will be dismissed from the program.
2. Comprehensive practical Exam (CPE): This is an assessment of the students' performance and readiness prior to Clinical Education 1. The CPE will incorporate cognitive, psychomotor and affective skills from the initiation of the DPT program through the date of CPE exam. Patient case scenarios will demonstrate the complexity seen in the clinic and will incorporate and integrate previous and current coursework.
  - a. Students who meet the following requirements are eligible to sit for the comprehensive examination:
    - i. Successful completion of all didactic coursework and co-op up to and including Spring semester Professional Year 2.
    - ii. Students who are not on academic suspension as of Summer 1 Year 2
  - b. In the event a student does not successfully pass the practical comprehensive exam on the initial attempt, the student will have two additional attempts to pass the comprehensive examination. If the student is unable to achieve a passing score after three (3) attempts, they will be referred to the DPT Program Director and the Academic Affairs Committee (AAC). The student will not progress to CE1 and may be dismissed from the program.

3. Practice Exam & Assessment Tool (PEAT): The PEAT is a retired form of the National Physical Therapy Examination (NPTE) and is an assessment of student performance and readiness for success on the NPTE as a culmination of their didactic and clinical experiences in the DPT curriculum. The learner will be expected to purchase the PEAT (Student Version) as the required text for Clinical Education 3. Submission of the comprehensive aggregate score report will be required prior to the completion of Clinical Education 3 to receive a passing grade and achieve academic degree conferral. This policy is subject to re-evaluation annually and adjustments will be made as needed. All information related to PEAT procedure and requirements will be provided to the learner prior to beginning Clinical Education 3.
  - a. Students who meet the following requirements are eligible to sit for the PEAT examination:
    - i. Successful completion of all didactic coursework in the curriculum.
    - ii. Students who are not on academic suspension or probation.
  - b. The student is expected to demonstrate competency consistent with the NPTE by passing the practice version of the PEAT exam with a minimum overall score of 360 (60%) or greater. Any score lower than 360 will require the student to work with the department on a success plan. The details of the plan must be agreed upon between both the student and faculty.

### **Full-Time Clinical Education Requirements**

All academic courses prior to the first full time clinical education experience in the 3rd professional year of the curriculum must be successfully completed prior to enrollment in any of the Clinical Education courses.

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 students who have successfully complete all didactic, clinical education and co-operative education requirements of the 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 appropriate application materials needed upon completion of the program. More information about specific state 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 Doctor of 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 in 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 DPT 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. Breach of adherence to these standards may result in dismissal from the program.
- When a student is dismissed from the university, they are not permitted to remain registered for courses in the immediate next academic term. If the university dismissal is successfully appealed, a student may register for classes in the following academic term.

## **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 procedure 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 members who have 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 AAC 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 professional standards 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 that they have been erroneously, capriciously, or otherwise unfairly treated in the process or decision, they may appeal decisions made by the PTMRS AAC or the Chairperson 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 students' 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 DPT program due to extenuating or capricious circumstances as provided in the student's respective handbook.

#### **Other Complaints**

Individuals who have 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 Department of Physical Therapy, Movement & Rehabilitation Sciences.



## Section II: General Information

## **Academic Integrity**

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University. The Department of Physical Therapy, Movement & Rehabilitation Sciences adheres to this commitment and has adopted the University's Honor Code, that was designed and approved by the Student Government Association:

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

The Code of Student Conduct is available online here:

<https://osccr.sites.northeastern.edu/code-of-student-conduct/>

Other questions about academic integrity can be found on the webpage for the Office of Student Conduct and Conflict Resolution: <https://osccr.sites.northeastern.edu/>

**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).

You will complete an online attestation that indicates you agree to the following:

- **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).

### **Information Technology**

- **Accounts and Access:** Information about how to access your accounts can be found here: <https://connect-to-tech.northeastern.edu/students/>
  - Northeastern accounts open the way to University resources including:
    - The Student Hub: <https://about.me.northeastern.edu/home/>
    - Email Accounts: <https://office365.northeastern.edu/>
- **Learning Management System:**
  - All of your courses will be in the Canvas Learning Management System located here: <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/infoservices/>.

### **Student Evaluation of Courses (TRACE)**

- Students play a critical role in the university's commitment to quality teaching and academic excellence when they participate in the evaluation of courses through TRACE (Teacher Rating And Course Evaluation), a survey developed collaboratively by the Student Government Association and the Faculty Senate. TRACE data are important in the process of course design and improvement, as well as in the process of faculty evaluation. Students are expected to participate in TRACE with constructive feedback that is relevant to teaching and course content. TRACE results from previous terms can be found on the Student Hub.

### **Student Financial Services**

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

Phone: 617.373.5899  
Email: sfs@northeastern.edu

### **Essential Functions**

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**

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

##### **Affective Functions**

- Establish, value, and continue to develop professional, respectful, empathetic relationships with individuals from all lifestyles, cultures, ages, socioeconomic backgrounds, and abilities.

- Develop, value, and maintain effective working relationships with faculty, students, professional colleagues, peers, patients/clients, families, and the general public.
- Meet externally imposed deadlines and time requirements.
- React effectively in challenging situations with use of appropriate resources.
- Demonstrate an ability to function effectively in complex, highly stimulating environments.
- Demonstrate responsibility for self-directed assessment, reflection, and professional growth.
- Demonstrate core values of honesty, integrity, and accountability for the consequences of one's own actions.
- Demonstrate ethical behavior, proper judgement, and decision-making skills.

#### **Cognitive Functions:**

- Demonstrate self-management skills including planning, organizing, time management, and adhering to legal/regulatory requirements.
- Use a variety of sources, including reading material, lecture, discussion, observation, and physical examinations to:
- Recall, interpret, extrapolate and apply information.
  - Measure, analyze, synthesize and evaluate information.
  - Gather and prioritize information needed to solve a problem.
  - Respond appropriately to emerging problems and potentially hazardous situations by making timely judgments to react effectively and seek assistance when necessary.
  - Accept and apply constructive feedback.

#### **Psychomotor Functions**

- 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.
- Perform intermittent physical activity of the whole body throughout an eight to twelve-hour period.
- Engage in complex, coordinated movements needed during a variety of activities including skills lab practice; manual techniques, patient examination, intervention, and guarding.
- 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.
- Quickly and appropriately react to sudden or unexpected events or movements of others.

#### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

- Bouvé College strives to meet the needs of diverse learners. Student who may need a reasonable accommodation for a disability should contact the Disability Resource Center (DRC) via the following contact information:
  - Location: 20 Dodge Hall.

- Phone: (617) 373-2675
  - TTY: Contact DRC via Relay 711
- Students must register with the DRC and meet with a specialist prior to matriculation. If a disability develops while a student is enrolled in the University, the student is expected to contact the DRC as soon as practical to address his/her situation. Accommodations cannot be made retroactively.

*Reference: Ingram, D. (1997). Opinions of Physical Therapy Education Program Directors on Essential Functions, Physical Therapy, 77(1), 37-45.*

## **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: <https://www.mass.gov/doc/259-cmr-5-physical-therapists/download>***

### **Professional DPT Cooperative Education Experience:\*\***

***\*\* The Professional DPT co-op occurs after 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.



## **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.

## **Northeastern University Doctor of Physical Therapy (DPT) Curriculum**

### **Cohort A**

#### **Year One**

<b>Summer II – 8 Weeks</b>	<b>Fall – 15 Weeks</b>	<b>Spring – 15 Weeks</b>	<b>Summer I – 8 Weeks</b>
PT 6330: Functional Anatomy 1 (2) PT 6331: Lab for Functional Anatomy 1 (1) PT 5101: Foundations of PT (3) PT 5102: Foundations of PT Lab (1) PT 5160: Psychosocial Aspect of Healthcare (3)	PT 6340: Functional Anatomy II (4) PT 6341: Lab for Functional Anatomy II (1) PT 6350: Foundation of PT Exam & Therapeutic Activities (4) PT 6351: Lab for PT 6350 (1) PT 6510: EBP & Research Design (3) PT 5111: Professional Development for Bouvé Graduate Co-Op (1) PT 5515: Integumentary Systems (2) PT 5516: Lab for PT 5516 (1)	PT 6964: Cooperative/Integrated Clinical Education Work Experience	PT 6964: Cooperative/Integrated Clinical Education Work Experience

#### **Year Two**

<b>Summer II – 8 Weeks</b>	<b>Fall – 15 Weeks</b>	<b>Spring – 15 Weeks</b>	<b>Full Summer - 15 Weeks</b>
PT 5140: Pathology (4) PT 5103: Cardiovascular and Pulmonary Management (4) PT 5104: Lab for PT 5103 (1) PT 5500: Pharmacology (2)	PT 5138: Neuroscience (4) PT 5138: Lab for PT 5138 (1) PT 5150/51: Motor Control/Development and Learning (4) PT 5151: Lab for PT 5150 (1) PT 6511: Research Methods & Stats in PT (2) PT 6240: Administration & Management (4) PT 6243: Health Ed. Promotion & Wellness (3) PT 6245: Seminar for PT 6243 (1)	PT 6512: DPT Capstone 1 (1) PT 5209: Neurological Rehabilitation I (4) PT 5210: Lab for PT 5209 (1) PT 6305: Musculoskeletal Management 1 (4) PT 6406: Lab for PT 6305 (1) PT 5540: Clinical Integration 1 (2)	PT 6405: Musculoskeletal Management 2 (4) PT 6406: Lab for PT 6405 (1) PT 6550: Pediatric Aspects of Lifespan (3) PT 6555: Geriatric Aspects of Lifespan (2) PT 5226: PT Prof Seminar 2 (2)

#### **Year Three**

<b>Fall – 15 Weeks</b>	<b>Spring – 15 Weeks</b>	<b>Full Summer – 15 Weeks</b>
PT 6221: Neurological Rehabilitation 2 (4) PT 6222: Lab for PT 6221 (1) PT 6505: Musculoskeletal Management 3 (3) PT 6506: Lab for PT 6505 (1) PT 6600: Special Topics (2) PT 6513: DPT Capstone 2 (2) PT 6520: Prosthetic Management (1) PT 6521: Lab for Prosthetic Management (1)	PT 6441: Clinical Education 1 – 8 weeks (6) PT 6442: Clinical Education 2 – 10 weeks (6) PT 6251: Diagnostic Imaging (online) (3)	PT 6443: Clinical Education 3 – 13 weeks (8) PT 6250: Clinical Integration 2 (online) (2)

## Northeastern University Doctor of Physical Therapy (DPT) Curriculum

### Cohort B

#### Year One

Summer II – 8 Weeks	Fall – 15 Weeks	Spring – 15 Weeks	Summer I – 8 Weeks
PT 6330: Functional Anatomy 1 (2) PT 6331: Lab for Functional Anatomy 1 (1) PT 5101: Foundations of PT (3) PT 5102: Foundations of PT Lab (1) PT 5160: Psychosocial Aspect of Healthcare (3)	PT 6340: Functional Anatomy II (4) PT 6341: Lab for Functional Anatomy II (1) PT 6350: Foundation of PT Exam & Therapeutic Activities (4) PT 6351: Lab for PT 6350 (1) PT 6510: EBP & Research Design (3) PT 5111: Professional Development for Bouvé Graduate Co-Op (1) PT 5515: Integumentary Systems (2) PT 5516: Lab for PT 5516 (1)	PT 5140: Pathology (4) PT 5103: Cardiovascular and Pulmonary Management (4) PT 5104: Lab for PT 5103 (1) PT 5500: Pharmacology (2) PT 6511: Research Methods & Stats in PT (2) PT 6240: Administration & Management (4) PT 6243: Health Ed. Promotion & Wellness (4) PT 6245: Seminar for PT 6243 (1)	PT 5138: Neuroscience (4) PT 5138: Lab for PT 5138 (1) PT 5150/51: Motor Control/Development and Learning (4) PT 5151: Lab for PT 5150 (1)

#### Year Two

Summer II – 8 Weeks	Fall – 15 Weeks	Spring – 15 Weeks	Full Summer – 15 Weeks
PT 6964: Cooperative/Integrated Clinical Education	PT 6964: Cooperative/Integrated Clinical Education	PT 6512: DPT Capstone 1 (1) PT 5209: Neurological Rehabilitation I (4) PT 5210: Lab for PT 5209 (1) PT 6305: Musculoskeletal Management 1 (4) PT 6406: Lab for PT 6305 (1) PT 5540: Clinical Integration 1 (2)	PT 6405: Musculoskeletal Management 2 (4) PT 6406: Lab for PT 6405 (1) PT 6550: Pediatric Aspects of Lifespan (3) PT 6555: Geriatric Aspects of Lifespan (2) PT 5226: PT Prof Seminar 2 (2)

#### Year Three

Fall – 15 Weeks	Spring – 15 Weeks	Full Summer – 15 Weeks
PT 6221: Neurological Rehabilitation 2 (4) PT 6222: Lab for PT 6221 (1) PT 6505: Musculoskeletal Management 3 (3) PT 6506: Lab for PT 6505 (1) PT 6600: Special Topics (2) PT 6513: DPT Capstone 2 (2) PT 6520: Prosthetic Management (1) PT 6521: Lab for Prosthetic Management (1)	PT 6441: Clinical Education 1 – 8 weeks (6) PT 6442: Clinical Education 2 – 10 weeks (6) PT 6251: Diagnostic Imaging (online) (3)	PT 6443: Clinical Education 3 – 13 weeks (8) PT 6250: Clinical Integration 2 (online) (2)



Whether you're an alumnus or alumna returning to campus, or a prospective student seeing Northeastern for the first time, we'll make every effort to ensure you enjoy your visit. We offer 60-minute campus tours on weekdays year-round, and on Saturdays from September through June. Learn more at [northeastern.edu/](http://northeastern.edu/)

- P Parking (permit required)
- V Visitor parking (paid)
- ♿ Handicapped parking
- ➡ Handicapped-accessible entrance
- 🚲 Bluebikes
- ⚡ Electric vehicle charging

### Academic and Service Buildings

- |  |   |
|--|---|
| C1 140 The Fenway (140)                    | C2 Hastings Hall (HS)                                       |
| E2 177 Huntington (177)                    | C2 Hayden Hall (HA)   |
| E2 216 Massachusetts Ave (216)             | D2 Hill-Frager (HF)   |
| E2 236 Huntington (236)                    | B2 Holmes Hall (HO)   |
| D2 271 Huntington (271)                    | C2 Hurtig Hall (HT)   |
| B1 O'Bryen African American Institute (AF) | B3 Interdisciplinary Science and Engineering Complex (ISEC) |
| C3 Alumni Center (CP)                      | A2 International Village (IV)                               |
| B2 Architecture Studio (AS)                | B1 Kariotis Hall (KA)                                       |
| D1 Asian American Center (AC)              | B1 Knowles Center (KN)                                      |
| B2 Barletta Natatorium (BN)                | B1 Lake Hall (LA)   |
| A1 Behrakis Health Sciences Center (BK)    | B2 Latinx Student Cultural Center (LC)                      |
| E2 Belvidere Place (BV)                    | C1 Marino Recreation Center (MC)                            |
| C2 Blackman Auditorium (BL)                | D3 Matthews Arena (MA)                                      |
| C2 Cabot Physical Education Center (CB)    | B2 Meserve Hall (ME)  |
| C1 Cahners Hall (CA)                       | C2 Mugar Life Sciences Building (MU)                        |
| B1 Cargill Hall (CG)                       | B2 Nightingale Hall (NI)                                    |
| D2 Catholic Center (CC)                    | A3 Renaissance Park (RP)                                    |
| B2 Churchill Hall (CH)                     | C1 Richards Hall (RI)                                       |
| C2 Columbus Place (CP)                     | C2 Robinson Hall (RB)                                       |
| C2 Culinary Hall (CN)                      | C2 ROTC Office (RO)   |
| C2 Curry Student Center (CSC)              | C2 Ryder Hall (RY)  |
| C1 Cushing Hall (CU)                       | B2 Shilman Hall (SH)  |
| D1 Dana Research Center (DA)               | B1 Snell Engineering Center (SN)                            |
| B1 Dockner Hall (DK)                       | C3 Snell Library (SL)                                       |
| C2 Dodge Hall (DG)                         | C3 Badger & Rosen SquashBusters (SB)                        |
| B2 Egan Research Center (EC)               | C2 Stearns Center (ST)                                      |
| C2 Eli Hall (EL)                           | A1 Visitor Center (VC)                                      |
| D2 Fenway Center (FC)                      | B1 West Village F, G, H (WV)                                |
| B2 Forsyth Building (FR)                   |   |

### Residence Buildings

- |                                |                                 |
|--------------------------------|---------------------------------|
| B3 10 Coventry (CV)            | D1 Kennedy Hall (KY)            |
| C1 106-122 Levine (106-122)    | C1 Kerr Hall (KH)               |
| C1 142-148 Hemenway St (142)   | D1 Light Hall (LH)              |
| C1 153 Hemenway St (LF)        | C1 Loftman Hall (LF)            |
| C2 319 Huntington Ave (319)    | C1 Melvin Hall (MH)             |
| C2 337 Huntington Ave (337)    | B1 Rubenstein Hall (RU)         |
| B1 407 Huntington Ave (407)    | D1 Smith Hall (SM)              |
| B1 768 Columbus Ave (768)      | C1 Spence Hall (SP)             |
| B1 780 Columbus Ave (780)      | C1 Stetson East (SE)            |
| B1 Burstein Hall (BU)          | C1 Stetson West (SW)            |
| C3 Davenport Commons A, B (DC) | A1 West Village A, B, C, E (WV) |
| C2 East Village (EV)           | B1 West Village F, G, H (WV)    |
| C2 Hastings Hall (HS)          | B1 White Hall (WH)              |
| A2 International Village (IV)  | B1 Willis Hall (WI)             |

### Parking Garages

- |  |
|--|
| C3 Columbus Parking Garage (CPG)         |
| E2 Belvidere Parking Garage (BPG)        |
| C2 Gainsborough Parking Garage (GPG)     |
| A2 Renaissance Park Parking Garage (RPG) |



## **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 self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.
- 6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.
- 6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

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

(Core Values: Integrity, Accountability)

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

## **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.

## **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**

Contact: [governancehouse@apta.org](mailto:governancehouse@apta.org)

## **Professional Behaviors Guidelines**

\*\*Professional Behaviors were developed by Warren May, Laurie Kontney and Annette Iglarsh (2010) as an update to the Generic Abilities.

Students are expected to adhere to the highest level of professional behavior in the classroom, teaching labs, during cooperative/integrated clinical education and on full time clinical education experiences. As you progress in the program, your skills in this area will develop along the continuum of Beginner, Intermediate, Advanced Intermediate to Entry Level. The table below outlines the sample behaviors associated with each rating.

### **Communication**

- **Beginner:**
  - 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
- **Intermediate:**
  - 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
- **Advanced Intermediate:**
  - Collects necessary information from all pertinent individuals
  - Utilizes communication technology effectively and efficiently
  - Presents persuasive and explanatory communication with logical organization and sequencing
- **Entry Level:**
  - Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups
  - Maintains open and constructive communication
  - Mediates conflict

### **Problem Solving**

- **Beginner:**
  - 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
- **Intermediate:**

- 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
- Advanced Intermediate:
  - Accepts responsibility for implementing solutions
  - Evaluates outcomes
  - Identifies appropriate strategies and determines effectiveness of applied solutions efficiently
  - Justifies solutions selected
- Entry Level:
  - Independently locates, prioritizes and uses resources to solve problems
  - Implements solutions
  - Modifies solutions based on the outcome
  - Infers applicability of solutions across populations

### **Interpersonal Skills**

- Beginner:
  - Maintains professional demeanor in all interactions
  - Demonstrates interest in individuals
  - Communicates with others in a respectful and confident manner
  - Maintains confidentiality in all interactions
- Intermediate:
  - Establishes trust
  - Seeks to gain input and respects the role of others
  - Respects differences in personality, lifestyle and learning styles during interactions with all persons
  - Recognizes the emotions and bias that one brings to all professional interactions
- Advanced Intermediate:
  - Reflects back to original concern to determine course of action
  - Demonstrates ability to build partnerships
  - Modifies own behaviors based on emotional responses during interactions.
- Entry Level:
  - Responds effectively to unexpected situations
  - Applies conflict management strategies when dealing with challenging interactions

### **Responsibility**

- Beginner:
  - Demonstrates punctuality

- Assumes responsibility for actions
- Follows through on commitments
- Abides by all policies of academic program and clinical facility
- Intermediate:
  - Demonstrates punctuality
  - Assumes responsibility for actions
  - Follows through on commitments
  - Abides by all policies of academic program and clinical facility
- Advanced Intermediate:
  - Demonstrates accountability for all decisions and behaviors in academic and clinical settings
  - Exhibits openness to contradictory ideas
- Entry Level:
  - Delegates tasks as needed

## **Professionalism**

- Beginner:
  - 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
- Intermediate:
  - 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
- Advanced Intermediate:
  - Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices
- Entry Level:
  - 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**

- Beginner:
  - Actively seeks feedback from appropriate sources
  - Provides constructive and timely feedback in a respectful and positive manner to others
  - Demonstrates receptive behavior and positive attitude toward feedback
- Intermediate:
  - Utilizes feedback when establishing professional and patient related goals
  - Responds effectively to and incorporates constructive feedback into behaviors
  - 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
- Advanced Intermediate:
  - Reconciles differences with sensitivity
  - Uses multiple approaches when responding to feedback
- Entry Level:
  - Acts as conduit for feedback between multiple sources
  - Engages in non-judgmental, constructive problem-solving discussions
  - Seeks feedback from a variety of sources
  - Utilizes feedback when analyzing and updating professional goals

### **Time Management**

- Beginner:
  - Comes prepared for the day's activities & responsibilities
  - Verbalizes expectations and identifies barriers to meeting expectations
  - Manages time and resources to meet expectations
- Intermediate:
  - 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
- Advanced Intermediate:
  - Identifies need for and seeks assistance from appropriate sources
  - Adjusts plans, schedule etc. as needs and circumstances dictate
- Entry Level:
  - 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**

- Beginner:
  - 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
- Intermediate:
  - 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
- Advanced Intermediate:
  - 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
- Entry Level:
  - 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

## Section IV: Policies and Forms

## **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 the Student Hub/Employee Hub.
- 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](mailto: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**

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.

## **3.0 EMERGENCY CONTACTS**

**IN THE EVENT OF AN EMERGENCY, CALL: NORTHEASTERN UNIVERSITY POLICE AT: x3333 or (617) 373-3333** Report your location and be specific about the nature of the emergency.

Emergency contact numbers, alone 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](mailto:r.sikes@northeastern.edu)

Telephone: (617) 373-5195

Dr. Christopher Cesario, Interim Chair, Department of Physical Therapy, Movement, and Rehabilitation Sciences

Email: [c.cesario@northeastern.edu](mailto:c.cesario@northeastern.edu)

Telephone: (617) 373-5193

Office of Academic and Research Safety

<https://oars.northeastern.edu/>

Email: [oars@northeastern.edu](mailto:oars@northeastern.edu)

Phone: (617) 373-2769

Department of Institutional Audit, Compliance and Risk Management

<https://www.northeastern.edu/compliance/about/>

Email: [compliance@northeastern.edu](mailto:compliance@northeastern.edu)

Phone: (1-855) 350-9390

## **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.
- **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 on-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 to not 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 paper/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 an 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. 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 a TA and/or professor.
  - Cuts or minor scrapes 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 know of any allergies, chemical sensitivities, 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. Conversation improprieties and any other manner or 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 returned 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 cadaveric lab.***



## **Behrakis Health Science Building PT Teaching Labs**

### **4<sup>th</sup> 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 4<sup>th</sup> floor lobby/ foyer. No glass containers of any kind.
2. Attire: all students shall adhere to the dress code/ attire requirements documented in each 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 mats and tables, is in disrepair users will inform the departments 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 are 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 4<sup>th</sup> floor Behrakis Health Science Building Teaching Labs policy and pledge to adhere to said policies.

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Student Signature

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Printed Name

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Date

## 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.

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(Signature)

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(Date)

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Student Name (Printed)

## **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.

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