



University of Pittsburgh

**Department of
Physical Therapy**
School of Health and
Rehabilitation Sciences

Doctor of Physical Therapy Program

Class of December 2025

Student Handbook

This document is meant to be used as a supplement to the SHRS Graduate Student Handbook

<https://www.shrs.pitt.edu/current-students/student-handbooks>

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Introduction

The Dean, Chair, Faculty, and Staff all join in welcoming you to the School of Health and Rehabilitation Sciences (SHRS) Department of Physical Therapy (PT) at the University of Pittsburgh. We are pleased that you have chosen SHRS as the academic environment in which to pursue your educational goals.

SHRS and Department of Physical Therapy Policies and Procedures

This handbook was developed to inform you of the SHRS and Department of Physical Therapy policies, procedures, and information that may vary from general University of Pittsburgh policies. Therefore, we ask that you:

- Read the University Catalog thoroughly and familiarize yourself with its contents.
<https://catalog.upp.pitt.edu/index.php>
- Read the Student Code of Conduct thoroughly and familiarize yourself with its contents.
www.studentaffairs.pitt.edu/wp-content/uploads/2017/10/2017_Code_of_Conduct_Clean.pdf
- Read the SHRS Graduate Student Handbook thoroughly and familiarize yourself with its contents and University/School policies.
<http://www.shrs.pitt.edu/current-students/student-handbooks>
- Read the DPT Handbook thoroughly and familiarize yourself with its contents.

About the School of Health and Rehabilitation Sciences (SHRS)

The mission of the School of Health and Rehabilitation Sciences (SHRS) is to advance the theoretical base of knowledge underlying the practice of health and rehabilitation disciplines and professions through research, teaching and professional service.

The SHRS faculty bases their teaching upon research studies, clinical service and participation in their respective professional associations. Faculty research and service typically occurs through multi-disciplinary collaboration in diverse health care and research environments. Consequently, SHRS students are exposed to state-of-the-art curricula, which are continually being reviewed.

Our students are educated and trained to question the basis of current practice, and to challenge prevailing models and assumptions. The entry-level curricula reflect the importance of effective team participation in an inter-disciplinary and rapidly changing environment. Emphasis is given to the student's development of analytical problem-solving skills and human relations skills required for effective clinical and supervisory practice. The student is confronted with the transition between a professional commitment to providing high quality care and service, while recognizing the effects of competitive pressures and cost constraints upon the health care organization.

University of Pittsburgh Mission Statement

The University of Pittsburgh, founded in 1787, is one of the oldest institutions of higher education in the United States. As one of the nation's distinguished comprehensive universities, the resources of the University constitute an invaluable asset for the intellectual, economic, and social enrichment of Pennsylvania, while the international prestige of the University enhances the image of Pennsylvania throughout the world. The University's mission is to:

- Provide high-quality undergraduate programs in the arts and sciences and professional fields, with emphasis upon those of special benefit to the citizens of Pennsylvania;
- Offer superior graduate programs in the arts and sciences and the professions that respond to the needs of Pennsylvania, as well as to the broader needs of the nation and the world;
- Engage in research, artistic, and scholarly activities that advance learning through the extension of the frontiers of knowledge and creative endeavor;
- Cooperate with industrial and governmental institutions to transfer knowledge in science, technology, and health care;
- Offer continuing education programs adapted to the personal enrichment, professional upgrading, and career advancement interest and needs of adult Pennsylvanians; and
- Make available to local communities and public agencies the expertise of the University in ways that are consistent with the primary teaching and research functions and contribute to social, intellectual, and economic development in the Commonwealth, the nation, and the world.

The trustees, faculty, staff, students, and administration of the University are dedicated to accomplishing this mission to which they pledge their individual and collective efforts, determined that the University shall continue to be counted among the prominent institutions of higher education throughout the world.

This mission statement was approved by the University's Board of Trustees on February 16, 1995 and is unchanged to date.

Department of Physical Therapy – Philosophy

We believe that physical therapy is an integral part of any health care delivery system whose goals align with improving the patient's experience with care (quality, satisfaction) while improving population health in a cost-accountable fashion.

Our DPT graduates are evidence-based professionals who are: (1) well-grounded in foundational sciences relevant to the field of physical therapy; (2) focused on the needs of patients; (3) appreciative of a team-based care approach and (4) accountable to key stakeholders.

Department of Physical Therapy – Mission, Vision, and Values

The professional physical therapy program at the University of Pittsburgh has a long-standing tradition of excellence dating back to 1927. We have graduated physical therapists for over 87 years beginning with the DT Watson School of Physiatrics through the program's transfer to the School of Health and Rehabilitation Sciences (SHRS) at the University of Pittsburgh.

Throughout the history of the Physical Therapy Program, it has maintained as its mission:

“The advancement of the art and science of physical therapy and rehabilitation through education, scholarly activity, and professional service.”

Mission Statement

Our mission is to provide an unparalleled supportive environment, free of barriers and disparities that will:

1. Develop diverse entry-level and post-professional physical therapists who achieve excellent and equitable clinical outcomes through exceptional training. Our graduates will integrate the current best evidence with

sound scientific and clinical reasoning principles to inform screening, examination, classification/diagnosis, and intervention approaches that also consider the impact of the social determinants of health in the care of clients/patients.

2. Encourage a high degree of professionalism and ethical behavior. We do this by teaching and modeling:

- the APTA Code of Ethics, Core Values, Code of Professional Conduct, and diversity, equity and inclusion;
- professionalism in all interactions with patients/clients and families, professional peers, other health care and academic colleagues, and members of their community;
- principles of life-long learning and professional development to ensure ongoing improvement and adherence to the principles of evidence-based and biologically plausible physical therapy practice.

3. Advance the scientific knowledge in physical therapy and rehabilitation science. We do this by:

- participating in basic science, clinical and health services research;
- collaborating with investigators in other University departments, national and international partners outside the University, and key stakeholders in the community;
- disseminating our research and scholarly activities through publications in peer-reviewed journals, and presentations at regional, national and international scientific conferences.

4. Promote engagement in advocacy of patients/clients, communities and the physical therapy profession. We carry out this part of our mission by encouraging, training and supporting our faculty and students to:

- be consultants to and partners with other professional, academic and community groups;
- advocate for all patients to third party payers, researchers and health policy makers;
- advocate for the profession to third party payers, researchers and health policy makers.

Vision Statement

The vision for the Department of Physical Therapy is to drive transformational change in the field of physical therapy by developing a diverse, competent, compassionate, and ethical workforce through equitable and inclusive physical therapy education, research and community service.

Values Statement

While pursuing our Mission and Vision, the Program will act in accordance with its stated values. Our values are adopted from the APTA Core Values and those of our primary clinical partner, the University of Pittsburgh Medical Center (UPMC).

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

Altruism: The primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist's self-interest.

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

Dignity and Respect: We treat all individuals with dignity and respect.

Excellence: Excellence is physical therapy practice that consistently uses current knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, challenges mediocrity, and works toward development of new knowledge.

Innovation: We think creatively and build excellence into everything we do.

Integrity: Steadfast adherence to high ethical principles or professional standards; truthfulness, fairness, doing what you say you will do, and “speaking forth” about why you do what you do.

Professional Duty: The commitment to meeting one’s obligations to provide effective physical therapy services to individual patients/clients, to serve the profession, and influence the health of society positively.

Quality and Safety: We create a safe environment where quality is our guiding principle.

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

University of Pittsburgh Notice of Non-Discrimination

<http://www.diversity.pitt.edu/about/notice-non-discrimination>

The University of Pittsburgh, as an educational institution and as an employer, does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.

The University does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in University programs or activities.

The University responds promptly and equitably to allegations of discrimination, harassment, and retaliation. It promptly conducts investigations and takes appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provides appropriate remedies to complainants and the campus community. The University is committed to taking prompt action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community.

For complete details on the University’s Nondiscrimination, Equal Opportunity, and Affirmative Action Policy (07-01-03) and Sexual Misconduct Policy (06-05-01), please

Visit <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/policies-procedures-and-practices>.

Academic and University Policies

Academic and Professional Conduct Requirements

To successfully complete the DPT program, all students must:

1. Successfully complete the DPT plan of study.
2. Complete the written comprehensive examination process.
3. Successfully complete the Quality Improvement and Performance Assessment Project during the terminal clinical educational experience.
4. Meet Community Engagement & IPE requirements as outlined in student handbook.
5. Earn a minimum of a C or better in all graded courses.
6. Earn a Satisfactory or Honors in all non-graded courses.
7. Earn at least a 3.0 grade point average at the time of graduation.
8. Adhere to the Code of Professional Conduct for DPT Student.;
9. Adhere to the [Academic Integrity Code](#) of the University of Pittsburgh.
10. Adhere to the [Student Code of Conduct](#) at the University of Pittsburgh.

Students are permitted to repeat a course in the DPT plan of study only once. Any grade earned in the repeated course will be recorded on the academic transcript, even if lower than the original grade. The original course and grade remain on the transcript; however, it is not counted in the calculation of the program GPA.

With respect to the clinical education courses, a student cannot fail and repeat more than one clinical education course. Should this situation occur, the student is subject to dismissal from the program.

Academic Probation

Graduate students who have completed at least 9 credits and whose cumulative GPA falls below a 3.000 will be placed on academic probation and will receive written notification of this status from the Dean's office. At this point it is the student's responsibility to meet with his or her advisor to identify and discuss existing academic challenges and to develop a learning plan that will guide the student's academic efforts.

In order to be removed from academic probation, the student will need to achieve a cumulative GPA of 3.000 within their next two terms of study. Failure to do so may subject the student to immediate dismissal from the program at the discretion of the Department Chair.

Students who fail to demonstrate progress toward meeting graduation requirements (academic, clinical, community engagement, interprofessional education, comprehensive exam, and safety & professional behaviors) in a timely manner may be placed on academic probation or recommended for dismissal from the program by the Department Chair, in collaboration with the Associate Dean of Graduate Studies. SHRS reserves the right to terminate a student at any time for academic or professional conduct reasons.

Dismissal from the program is at the discretion of the SHRS Dean, notwithstanding the foregoing, in the event it is not mathematically possible for a student to remediate their cumulative program GPA within the next two terms of study, the student may be immediately dismissed. A student may appeal their dismissal with the University of Pittsburgh Office of the Provost.

SHRS Academic Policy(s) are located on the school website at: <http://www.shrs.pitt.edu/current-students/academic-policies> .

Academic Integrity Code

A student has an obligation to exhibit honesty, and to respect the ethical standards of the profession in carrying out his or her academic assignments. Without limiting the application of this principle, a student may be found to violate this obligation if he or she:

1. Refers during an academic evaluation to materials or sources, or employs devices, not authorized by the faculty member.
2. Provides assistance during an academic evaluation to another person in a manner not authorized by the faculty member.
3. Receives assistance during an academic evaluation from another person in a manner not authorized by the faculty member.
4. Engages in unauthorized possession, buying, selling, obtaining, or using of any materials intended as an instrument of academic evaluation in advance of its administration.
5. Acts as a substitute for another person in any academic evaluation process.
6. Utilizes a substitute in any academic evaluation procedures.
7. Practices any form of deceit in an academic evaluation proceeding.
8. Depends on the aid of others in a manner expressly prohibited by the faculty member, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.
9. Provides aid to another person, knowing such aid is expressly prohibited by the faculty member, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.
10. Presents as one's own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.
11. Submits the work of another person in a manner that represents the work to be one's own.
12. Knowingly permits one's work to be submitted by another person without faculty authorization.
13. Attempts to influence or change one's academic evaluation or record for reasons other than achievement or merit.
14. Indulges, during a class (or examination) session in which one is a student, in conduct that is so disruptive as to infringe upon the rights of the faculty member or fellow students.
15. Fails to cooperate, if called upon, in the investigation or disposition of any allegation of dishonesty pertaining to another student, or any other breach of a student's obligation to exhibit honesty
16. Violates the canons of ethics of the student's professional discipline.

Violations of the University, School, or Department Academic Code may result in the development of a Learning Contract to address the academic issue. If expectations outlined within the Learning Contract are not met, or further violations of academic integrity are noted, the procedure for formal adjudication, as outlined in the Academic Integrity code (Procedures for Adjudication), will ensue and may result in the student's dismissal from the program.

Professional Conduct

The Department of Physical Therapy has set forth the following expectations for professional conduct:

The student is expected to exhibit professional conduct consistent with the following: [University of Pittsburgh Student Code of Conduct](#), the APTA Guide for Professional Conduct and the Code of Ethics for the Physical Therapist (located at www.apta.org ["About Us" → "Policies & Bylaws" → "Ethics"]), DPT Student Code of Professional Conduct (outlined below), and the policy on classroom behavior as listed in **each course syllabus**.

Additionally, students are expected to attend all lectures and laboratory sessions (regardless of mode of delivery) unless otherwise indicated. The student is also expected to actively participate in classroom discussions and/or activities.

University Student Code of Conduct

The University, School, and Department are committed to maintaining an environment free from unlawful discrimination, harassment, and other violations of conduct. As such, students are expected to read and comply with the [University Student Code of Conduct](#). Violations of the Code may lead to the development of a Professional Behaviors Contract and/or the filing of a Conduct Referral against the student. Pending the outcome of the Conduct referral, the student may be recommended for dismissal from the program. Conduct violations may also warrant inclusion of the Title IX Office, which may trigger an additional investigation conducted by the [Office of Equity, Diversity, and Inclusion](#). Professional behaviors as outlined in the University Student Code of Conduct are applicable to all University of Pittsburgh students in all academic (lecture/lab/synchronous sessions/discussion board, etc...), clinical, community-related, and profession-related activities (conferences, continuing education sessions, panel discussion, etc...).

Code of Professional Conduct: Doctor of Physical Therapy Students

*As a student in a professional program, you will be expected to understand and demonstrate the following professional behaviors. These behaviors outline appropriate professional conduct that is required in the classroom, clinic, and during university, community, and national events and are consistent with the **APTA's Core Values for Professionalism in Physical Therapy**. Violations of the expected behaviors may lead to the development of a Professional Behaviors Contract and/or the filing of a Conduct Referral against the student. Pending the outcome of the Conduct referral, the student may be recommended for dismissal from the program.*

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

- The student must be able to fulfill commitments and be accountable for his or her actions and outcomes. The student is responsible for knowing and fulfilling the requirements of individual courses as outlined by the professor and/or instructor.
- The student must be punctual both in the classroom and clinic and make productive and efficient use of all available learning experiences in the classroom and clinic.

- The student adheres to code of ethics, standards of practice, and policies/procedures that govern conduct in the classroom and/or the clinic.
- The student must demonstrate problem-solving skills by the ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

Altruism: The primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist's self-interest.

- The student will place the needs of the patient/client ahead of his/her own in the clinic.

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

- The student must demonstrate effective interpersonal skills by the ability to interact effectively with faculty, fellow students, patients, families, colleagues, other healthcare professionals, and the community.
- The student must communicate effectively, both verbally and non-verbally, with others taking into consideration individual differences in learning styles, language, and cognitive abilities, etc.
- The student must understand the socio-cultural, economic, and psychological influences on the individual's life in their environment.
- The student must demonstrate teamwork by the ability to perform effectively as part of a team both in the classroom and clinic by showing respect for others, putting the goals of the team and/or patient above individual needs, supporting other team members, remaining flexible and responsive to change, and using proper manners.

Excellence: Excellence is physical therapy practice that consistently uses current knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, challenges mediocrity, and works toward development of new knowledge.

- The student must demonstrate a commitment to learning.
- The student must have the ability to self-assess, identify his or her weaknesses, and seek out learning opportunities through self-direction.
- The student must demonstrate critical thinking by the ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
- The student must internalize the importance of using multiple sources of evidence to support practice and professional decisions.

Integrity: Steadfast adherence to high ethical principles or professional standards; truthfulness, fairness, doing what you say you will do, and "speaking forth" about why you do what you do.

- The student must be honest and trustworthy academically and in the clinic with his or her patients/clients and colleagues.
- The student will abide by the rules, regulations, and laws applicable to the profession.

Professional Duty: The commitment to meeting one's obligations to provide effective physical therapy services to individual patients/clients, to serve the profession, and to positively influence the health of society.

- The student must represent the profession of Physical Therapy appropriately through ethical and legal practice, promotion of the profession, respectful behavior, and professional appearance and demeanor and must adhere to the APTA Core Values that define Professionalism.
- The student must preserve the safety, security, and confidentiality of individuals in all professional contexts.
- Students are encouraged to become members of the APTA and participate, as able in the Association's activities at either the local, state, or national level(s).

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

- Students are encouraged to participate in community or school sponsored volunteerism to promote health and wellness.
- Students should understand current community wide, nationwide, and worldwide issues and how they impact society's health and well-being and the delivery of physical therapy.

Title IX Information

[The Office of Civil Rights and Title IX](#) is here to assist in responding to and addressing reports of harassment and discriminations. Our office oversees policies and processes to respond to bias incidents. We also provide education and training on prevention and reduction of discrimination and harassment. Together we can work to maintain an educational and work environment that is free from unlawful harassment and discrimination. Incident reporting and response is a critical component of building that culture.

At this site students can make a report and also find resources and support services. Students can make a report directly to the Title IX office. It is also highly recommended that students inform the program director, who can support and provide information specific to the DPT program.

Additional Professional Roles and Responsibilities of the Student

- All students are expected to comply with the Rules and Regulations of the University, the School of Health and Rehabilitation Sciences, and the Department of Physical Therapy.
- Students are expected to attend all lectures and laboratory sessions (regardless of mode of delivery) unless otherwise indicated. The student is also expected to actively participate in classroom discussions and/or activities.
- Students in the hybrid option are expected to attend all immersion sessions and should plan their travel to and from the on-campus experience so as not to interfere with expected attendance to synchronous and/or immersion sessions.
- All students are assigned to a faculty member who will serve as their Faculty Advisor throughout the DPT program. Regular communication with the Advisor is recommended. If the student wishes, he or she may request a change in Advisor at any time in the program.
- Departmental and course-specific communication is done primarily via e-mail. Students are expected to check their Pitt e-mail on a regular basis and are responsible for the maintenance of their Pitt e-mail accounts.
- Pitt Physical Therapy shirts (provided at the beginning of term 1) must be worn for all competency and practical exams.

- The Department of Physical Therapy requires current information for all students, including:
 - Name
 - Address
 - Telephone number
 - Emergency contact information

Students must advise the PT department of any changes to their personal information.
- The Administrator of Student Services in the Physical Therapy Department will coordinate course registration each semester. Before each registration period, an email will be sent to each class listing the core courses to be taken according to the DPT plan of study. The University of Pittsburgh Registrar's Office will then block register all DPT students when semester registration opens. Students are required to check their class schedule in PeopleSoft to make sure they are registered for all required courses. Additional information regarding this process can be found on www.shrs.pitt.edu under the student resource section.
- Students wishing to take an Independent Study are responsible for completing the appropriate form(s) prior to registering for the Independent Study. This form must be signed by the faculty sponsor.
- The DPT Plan of Study must be signed and dated.
- Students must maintain an updated profile and complete all requirements on Exxat, the software program used to manage clinical education requirements.
- All incoming students to the University of Pittsburgh (graduate and undergraduate) must notify the Student Health Service (SHS) that they meet the immunization requirements of the University. In order to do this, please go to the SHS website, review the immunization requirements, then download and complete the "Incoming Student Immunization Form".
 - Click on <http://www.studentaffairs.pitt.edu/shs/>
 - On right hand side, click on "Student Immunization Requirements"
 - Review each topic in the sub menu, then click on "Submission of Immunization Records".

Helpful information:

- If you do not have the dates of your immunizations, you can have titers drawn and enter those values
 - It is okay to fill out demographic information and then upload a formal record of your immunizations with the electronic form if you prefer instead of filling out the dates.
 - The form does not have to be signed by a physician
 - As noted on the SHS site, you DO NOT have to send a formal record in the mail
- Please note that you will need to complete this requirement before classes begin. Once you have submitted this form to the Student Health Services, please notify the PT Student Services Administrator, that you completed this requirement. All students should complete this action item by August 23*

Technical Standards Required for the DPT Program

To acquire requisite knowledge and skills to practice as a physical therapist, graduate students must be able to function in a broad variety of clinical situations and provide a wide spectrum of patient care. Students must possess certain skills and abilities to successfully complete both the didactic and clinical components of the curriculum with or without reasonable accommodations, regardless of disability status. All graduates must be able to perform tasks such as: taking a case history, performing examination tests and measures, completing

an evaluation, and performing manual interventions. They must also be able to synthesize these findings into a physical therapy diagnosis and plan of treatment.

These skills and abilities are divided into five areas: *communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social*. Students must be able to undertake all academic (clinical and didactic requirements) to the satisfaction of faculty to become competent and reliable practitioners. To this end, the Faculty of the Department of Physical Therapy has established criteria (Technical Standards) that students must possess in order to enroll in, and to continue in academic courses and clinical placements required for the DPT degree.

General Guidelines

The Doctor of Physical Therapy (DPT) degree is typically a 2.3-year program that requires the acquisition of professional attitudes, skills, and behavior as well as the accumulation of scientific knowledge. The DPT degree certifies that the student has acquired the broad base of knowledge and skills required for the practice of physical therapy and is eligible to take the professional licensing examination. These standards are rigorous and exacting so admission can be offered only to those individuals best qualified to meet the performance standards of the profession.

Acceptance to the DPT program is offered to those who present the highest qualifications for the study and practice of physical therapy. Graduates of the program must have the knowledge and skills to function in a variety of clinical situations and to render a wide spectrum of patient care.

Candidates for the DPT degree must have somatic sensation and the functional use of the necessary senses. Skills will be lessened if the student does not have functional use of the sense of balance and sufficient motor function to permit them to carry out the activities described in the sections that follow. They must be able to consistently, quickly, and accurately integrate all information received by

whatever sense(s) are employed, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

Candidates for the DPT degree must have abilities and skills in the five areas outlined below:

Communication. A student must possess adequate communication skills to:

- Communicate effectively and proficiently in oral and written English. English language skills must be at a level that can be easily understood by clients and colleagues for general interactions, for administration of tests and implementation of treatment as judged by a panel of PT faculty.
- Read and write to meet didactic and clinical demands
- Demonstrate and perceive non-verbal communication with patients that is appropriate for culture and context
- Communicate with patients, families, peers and colleagues at an appropriate and professional level
- Clearly record examination results, treatment observations and treatment plans in a reasonable amount of time
- Accurately convey information with relevance and cultural sensitivity
- Effectively receive and send verbal communication in emergency situations
- Recognize and promptly respond to the patient's emotional communications such as sadness, worry, agitation, pain, and lack of comprehension of therapist communication

Motor. A student must possess adequate motor skills to:

- Sustain the necessary physical activity level required in classroom and clinical activities
- Respond quickly in the event of an emergency situation to provide patients a safe environment
- Access transportation to clinical and didactic placement sites
- Prepare the clinical environment without compromising best practice guidelines
- Assume and maintain a variety of body postures (e.g. sitting, standing, walking, bending, squatting, kneeling, stair climbing, reaching forward, reaching overhead, turning and movement of the trunk and neck in all directions) so as to sufficiently perform patient examination and intervention procedures
- Demonstrate appropriate psychomotor skills for performing tests and measures for patient examination
- Execute appropriate psychomotor movements required for manual handling and manipulation of various object/person sizes and weights including lifting and transferring patients, guarding patients during gait training on level surfaces/uneven surfaces/ramps/stairs, pushing and pulling to provide resistance and to assist in maneuvering patients. Students may be required to:
 - Safely lift up to 50 lbs. independently
 - Safely lift up to 200 lbs. with assistance
 - Safely push and pull up to 200 lbs.
- Balance self and provide support and balance to patients on a variety of surfaces including level and uneven ground, ramps, curbs, and stairs
- Have sufficient endurance to effectively manage patient care
- Access technology for clinical and didactic requirements
- Complete an episode of care within a reasonable time frame to effectively manage the patient

Sensory/Observational. A student must possess adequate sensory skills to:

- Effectively observe and function (in visual and auditory modalities) in both clinical and didactic settings
- Record and evaluate physical status as well as verbal and non-verbal responses to sensory stimuli
- Visually assess treatment equipment, goniometric measures, normal/abnormal color changes and integrity of the skin, pupillary changes, postures, and normal/abnormal movement patterns
- Perform effective auscultation/auditory evaluation inclusive of but not limited to: lungs, heart, apical pulse, blood pressure, joint noises, prostheses
- Listen for environmental cues inclusive of but not limited to: phones, overhead paging systems, alarms, verbal communication in a setting with competing ambient noise
- Provide appropriate tactile feedback related to safe application of gradient pressures during examination and intervention (including but not limited to: palpation, manual muscle testing, joint mobility, percussion, massage)

Intellectual/Cognitive. A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, assimilate, analyze, synthesize, integrate concepts and problem solve
- Formulate written and verbal assessments and therapeutic judgments to meet didactic and clinical demands in a reasonable time frame
- Identify and communicate the limits of their own knowledge and skills
- Utilize resources to increase their own base of knowledge and skills

- Comprehend three-dimensional relationships, the spatial and functional relationships of structures, and analyze and apply this information for problem solving and decision-making.
- Comprehend text, numbers, and graphs
- Gather, appraise, and evaluate patient information collected during history, examinations, and throughout patient/client management to formulate hypotheses and make clinical decisions (diagnoses, prognoses, and plans of care).

Behavioral/Social. A student must possess:

- Appropriate interpersonal skills and the demeanor and rapport necessary for quality patient care
- The capacity to maintain composure and continue to function well during periods of high stress
- The perseverance, diligence, and commitment to complete professional program requirements
- The flexibility and the ability to adjust to the changing situations and uncertainty inherent in clinical situations
- The ability to critically evaluate his or her own performance and identify tactics to improve performance, both with and independent of faculty assistance
- Compassion, integrity, and empathy for others
- The ability to reason morally and practice physical therapy in an ethical manner
- The ability to demonstrate appropriate assertiveness, delegate responsibilities, and function as part of a physical therapy team
- The ability to show respect for individuals with disabilities and those of differing cultural and linguistic backgrounds, races, religions and/or sexual orientations

Candidates for graduate degrees in the Department of Physical Therapy are required to meet the above technical standards, with or without reasonable accommodation, regardless of disability. Disability self-identification is voluntary and confidential. The University of Pittsburgh offers reasonable accommodation for qualified, eligible students with disabilities. Please contact our Disability Resources and Services (412-648-7890) for information regarding documentation guidelines.

SHRS Social Media Policy

Social media is rapidly expanding and new outlets are created every day. Professional organizations and ethical codes are often outdated given the rapid expansion of social media. It is essential that students and faculty remain aware and vigilant regarding the social media ethical challenges facing health professionals, clients, patients, and students. Students are responsible for maintaining a professional social media presence related to any SHRS education activities. Some students may find it helpful to create separate professional and personal social media accounts.

We recommend that students consider the following prior to posting or transmitting on social media:

- Consider the audience and potential impact of your post prior to transmission.
- Assume anything that you post or transmit on social media can be viewed by the public.
- An electronic post or transmission is often traceable, without an opportunity for removal.

- Employers often search social media to learn more about you prior to interviews or offered employment.
- Clients often search social media to learn more about you. Proximity based apps and social media post new challenges to maintaining professional boundaries between health professionals and clients or patients.

SHRS Students must:

- Respect the ethical standards of the profession in carrying out their academic assignments.
- Comply with HIPAA's social media rules.
- Read, review, and follow the social media policy of their practicum or internship placement.
- Comply with School and University academic integrity guidelines.
- Do not post or transmit any information or reference about their work with clients
- Do not post clinical encounters, clinical experiences or information that pertains to working with Clients.

Please note that boundaries on social media are no longer as simple as not 'friending' a client, professor, or colleague on Facebook. For example, all contacts in your phone book can read your posts on Venmo without being friends on the app. It is difficult to predict the next ethical problem or boundary that will arise with social media. Therefore, please remain aware and consult with faculty or supervisors on these important issues. Faculty may have to act upon any material that does not comply with current academic integrity guidelines, professional ethical standards, or HIPAA policies.

On a regular basis review the student bulletin board in the Student Commons area at Bridgeside Point as updates, announcements, and helpful information may be posted there.

Check your mailbox and your Pitt email account frequently for important announcements and information.

If you have any questions, contact the Department of Physical Therapy at 412-383-8169 or the Office of Student Services, Forbes Tower, at 412-383-6551.

DPT Academic Program & Regulations

DPT Course Descriptions

FALL – Term 1

PT 2229 Kinesiology (4 credits)

An introduction to the foundations of biomechanics, musculoskeletal tissue mechanics, and therapeutic exercise that will provide the basic principles underlying the analysis of normal and pathological human movement with applications to the musculoskeletal system. This material will be presented in lecture format and will be supplemented by direct laboratory experience.

PT 2030 Human Anatomy and Lab (6 credits)

Systems and regional approaches to human anatomy are combined to study anatomical components and principles of function. The material covered in this course includes anatomy of the musculoskeletal, neural and vascular systems of the extremities, head, neck and trunk. Lectures are complemented by Problem-Based Learning sessions, and laboratory experiences involving both prosection study of human cadavers and instructional palpation of living subjects.

PT 2201 Cardiopulmonary PT I (4credits)

In this course students will focus on examining the pathophysiology and management of individuals with cardiopulmonary disease. Specific attention will be given to the implications of cardiopulmonary disease on physical therapy practice, and how to consider these implications when providing exercise interventions to patient. This course will also include an overview EKG rhythm interpretation, cardiovascular and pulmonary diagnostic testing, lab value analysis, case analyses of cardiovascular and pulmonary assessment data, and instruction in basic cardiopulmonary examination techniques.

PT 2241 Patient Management I (3 credits)

This course provides an introduction to physical therapy assessment and intervention using a model of patient/client management as described in the Guide to Physical Therapist Practice. Using this model, common foundational skills of physical therapist practice will be addressed, from preparing for patient/client interaction, to examination and treatment skills. Topics include history and interview skills, body mechanics, and positioning of the patient/client. Students will develop skills in mobility training and activity progression using transfer techniques, gait training and basic manual wheelchair prescription. An overarching theme is the concept that empathy for the patient experience, combined with excellent clinical skills, creates expertise in caregiving, an essential quality in the physical therapy profession. At the completion of this course, students will have a solid framework for patient/client management that can be used across a variety of practice settings.

SPRING – Term 2

PT 2060 Neuroscience (4 credits)

Considers gross and cellular organization of central This course considers the gross and cellular organization of the central nervous system and its relationship to the peripheral somatic and visceral systems; the physiological properties of neurons and their associated structures; and the probable mechanisms for the reception, transmission, and integration of information at spinal, supraspinal, and cortical levels. Concepts of normal sensory-motor integration, to include the influence of neural centers on motor activity and postural control, will be considered, and clinical manifestations of dysfunction of major neural elements will be discussed. The course content and objectives will be accomplished through varied learning experiences in lectures; guided laboratory sessions and thorough reflection on the provided course materials is highly recommended to enhance the learning experience.

PT 2231 Musculoskeletal I (6 credits)

This course is the first of the Musculoskeletal series. PT 2031 is an overview of the musculoskeletal causes and treatments of movement dysfunction related to the lower extremity. Lecture and laboratory sessions are used to develop competency in the knowledge of pathomechanics of musculoskeletal injuries, prevention, screening, patient evaluation, treatment planning and implementation. This course emphasizes the adaptation of this knowledge and skills into evidence based clinical decision making and assessment of treatment outcome for patients with lower extremity musculoskeletal dysfunction.

PT 2040 Survey of Human Disease I (2 credits)

This course provides an introduction to pathophysiology, epidemiology, and functional consequences of disease. To develop skills in effective differential diagnosis of musculoskeletal and non-musculoskeletal conditions, students learn pathophysiologic mechanisms of human diseases, along with the signs and symptoms characteristic of dysfunction in a given system. Using an interview-based review of systems, students screen for undiagnosed or uncontrolled involvement of the immune, hematologic, integumentary, endocrine, and lymphatic systems, and recognize the need to generate medical referrals or modify a rehabilitation plan of care as appropriate. Students learn to review medical histories with insight into the potential impact of comorbid conditions, and the related medical treatments, on the physical therapy examination, as well as the larger impact on function, activity, and participation. Medical terminology is introduced for effective interdisciplinary communication. The information in this course serves as a foundation for clinical management skills covered in Patient Management I and elsewhere in the DPT curriculum.

PT 2202 Cardiopulmonary II (2 credits)

In this course students apply their understanding of the function of the cardiovascular and pulmonary systems to managing patients with cardiopulmonary dysfunction. Students will utilize the understanding of cardiopulmonary system to design interventions aimed at addressing impairments and devise a physical therapy plan of care. Course content and objectives include screening and differential diagnosis as it relates to the cardiovascular and pulmonary systems, examination of the cardiovascular and pulmonary system, as well as the development and execution of a treatment plan for patients with primary and secondary cardiopulmonary disorders across the continuum of care.

PT 2281 Professional Development & Leadership I (2 credits)

This course is the first in a series of three (3) that examines the professional practice of physical therapy. The content focuses on professionalism, code of ethics, regulatory agencies governing practice, standards of conduct and practice act(s). In addition, it provides an introduction to documentation, the health care industry, payers, and the continuum of care and how they relate to the physical therapy profession. The course series presents management principles for effective and efficient patient care services by providing knowledge of health care systems, organizational structures and functions, and personnel management policies in the environments of practice. Standards of practice including legal, licensure, accreditation, fiscal, ethical, documentation, reimbursement and regulatory, and information management technologies are considered. Entry level students are prepared for writing resumes, job interviews, job searches and for continuing their professional development after graduation.

PT 2141 Clinical Education I (4 credits)

This will be the first full time 6-week clinical education experience completed under the supervision of a qualified physical therapist. Students will have the opportunity to complete an inpatient or outpatient experience. Students will develop their professional behaviors in the clinical setting as well as develop patient management skills and clinical reasoning. Students are expected to function as an integral part of the interprofessional healthcare team at their assigned facility. By the end of the experience, students will be expected to manage the patient with a familiar diagnosis in their setting independently while demonstrating appropriate professional behaviors.

SUMMER – Term 3

PT 2045 Survey of Human Disease II (2 credits)

This course will use the knowledge and resources developed in PT 2040 and 2041 to further the study of human disease processes. Primary focus remains on the pathophysiologic mechanisms and clinical manifestations of human diseases, to enable the student to screen for undiagnosed or uncontrolled involvement of the gastrointestinal, renal/urinary, hepatobiliary, and endocrine systems, and to subsequently recognize the need to generate medical referrals or modify a rehabilitation plan of care. Students learn to review medical histories with insight into the potential impact of comorbid conditions, and the related medical treatments, on the physical therapy examination, as well as the larger impact on function, activity, and participation. Students are also introduced to common mental health disorders and a variety of autoimmune conditions relevant to the field of physical rehabilitation. The information in this course serves as a foundation for clinical management skills covered in Patient Management II and elsewhere in the DPT curriculum.

PT 2232 Musculoskeletal II (5 credits)

This is the second of the Musculoskeletal series. PT 2032 is an overview of the musculoskeletal causes and treatments of movement dysfunction related to the upper extremity and spine. Lecture and laboratory sessions are used to develop competency in the knowledge of pathomechanics of musculoskeletal injuries, prevention, screening, patient evaluation, treatment planning and implementation. This course emphasizes

the adaptation of this knowledge and skills into evidence based clinical decision making and assessment of treatment outcome for patients with musculoskeletal dysfunction in the upper extremity and spine.

PT 2261 Neuromuscular I (4 credits)

This is the first of a three-part series of courses which introduce the student to basic neurological rehabilitation principles. This course is intended to provide the student with the knowledge and understanding of human movement and function throughout the neuromuscular system. Students will be introduced to a neuromotor evaluation scheme for patients with neurologic impairments. Information will be presented regarding motor behavior and motor control as it relates to normal and abnormal movement and function. Case studies and a problem-solving format will be used throughout this course.

PT 2282 Professional Development & Leadership II (3 credits)

This course is the second in a series of three (3) that examines the environment and conduct of the professional practice of physical therapy. The primary focus will be upon leadership and management principles, styles and primary functions essential to practice management. In addition, we explore professional development and career preparation. Finally, we will explore effective teamwork dynamics, communication and conflict management strategies and styles. Learning experiences consist of readings, lectures, and discussions as well as three practical applications: case study using *The Guide*, resume and cover letter preparation, and a leadership development plan.

PT 2242 Patient Management 2 (3 credits)

This course continues to explore the principles of patient /client management that were introduced in Patient Management 1. Several topics will be used to illustrate the patient/client management model with an emphasis on treatment strategies, including thermal modalities; electrotherapy; the integumentary system and wound care; lymphedema and edema management; and finally, an introductory unit on Women's Health. The semester will culminate in a standardized patient experience which will focus on treatment planning using cases based on topics covered in several courses in the curriculum. By exploring these concepts through the primary literature, the presentation of management strategies, and various interactive classroom activities, students should be able to integrate all aspects of patient management, from preparation, to examination, diagnosis and treatment.

PT 2291 Evidence Based Practice I (2 credits)

Course will introduce research methods and statistics and a critical appraisal framework necessary to interpret and critique clinical research related to PT interventions. Course will integrate classroom lecture and small-group article discussion to help students learn how research evidence impacts the practice of PT. Emphasis of course will be interpreting research evidence on PT interventions to inform clinical practice.

PT 2102 Pharmacology (3 credits)

This course covers the principles of drug action for drugs related to: central nervous, respiratory, gastrointestinal, renal/cardiovascular, and endocrine systems. The mechanism of action and use of antibiotics will also be covered.

PT 2243 Patient Management III (2 credits)

This course is the last in the Patient Management series. There are two major units: Amputations and Prosthetics and Management of Chronic Disease. Topics which emphasize the role of the physical therapist in successful recovery and long-term management include diabetes management, cancer rehabilitation, arthritis, and autoimmune disorders. Students will continue to practice examination, evaluation and treatment planning skills learned in Patient Management 1 and 2, while considering the self-management needs of patients and clients with these conditions. Using standardized patients, students will also participate in a formative assessment of their ability to guide patients in self-management skills.

PT 2262 Neuromuscular II (4 credits)

This course is a continuation of PT 2061 and is an overview of adult neurological diseases. The symptoms/prognosis, typical functional limitations, and evaluation/intervention will be discussed. This course requires synthesis of previous knowledge in order to effectively manage the client's movement dysfunction.

PT 2255 Growth & Development (3 credits)

General principles of growth and development of the major systems will be reviewed, in addition to common diseases and diagnoses affecting those systems. Students will learn to prioritize appropriate evaluation and treatment strategies for pediatric patients; interpret results of clinical findings; develop and prioritize problem lists; and formulate treatment goals that are functional and age appropriate. Emphasis on systems-based growth and development and impact through the lifespan.

PT 2283 Professional Development & Leadership III (2 credits)

This course is the third in a series of three (3) that examines the environment and conduct of the professional practice of physical therapy. We will be exploring the healthcare continuum in which we as physical therapists practice. We will be examining the rules, regulations, laws, payer requirements, accrediting agencies' quality and safety standards, corporate compliance programs, leadership and management principles, and the "business" of rehabilitation. We will apply and integrate the concepts learned into real-life group projects and written examinations.

PT 2292 Evidence Based Practice II (2 credits)

This is the second course in the Evidence Based Practice Series and emphasizes the interpretation and appraisal of research evidence as it relates to diagnosis and prognosis in PT practice. The course will introduce research methodology and statistics necessary to interpret and critique clinical research related to PT diagnosis and prognostic issues. Students will read, interpret and critique a variety of peer-reviewed articles

related to PT diagnosis and prognosis issues and will be able to discuss and describe their application to clinical practice.

PT 2242 Clinical Education II (4 credits)

This will be the second full time 6-week clinical education experience completed under the supervision of a qualified physical therapist. Following Clinical Education II, students will have completed an inpatient and an outpatient experience. Students will continue to develop their professional behaviors in the clinical setting as well as develop patient management skills and clinical reasoning. Students are expected to function as an integral part of the interprofessional healthcare team at their assigned facility. By the end of the experience, students will be expected to manage the patient with a familiar diagnosis in their setting independently while demonstrating appropriate professional behaviors.

SPRING – Term 5

PT 2263 Neuromuscular III (2 credits)

This course is a continuation of PT 2061 and PT 2062. This course combines the theoretical knowledge of neuromuscular dysfunction previously learned with treatment application. The causes of dysfunction, assumptions of treatment approaches, and management of patients with neuromuscular dysfunction are emphasized. This course also covers the assessment and management of patients with disorders of balance and postural control. The course requires synthesis of previous knowledge in order to effectively manage the client's movement dysfunction.

PT 2059 Geriatric PT (2 credits)

The content of the course provides information and sources of information to enable the student to appreciate changes in physical function (including physical, cognitive and social aspects) of the older adult and consider the potential impact the changes may have on health status and assessment and treatment in physical therapy. An overview of systemic, behavioral, and cognitive changes that typically occur with advanced age and the impact of the changes on physical function are also discussed. Through lectures, discussions with guest presenters, systematic review of selected peer-reviewed journal articles, and site visits, students are better prepared to: 1) recognize signs of depression, 2) understand decisions and discussions revolving around advanced directives for care, 3) define strategies for communicating and for educating the older adult, the older adult with dementia, and their caregiver. Skill and experience in using the peer-reviewed literature in respected journals in the fields of gerontology and geriatrics, knowledge and identified sources of knowledge about physical performance and assessment of older adults are used to design an exercise program (and the rationale) for an older adult.

PT 2079 Medically Complex Patient (1 credit)

This seminar will utilize case studies to examine the management of patient populations with multiple systems involvement, including illness, injury, impairment, functional deficits, and/or disability. The focus will be on developing the student's clinical decision-making skills by assessing their ability to screen for medical disease, select appropriate tests and measurements, evaluate and provide a prognosis, and formulate a plan of care for the patient. The format of this course will include a case presentation with subsequent discussion in which students will be able to interact with clinicians and other students for the purpose of identifying evaluation and treatment strategies for managing the medically complex patient.

PT 2293 Evidence Based Practice III (2 credits)

This course will focus on aspects of evidence-based practice related to quality and process improvement and its relationship to the process of care and outcomes management. There will be a focus on translating and implementing contemporary approaches to quality improvement into the clinical environment. Students will be able to develop mechanisms to gauge (1) compliance; (2) adherence to standards of care and (3) outcome assessment as the basis for clinical performance assessment. Furthermore, students will be able to describe and apply essential quality improvement principals to improve the process and outcomes of physical therapy practice.

PT 2028 Health & Wellness (1 credit)

This course examines health and wellness strategies and interventions across the lifespan, including the role of the physical therapist. It addresses prevention (of illness or injury) initiatives as well. Participants will be able to identify and assess the health needs of individuals including screening, prevention, and wellness programs that are appropriate to physical therapy. Students will be prepared to promote optimal health by providing information on wellness, disease, impairment, functional limitations, disability, and health risks related to age, gender, culture, and lifestyle. Concepts of health behavior change, including behavior change theories and motivational interviewing, are introduced with an emphasis on strategies for promoting patient/client adherence to a healthier lifestyle. Students are also introduced to nutrition and mental health topics for optimizing health in normal and diseased states within the scope of physical therapy. Learning experiences include lectures, discussion, case studies, and demonstration.

PT 2233 Musculoskeletal III (4 credits)

This is the final course of the Musculoskeletal series. PT 2033 is an advanced seminar in evaluative techniques, application and progression of therapeutic intervention. Lecture and laboratory sessions will consist of advanced seminars by the University of Pittsburgh Faculty. Specific topics related to task and movement analysis, advance spine and women's health concepts, pain and biopsychosocial influence, soft tissue and myofascial techniques. The final section of this course will be dedicated to ergonomics and its influence on musculoskeletal injuries. In this section, students will be introduced to human factors in industry, workplace design, evaluation of work demands, biomechanical analyses of work, work hardening and return to work principles. Being the culmination of the Musculoskeletal series, competency will be assessed with written exams, and a **comprehensive** musculoskeletal oral practical examination. Upon completion of PT 2033, students will be able to demonstrate knowledge of, and be able to implement the most current clinical practice guidelines in musculoskeletal physical therapy practice as it pertains to the Spine, Upper Extremity and Lower Extremity.

SUMMER – Term 6

PT 2143 Clinical Education III (8 credits)

This will be the third full-time clinical education experience, which occurs as the first of two terminal experiences at the end of their didactic curriculum. Students will complete a 15-week full time experience under the supervision of a qualified physical therapist. Students are expected to function as an integral part of the interprofessional healthcare team at their assigned facility. This includes participation in patient management, documentation and billing while demonstrating appropriate professional behaviors. They will have clinical performance benchmarks specific to their setting they must meet and they will also develop an individual performance improvement plan.

PT 2294 Evidence Based Practice IV (1 credit)

This course is a continuation of the evidence-based practice series that will run concurrent with the student's terminal clinical education experience. In this course, the student will utilize the Manuals of Operations and Procedures and databases developed in EBP 3 to collect process of care and clinical outcomes data for patients managed by the student during the first half of his/her clinical education experience. **Data collection will begin within two weeks after the start of the clinical education experience and continue for the remaining 13 weeks of the term (or until the end of the first half of the terminal clinical education experience).** For the 2023 Summer Term, data collection will begin on or before May 22, 2023 and will conclude on August 18, 2023.

FALL– Term 7

PT 2144 Clinical Education IV (8 credits)

This will be the fourth full-time clinical education experience, which occurs as the second of two terminal experiences at the end of their didactic curriculum. Students will complete a 15-week full time experience under the supervision of a qualified physical therapist. Students are expected to function as an integral part of the interprofessional healthcare team at their assigned facility. This includes participation in patient management, documentation and billing while demonstrating appropriate professional behaviors. They will have clinical performance benchmarks specific to their setting they must meet and they will also develop an individual performance improvement plan.

PT 2295 Evidence Based Practice V (1 credit)

This course is a continuation of the evidence-based practice series that runs concurrent with the student's terminal clinical education experience. In this course, you will analyze, summarize, and interpret the process of care and clinical outcomes data that were collected in EBP 3. You will utilize this information to critically evaluate your performance in comparison to your peers and to develop an individualized performance improvement plan.

Quality Improvement & Performance Assessment Project PT 2294-2295:
Evidence-Based Practice IV-V

PT 2294-2295 are a series of courses in which the student will analyze his/her clinical performance by collecting and analyzing process of care and clinical outcomes data. Data will be collected for all patients managed by the student during a 15 week period of his/her final clinical internship. Students will utilize the database(s) developed in PT 2294 to record process of care and clinical outcomes data. The student will summarize their compliance with data collection.

In PT 2294, students will collect outcomes data for 15 weeks, from May through mid-August on all patients as the standard of care. Patients beginning treatment in August will be followed until the end of care.

In PT 2295, the data collected in PT 2294 will be analyzed to determine compliance with data collection, adherence to treatment guidelines and a summary of the outcomes achieved.

Compliance with data collection will be determined as the number of patients with complete outcomes and process of care data divided by the total number of patients treated. Adherence to treatment guidelines will be determined as the number of patients receiving the intervention divided by the number of patients for whom the intervention was indicated. The summary of clinical outcomes will include a summary of the patients at the start of care, end of care and change over the course of care in terms of relevant impairments, activity limitations and participation restrictions.

At the completion of the course, the student will submit a written summary that includes a description of the patients, compliance with data collection, adherence to treatment guidelines, summary of outcomes, a comparison of performance relative to other students and a plan to improve his/her own performance. Particular emphasis will be placed on the student's critical analysis of patients that did not attain a clinically meaningful improvement with the intent of improving future clinical performance. The performance improvement plan should address what would be done differently when applying this process in the future and a reflection on how the process of outcomes data collection and analysis contributes to evidence based practice and the student's future professional development. Group presentations at the end of the semester will be done to summarize the data for all students in the class and the results for the entire process.

Comprehensive Examination

Students must complete a written comprehensive examination (PEAT: Practice Exam & Assessment Tool) prior to graduation from the DPT program. The written exam is an integral first step in the preparation for the National Physical Therapy Examination (NPTE) taken after graduation. Achievement of a passing score on the comprehensive exam is a strong indicator of a future successful performance on the NPTE. The written examination is given during Term 6 and consists of multiple-choice questions from five major clinical content areas: Cardiovascular and Pulmonary, Musculoskeletal, Neuromuscular, Integumentary and Lymphatic, and Other Systems. The exam includes content across the lifespan from pediatric to older adult.

Students who achieve an “on track to pass score”, as designated by the exam, will have met graduation requirements. Students who do not achieve an “on track to pass score” on the first attempt, will **NOT** have met graduation requirements and will be **required** to engage in a remediation process and complete a second examination. Students required to engage in the remediation process and examination retake will have met graduation requirements upon the full completion of the remediation process and exam retake.

Successful completion of the written comprehensive exam and/or satisfactory completion of the remediation process is required for graduation.

Community Engagement

As part of their professional development, students will lead and participate in community engagement activities and learning experiences throughout their time in the University of Pittsburgh Doctor of Physical Therapy program. They may participate in long-term and/or episodic community-engaged opportunities with current community partners through established student-led programming. Students may also develop unique community partnerships and create sustainable programs while striving to work effectively within the context of their clients and the community. Involvement in community engagement will provide opportunities for students to address community-identified issues in the geographic areas where they may one day live and work. Through these activities, students will cultivate important skills including advocacy, leadership, and professionalism. Prior to graduation, students are required to engage in at least 3 Community Engagement activities, 4 Interprofessional Education experiences, and 1 “self-selected” activity in either of these categories – totaling 8 unique activities across the 7-term program. Students may complete greater than this required number of experiences should they choose to, pending good academic and clinical standing. Students will be responsible for completing reflective assignments that summarize the outcomes of their community engagement experiences and describe the impact that their community-engaged involvement will have on their future careers as physical therapists. It is the student's responsibility to monitor their progress and plan accordingly throughout the 7-term program. Students with greater than 1 outstanding Community Engagement requirement at the start of Term 7 will be issued a Learning Contract. Students must complete this requirement, including all related assignments or reflections, by October 31st of the year of graduation. Failure to meet the required CE/IPE requirements by this deadline may result in delayed graduation. For additional information and resources to help students achieve this requirement, please visit the central [Community Engagement and Interprofessional Education Canvas page](#).

Interprofessional Education

For physical therapists, the ability to effectively work with individuals of other professions is essential. Learning experiences that promote interprofessional communication and teamwork help students develop clinical skills that can produce high quality care and improve overall health outcomes for their patients. As part of their professional development, students will participate in interprofessional education events and activities throughout their time in the University of Pittsburgh Doctor of Physical Therapy program. DPT students will attend and engage in episodic, structured interprofessional events with students in the School of Health and Rehabilitation Sciences who are outside of the physical therapy profession. These events may include activities such as interprofessional networking or mock interdisciplinary case conferences to expose students to interprofessional collaborative practice. Students will be responsible for completing post-activity assessments or reflective assignments that summarize these interprofessional events and describe the impact the experiences will have on their future careers as physical therapists. Prior to graduation, students are required to engage in at least 3 Community Engagement activities, 4 Interprofessional Education experiences, and 1 “self-selected” activity in either of these categories – totaling 8 activities across the 7-term program. Students may complete greater than this required number of experiences should they choose to, pending good academic and clinical standing. Students will be responsible for completing reflective assignments that summarize the outcomes of their interprofessional education experiences and describe the impact that their interprofessional involvement will have on their future careers as physical therapists. It is the student's responsibility to monitor their progress and plan accordingly throughout the 7-term program. Students with greater than 1 outstanding Interprofessional Education requirement at the start of Term 7 will be issued a Learning Contract. Students must complete this requirement, including all related assignments or reflections, by October 31st of the year of graduation. Failure to meet the required CE/IPE requirements by this deadline may result in delayed graduation. For additional information and resources to help students achieve this requirement, please visit the central [Community Engagement and Interprofessional Education Canvas page](#).

Requirements for Graduation

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

2. Successfully complete the DPT plan of study.
3. Complete the written comprehensive examination process.
4. Successfully complete the Quality Improvement and Performance Assessment Project during the terminal clinical educational experience.
5. Meet Community Engagement & IPE requirements as outlined in student handbook.
6. Earn a minimum of a C or better in all graded courses.
7. Earn a Satisfactory or Honors in all non-graded courses.
8. Earn at least a 3.0 grade point average at the time of graduation.
9. Adhere to the Code of Professional Conduct for DPT Student.;
10. Adhere to the [Academic Integrity Code](#) of the University of Pittsburgh.
11. Adhere to the [Student Code of Conduct](#) at the University of Pittsburgh.

Felony Conviction Notice

A prior criminal record may negatively impact your ability to fully participate in the University's Doctor of Physical Therapy curriculum. Prior to participating in clinical rotations and during the state licensure process, students admitted to the program will be required to complete a criminal background check. Certain convictions may prevent students from entering clinical facilities, which may hinder a student's ability to successfully complete the program. In addition, certain criminal convictions may prevent a graduating student from being licensed. If applicable, we encourage you to check with the appropriate State licensing board(s) to determine whether your background may be a barrier to your completion of the program and future licensure. Additionally, the University may require an internal investigation to determine if the conviction would preclude the candidate from successfully completing the education requirements for graduation, including the clinical education requirements.

Eligibility to sit for the National Physical Therapy Exam (NPTE)

Students will receive instructions from the program regarding the general process for registering for the licensure exam and are eligible to sit for the exam upon successful **graduation** from the DPT program. Requirements to obtain licensure vary within each state. Students will be responsible for ensuring that all required paperwork is obtained and completed. Please note that in order to become licensed, many states will inquire as to whether the applicant has been convicted of a misdemeanor, a felony, or a felonious or illegal act and if you have a record you may not be able to become licensed to practice your profession after graduation.

Department of Physical Therapy Grade Policies

A: Letter Grade Scale:

| Point Scale | Grade | GPA | Graduate |
|-------------|-------|------|----------|
| 99-100 | A+ | 4.00 | |
| 90-98 | A | 4.00 | Superior |
| 89 | A- | 3.75 | |
| 88 | B+ | 3.25 | |
| 80-87 | B | 3.00 | Adequate |
| 79 | B- | 2.75 | |
| 78 | C+ | 2.25 | |
| 70-77 | C | 2.00 | Minimal |
| 69 | C- | 1.75 | Failure |
| 68 | D+ | 1.25 | |
| 60-67 | D | 1.00 | |
| 59 | D- | .75 | |
| <59 | F | 0.00 | |

B: Grade Course Options:

| |
|--|
| LG – Letter Grade |
| H / S / U – Honors / Satisfactory / Unsatisfactory |
| S / N – Satisfactory / Audit |
| LG and H / S / U – Letter Grade and Honors / Satisfactory / Unsatisfactory |
| LG and S / N - Letter Grade and Satisfactory / Audit |

When no grade option is indicated for a course by the department, letter grade is the only option

C: No Quality Points:

| |
|---|
| G – Unfinished Course Work (extenuating personal circumstances) |
| H – Honors (exceptional) completion of course requirements |
| I – Incomplete (due to nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars. |
| N – Audit (noncredit) |
| R – Resignation (student resigned from the University for the term) |
| S – Satisfactory (satisfactory completion of course requirements) |
| U – Unsatisfactory (unsatisfactory completion of course requirements) |
| W – Withdrawal |
| Z – Invalid Grade (invalid grade reported) |
| ** - no grade (no grade reported) |

D. Course Practical/ Competency Examination Remediation and Re-take Guidelines

The following guidelines are provided for consideration of remediation of a DPT student who has failed to meet passing expectations on a course practical/competency examination.

FIRST REMEDIATION/RE-TAKE OPTIONS:

Upon the recognition of the need for a student to remediate a practical/competency examination, the following three re-take options should be considered with reference to the underlying circumstances associated with the specific student performance circumstances. Available options will be decided based on individual student needs, the nature of the failure, and at the discretion of the course instructor.

1. Schedule “re-take” as an in-person session the same OR following day.
2. Schedule remediation/re-take session for a later date and time within the same term.
3. Schedule remediation/re-take session for a date and time beyond the current term.

Grading

While remediation/re-take opportunities are provided to students who are unable to meet passing expectations, the **maximum grade** that can be achieved for the “retake” of a practical/competency examination (despite level of performance) will be a **70%**.

SECOND REMEDIATION/RE-TAKE OPTIONS:

Should a student not achieve passing expectations during the first “re-take” opportunity, the same three retake options (noted above) should be considered with reference to the underlying circumstances associated with the “need for remediation”.

Grading

While a second remediation/re-take opportunity is provided to students who are unable to achieve passing expectations on their first re-take, **the maximum grade** that can be achieved for the second re-take of a practical/competency examination (despite level of performance) will be **70%**. **Students unable to achieve passing expectations on the second re-take will have the actual earned grade for the failed exam entered as their final grade for that specific assessment.**

Overall Course Grade

The final grade for the second retake of a practical/competency examination may contribute to an overall failing grade for the **course**. As per academic policy, failure of a course in any capacity requires the faculty to meet and discuss the student circumstances and to determine the consequences of failing the course which may include dismissal from the program.

Faculty Advisors

The advisor's role is to help guide the student's progress through the DPT program. The Faculty advisor will:

- Meet with the student after the start of the curriculum.
- Assist the student in the following: choosing and registering for electives, engaging in student leadership roles, participating in extracurricular/service activities
- Meet with the student periodically throughout the program.
- Be available to the student on a regular basis.
- Meet with the student as needed to review academic progress; and discuss professional plans.
- Meet with the student upon his/her notification of probationary status.
- Assist the student with accessing academic/student-related/professional resources as needed.

DPT Student Advisee Guide

The University of Pittsburgh Doctor of Physical Therapy (DPT) *DPT Student Advisee Guide* was developed to support the DPT mission to “provide an unparalleled supportive environment, free of barriers and disparities...”. The role of the faculty advisor is essential for fostering academic success, maintaining transparency and clear communication, and supporting a cohesive, collaborative, and professional culture among faculty, staff, and students. Active participation of the DPT student is critical to the success of the advisor/advisee relationship and process. The following guide provides foundational roles, responsibilities and expectations that will help to maximize the benefit of the advisor/advisee relationship and process.

Student Advisee Responsibilities and Expectations:

- While faculty advisors are expected to make the initial outreach, it is the student's responsibility to attend the advising session. It is expected that students engage in at least one face-to-face (in-person/virtual/immersions) advising session per term. Any student on academic probation is **required** to attend the routine advising sessions at the cadence suggested by their advisor. Students are able to contact their advisor to schedule a session at any time.
- When a faculty advisor communicates with the student advisee to address a concern or to schedule an advising session, the student should respond promptly (within 48 hours) and professionally.
- The student should come to each advising session on time and with specific agenda/talking points, which may include but are not limited to academic or clinical performance, time management, health/wellness issues, academic/career goals, and personal concerns.
- The student should maintain ongoing communication with the advisor between advising sessions. If and when challenges arise that interfere with the student's ability to succeed in the DPT program, the student should reach out to their advisor as soon as possible.

- The student should follow through with action items identified during any advising session, and work with the advisor to identify optimal mechanisms of support.
- Advising sessions are optimized when the student openly and honestly shares information relevant to performance and goals, takes ownership for professional development, and is open to suggestions and new approaches to problem solving.

In the event that a student's advisor is no longer able to serve in the advising role, a new faculty advisor will be identified and assigned. Any additional concerns that students recognize as requiring escalation should be relayed to the VC DPT Education/Program Directors (Drs. Wert, Nixon-Cave, Kobal), Clinical Education team (Drs. Jackson-Coty and Malacarne), and/or Department Chair (Dr. Irrgang).

DPT Clinical Education

Introduction to Clinical Education

The goal of the University of Pittsburgh Clinical Education program is to thoroughly engage students in the management of patients/clients with diseases and conditions representative of those commonly seen in contemporary practice across the lifespan and continuum of care – and across common settings representative of those in which physical therapy is commonly practiced. As such, students are prepared as a generalist, capable of entering the workforce in a variety of settings and working with a broad population of patients/clients. While unique specialty settings/experiences may be available as a clinical education experience, the program is dedicated to equipping students with strong foundational experiences and will prioritize student placements in facilities/settings that broadly prepared students for entering clinical practice at the level of a competent clinician.

The Clinical Education program consists of 4 clinical education learning experiences; two full-time 6-week experiences that are integrated within the didactic curriculum and two full-time 15-week terminal experiences comprising the last two terms of the program. Students will complete the first 6-week full-time integrated clinical education experience at the end of term 2 and the second 6-week experience at the end of term 3/beginning of term 4. The two full-time terminal clinical experiences are completed during terms 6 and 7. In total, our DPT students will complete 42 weeks of full-time clinical education experiences – 3 months greater than the minimum required by accreditation requirements. To ensure the broad development of clinical competence, every student will engage in both an inpatient and outpatient placement as part of the clinical education program. This ensures the student will have clinical experiences across the continuum of care and across the lifespan from pediatrics to geriatrics in a variety of settings which may include acute care hospitals, skilled nursing facilities, inpatient acute rehabilitation facilities, home health agencies, outpatient facilities. As appropriate and available, specialty facilities such as pediatrics, sports medicine, women’s health, balance and vestibular, occupational health, and hand therapy may serve as additional clinical experiences.

We have established clinical partnerships in the greater Pittsburgh area with the University of Pittsburgh Medical Center (UPMC) and other select health care facilities, as well as across the country utilizing our alumni and faculty network. All of our clinical education experience sites are carefully reviewed to ensure that our students are receiving quality clinical education experiences that meet the mission and goals of the Physical Therapy Department. Students in the residential format will complete the majority of the clinical experiences in the greater Pittsburgh area, while the hybrid format students will complete their clinical experiences within their home communities. International students engaged in the residential or hybrid DPT track will be required to relocate to the Pittsburgh area and complete all their clinical education experiences within the United States. To reduce costs associated with clinical education experiences, the clinical education team will work with students to try and provide clinical education experiences within a 60-mile radius of their home address or other location where they may have existing housing. Opportunities may be available during terminal clinical experiences to engage in unique practice settings if students have demonstrated strong foundational skills and have an interest in a specialty practice. Students may be asked to relocate for a full-time clinical education experience to an area where they have alternative housing in order to provide an optimal experience for all students. If a student in the hybrid format chooses to move to Pittsburgh for their DPT program, it does not guarantee them a clinical education experience in Pittsburgh. They may need to return to their permanent address/home community for their clinical education experiences. Note that some

specialty settings may require students to relocate for the duration of the clinical experience, so such costs should be factored into the decision-making process PRIOR to accepting the placement.

We have an academic clinical education team consisting of the Vice Chair of Clinical Education, the Clinical Education Coordinator, the Director of Clinical Education, and the Director of Community Engagement who are responsible for defining, implementing, and evaluating the clinical education program. The team works closely with our clinical faculty who serve as the students' clinical instructors and mentors at the clinical sites. Our clinical education program is a continually evolving system that must remain responsive to the needs of our students, our health care system, the physical therapy profession, and the academic institution.

Clinical Education Schedule

| DPT Year | Course | Term | Number of Weeks | Date |
|----------|----------------------|----------------------|-----------------|-------------------|
| 1 | Clinical Education 1 | Spring Term 2 | 6 | 3/25 to 5/3/2024 |
| 1 | Clinical Education 2 | Summer/Fall Term 3/4 | 6 | 7/29 to 9/6/2024 |
| 2 | Clinical Education 3 | Summer Term 6 | 15 | 5/5 to 8/15/2025 |
| 3 | Clinical Education 4 | Fall Term 7 | 15 | 8/25 to 12/5/2025 |

Student Assignments

- Students will be assigned to clinical sites based on individual educational need, clinic availability, student's geographic location, and academic requirements. Students are encouraged to schedule a meeting with a member of the clinical education team to discuss clinical interests, housing options, and other matters related to or possibly impacting clinical placements.
- All students will be assigned to at least one outpatient and one inpatient site during their clinical education experiences.
- For the students' terminal clinical education experience, they may participate in a 30- week rotation or two 15- week rotations in settings such as: General Outpatient, Outpatient orthopedics, Outpatient Neurologic, , Inpatient acute, Inpatient Rehab, Sub-Acute Rehab, or Pediatrics. Specialty practice experiences may be available and should be discussed with clinical education team.
- Student assignments and profiles will be sent to the sites Facility Directors or the Site Coordinator of Clinical Education through the clinical education database, Exxat. The student will be responsible for keeping their profile updated in Exxat.
- Clinical sites commit to a student's clinical education experience for the University of Pittsburgh up to a year in advance, thus changes to a student's clinical placement are not made for personal reasons or student preference. However, it is the prerogative of the faculty to change a student's clinical placement based on the academic needs of the student or the request of the clinical site.

Attendance

There will be mandatory clinical education meetings scheduled throughout each semester to prepare the students for their clinical education experiences and to debrief students after a clinical education experience.

- Clinic attendance is mandatory. In order to maximize learning during a clinical placement, attendance must be consistent so students can follow a patient caseload.
 - Students are NOT permitted any time off during Clinical Education 1 & 2
 - Pending prior approval from the clinical instructor and Clinical Education team, students ARE permitted to request 2 personal days during Clinical Education 3 and an additional 2 personal days during Clinical Education 4.
- In the event of an unavoidable absence or illness, the student should contact both their clinical instructor and a member of the Clinical Education team. Students may be required to make up missed days.
- If frequent absences become a concern, the clinical education team, the CI, and the student will address the issue.
- If a student is unable to perform the necessary functions in the clinic due to health concerns, either mental or physical, a medical leave may be requested through the Clinical Education team.

Evaluation & Grading

We use the University of Pittsburgh Clinical Internship Evaluation Tool (CIET) to evaluate our students' clinical performance at both the midterm and final point for each clinical education experience. Students will complete the CIET as a self- assessment and submit it to their CI who will then complete their part of the CIET. Students are expected to review the evaluation with their CI and then submit electronically through Exxat.

At the end of each clinical education experience, students are asked to evaluate their clinical education experience using the PTSE 1 form (Student Evaluation of the Site) on Exxat and share the information with their site.

Students are also asked to provide feedback to their CI at both the midterm and final points during each clinical education experience using the PTSE 2 (Student Evaluation of their Clinical Instructor).

DPT students are expected to comply with the Code of Professional Conduct for Physical Therapy Students, the APTA Code of Ethics, and the APTA Core Values throughout their clinical experiences. Non-Compliance may result in failure of the clinical education experience and possible dismissal from the DPT program.

Specific objectives and Clinical Performance Benchmarks are provided for each clinical education experience which provide the basis for expectations and grading.

Grading for all clinical education experiences is satisfactory or unsatisfactory. The determination of the grade received is a joint decision between the CI and the academic faculty. If a student receives a 'U' grade they will be expected to repeat the clinical education course following a remediation which will result in an extended plan of study in the DPT program. Failure of more than one clinical education experience may result in dismissal from the program.

The clinical placement site may request termination of the clinical experience at any time if the student is not complying with the Code of Professional Conduct, and/or not making satisfactory progress in their performance, and/or the student's health does not warrant continuation, and/or the student's conduct or health is a detriment to the functioning of the clinic. If the student is removed due to violating the Code of Professional Conduct or poor clinical performance, it may result in failure of the clinical education course and either a remediation plan will be put in place, or the student may be dismissed from the program. If the

student is dismissed for health concerns, they will receive a G grade and complete the clinical education requirements when we received a clearance from their health care provider.

Dress Code

Policy

It is the policy of the University of Pittsburgh's Department of Physical Therapy that personal appearance reflects professional identity. These guidelines reflect consideration of our public image and prioritize infection control and safety. Exceptions to this policy may be made based on verified medical, religious, and ethnic requirements.

General Guidelines – Professional and Clinical

- DPT Students should maintain professional attire when representing self, and University of Pittsburgh in all situations.
- Students are expected to comply with all site specific attire guidelines.
- Students should wear clothing that does not interfere with movement required for patient care and safety.
- Clothing should be modest and cover chest, shoulders, torso, and hips in all functional positions of job.
- Avoid leggings, t shirts, jeans, shorts, revealing attire, hats, clothing with slogans or messages.
- The University of Pittsburgh photo ID badge must always be worn during clinical education experiences. Some facilities may require facility-specific ID badges.
- Appropriate closed toed shoes must be always worn. Shoes should be clean and functionally appropriate for the clinic. Sneakers may be worn if clean and approved by clinic guidelines.
- Hair should be neat, clean, and managed with simple hair accessories if needed.
- Beards and mustaches should be short, clean, and well groomed.
- Hair color is at the discretion of clinic management.
- Nails should be kept clean and short. Artificial nails are not appropriate.
- Makeup, fragrance, and jewelry should be minimized with patient and co-workers needs respected.
- Follow clinic guidelines regarding special occasion or casual dress days.

Follow facility Personal Protective Equipment (PPE) policies and procedures at all times.

Student Responsibilities

- Students are responsible for setting up their Exxat account to manage their clinical education program and keeping it up to date throughout their DPT Plan of Study.
- Students are responsible for completing all clinical requirements (see Clinical Education Requirements in handbook) and for any costs associated with these.
- Students are responsible for obtaining & maintaining private health insurance throughout the DPT program. The Student Services Health fee assessed each term is not a substitute for private health insurance.
- Students are responsible for contacting their clinical site at least one month prior to the start of the clinical education experience to verify they have met all site prerequisites and obtain information such as scheduling, parking, and dress code.
- Students are responsible for transportation to and from their clinical sites, and all costs incurred for transportation, which may include cost and maintenance of an automobile, public transportation, gas,

and parking. Every effort is made to identify clinical site locations within an approximate 60-mile radius of a student's residence although occasionally students may be assigned to sites that are further due to clinic availability.

- Students will be responsible for locating and paying for housing if a clinical site is not available within driving distance of their residence or they choose to go outside the area for a specialty clinical.
- The student is responsible for contacting a member of the clinical education team with any questions or concerns prior to or during the clinical education experience. Our policy at the University of Pittsburgh is to address issues as early as possible rather than allowing them to persist and result in an unsuccessful experience for the student.
- Students with disabilities are responsible for making a request for accommodations prior to the start of the clinical education experience. (See Disability Resources & Services). We will contact an appropriate site to assure they can make the accommodations necessary.

Prior to starting a clinical experience involving direct patient care, students must comply with certain health and safety requirements. There are mandatory requirements from both the University of Pittsburgh and each clinical site. Here are the University requirements and some site-specific requirements that will need to be completed prior to your first clinical experience. You will receive more information about requirements in the Fall semester.

- Students are responsible for all costs associated with completing all requirements.
- Please be aware that any records found in background clearances/screenings may prevent you from participating in a clinical education experience, resulting in your inability to meet the curriculum requirement for graduation from the DPT program. This may also impact your ability to obtain a PT License and practice after graduation.

Mandatory and Common Site-Specific Requirements are listed below: In term 1 you will receive information about which requirements you will complete prior to Clinical Education 1.

- Covid 19 Proof of Vaccination or Exemption
- Flu (Influenza) Shot
- Health Appraisal Form
- Immunization Record
- Blood Borne Pathogen Training
- CPR
- HIPAA
- Universal National Criminal Background Check
- State Specific Background Checks and Clearances
- TB Test
- Drug Screening
- Wolff COVID-19 Module
- Additional Site-Specific Requirements
- Additional Site-Specific Trainings

We use an online platform called Exxat for management of our clinical education including your clinical requirements. Please see the section on “Use of Exxat”. *Please note that you may be asked to provide hard copies of required forms so you should always have a hard copy available to you (preferably the original).*

Student Use of the Exxat clinical Education Software Program

The Department of Physical Therapy uses an online software tool, Exxat, to manage our clinical education program. This system is used for clinical education data, making placements, communications with students and sites, and managing clinical evaluation tools. All DPT students will have an active account on the Exxat portal which they will be responsible for activating and keeping up to date.

The following is a summary of DPT student use of the system as part of their clinical education curriculum:

1. Students will maintain a dashboard on Exxat, which provides a profile to their clinical sites including demographic information, contact information, and a history of their clinical experiences.
2. Students will upload required documents to their dashboard for approval. Please see “Clinical Education Required Documentation” for details. These documents will be sent along with the student’s profile to their clinical site prior to the start of each rotation. Hard copies of any documents must be provided to the clinic upon request.
3. Students will complete a clinical questionnaire for each placement to give the site advanced information about their goals for the placement.
4. Students can get information about clinical sites we use and read past student evaluations of their experiences at those sites.
5. Students have access to the clinical education curriculum and resources.
6. Once a student is assigned to a clinic for a clinical education placement, the information will populate on their Exxat profile, and they can access information about the site on Exxat
7. For each placement, students will have a “To Do” list on Exxat with required activities. Some activities will be completed electronically on the Exxat website while other activities will be completed separately and uploaded to Exxat.

At a minimum for each clinical education experience, the student will:

- provide contact information and demographics about their clinical instructor (CI)
- complete a clinical site orientation form
- complete weekly planning forms with goals
- complete a midterm and final self-assessment of their clinical performance using the CIET
- complete a midterm and final evaluation of their CI
- complete a final evaluation of their site

Financial Resources

Tuition

Making Payments

There are several options for making tuition payments. You may pay online through PittPAY by e- Check (free) or credit card (service fee applies). You may also mail check and money order payments along with the remittance form. Payments can be made in person at the Student Payment Center, but keep in mind that they do not accept credit card payments in person.

Pre-Pay

This free form plan permits you to reduce your student account balance prior to receiving the first e-Bill for a new term. You may send any amount you wish and make as many payments as you wish provided they are received by the date established on the prepayment plan form.

Pay Online (PittPAY)

Payments made by e-Check are offered at no charge. While the University does not accept credit card payments directly, they have arranged for a third-party vendor to accept American Express, Discover Card and MasterCard when payment is made online through PittPAY. You will be charged a non-refundable service fee of 2.75% by the vendor for this service.

- Payment can be made by e-Check (electronic check) from an existing checking account, or by Discover, MasterCard, or American Express.
- Students can also authorize parents, guardians or other third-party payers to view their e-Bills and make payments online.
- Students assign the login ID and password and provide it to the authorized individual(s).
- Students access the account at <https://my.pitt.edu>. Once logged in, students can search for PittPAY in the top right-hand corner of the screen.
- Authorized Payers log in at <http://payments.pitt.edu/> using the Login name and Password provided by their student
- Students and Authorized Payers can view and print a copy of the monthly e-Bill.
- Students and Authorized Payers can establish payment profiles for their convenience.
- Students will receive an e-mail at their official University of Pittsburgh e-mail account when eBills are available in Pitt PAY
- Authorized Payers will be notified at the e-mail address they provide in PittPAY.
- Students and Authorized Payers may elect to receive email confirmations of online payments made by the individual.

Existing Discover/MasterCard/AMEX regulations prohibit the University from making a refund to you in cash or by check when you made your payment by credit card and there is an adjustment made to the charges paid. When you pay by credit card and there is a reduction in the amount of the charges, we are required to credit the credit card account you used to make the payment.

The vendor will not refund any portion of the service fee when you are refunded.

Access and Payment of Tuition Bill

- Access your ebill
 - Log onto my.pitt.edu → search for PittPay on the top right-hand side of the screen → click on Account Activity on the top → click on the appropriate term
- Pay your ebill
 - Log onto my.pitt.edu → search for PittPay on the top right-hand side of the screen → click on Account Summary on the top → click on Make a Payment

Payments must be received by the due date to avoid the assessment of a late fee.

Drop Off

You may make your payment in person at G-9 Thackeray Hall or you may drop your payment in the depository located outside the Student Payment Center on the Ground Floor of Thackeray Hall. Please do not include cash when using the depository.

If you have any further questions, you may contact the Student Payment Center via phone (412)624-7520 or e-mail payments@pitt.edu. The fax number is (412) 624-7544.

Fees

Course Fees

Some courses have fees associated with enrollment in the course. These courses are identified in the Schedule of Classes and Course Descriptions. The Schedule of Classes is online at:

<http://www.registrar.pitt.edu/courseclass.html>

Mandatory Fees

The following fees are mandatory and are assessed to students in both formats. Current rates are available [online](#)

Students in the Residential Format Only:

- Student Activity Fee
- Wellness Fee
- Computing and Network Services Fee
- Security and Transportation Fee

Students in the Hybrid Format Only:

- Computing and Network Services Fee

Financial Aid

Contact Information:

University of Pittsburgh
 Financial Wellness Center
 139 University Place, Thackeray Hall
 Pittsburgh, PA 15260
<https://financialaid.pitt.edu/>
 412-624-7488 (option 2)
finaid@pitt.edu

Eligibility of Pennsylvania Tuition Rates

Full Policy: <http://payments.pitt.edu/pa-tuition-rate-eligibility/>

Tuition rates for the University of Pittsburgh are based on whether the student is a permanent resident of the Commonwealth of Pennsylvania. A higher tuition rate is charged to nonresidents. Students in the Hybrid format will be charged the in-state tuition rate regardless of residence.

A student who has lived in the Commonwealth of Pennsylvania for 12 consecutive months immediately prior to enrollment at any college or university in the state may be eligible for reduced tuition rates. To qualify, the student must also be a citizen of the United States or have a U.S. immigrant/permanent resident visa. Students under 21 years of age are presumed to have the same domicile as their parents.

Copies of detailed “University of Pittsburgh Tuition Eligibility Guidelines” are available upon request in the Students Appeals Office, located in Thackeray Hall.

Any admitted student who does not automatically qualify may petition for reduced tuition rates and supply additional information to be reviewed by the Student Appeals Coordinator. To be effective for a particular term, petitions must be submitted within the first 30 calendar days of the term or 15 calendar days of the session.

Due dates will not be extended, and late payment or late registration fees will not be waived for any reasons related to the determination of eligibility for reduced tuition.

A student who changes his or her domicile from Pennsylvania to another state must promptly give written notice to the University. In addition, a student under 21 years of age must report a change in his or her parents’ or legal guardians’ address.

Scholarships & Awards in the Department of Physical Therapy

Scholarship Database

Students can access the PittFund\$Me scholarship database to search for scholarships. Students will create a profile and the database will display scholarship opportunities that are tailored to their profile.

How to access this:

- Log onto my.pitt.edu → search for PittFund\$Me → access the dashboard to create your account

SHRS Scholarship Opportunities

Scholarship applications (Departmental or SHRS/University) are generally distributed at the beginning of the fall term each year.

Mary Behling Browne Physical Therapy Scholarship

Established in 2013, this award is used for tuition support of eligible students in the Department of Physical Therapy at the School of Health and Rehabilitation Sciences at the University of Pittsburgh. Awards may be made to Physical Therapy students who are in their second or third year of study with demonstrated financial need.

Dorothy Bradley Brown Endowed Student Scholarship

Established in 1990 by Dorothy Bradley Brown, a 1941 graduate of D.T Watson; this scholarship is awarded to a DPT student who is enrolled full time, is in good academic standing, and has financial need. This scholarship can be awarded to one or more students.

Dorothy Bradley Brown Nationality Room Scholarship

This scholarship is awarded to a DPT student in good academic standing who wishes to study abroad. The scholarship is awarded by the Nationality Rooms scholarship committee.

The purpose of the international study is to:

- Gain exposure to healthcare system(s) outside the United States of America;
- Observe physical therapy practice in other countries

Students interested in exploring the Dorothy Bradley Brown Scholarship should notify the Chair of the PT Department & the Director of Clinical Education so that planning and coordination of this experience can be done efficiently. The student may be asked to present at PT Clinical Rounds after completing the independent study abroad.

Pat Croce Endowed Student Scholarship

Established in 1991 by Pasquale "Pat" Croce, a 1977 graduate of the University of Pittsburgh's Department of Physical Therapy; this scholarship is awarded to full time DPT student in the first year of study who has completed a minimum of 20 credits of professional study in good academic standing and has financial need. It may be awarded to one or more students.

Centers for Rehab Services (CRS) Leadership Scholarship

Established by Centers for Rehab Services, a partner of UPMC; this scholarship is awarded to an entry-level physical therapy student(s) demonstrating leadership by way of involvement with APTA, the Foundation for Physical Therapy, or other roles within the profession. This award is made at the discretion of the Chairman of the Department of Physical Therapy.

Mary K. Daly-Crum Student Award in Physical Therapy

Established in 2012, this award is used to provide support for books, lab fees, travel or other educational expenses to students in the Department of Physical Therapy at the School of Health and Rehabilitation Sciences. Preference shall be given to out-of-state students with need.

David Physical Therapy and Sports Medicine Scholarship

Established in 2005 by Joseph David, a 1988 graduate of the University of Pittsburgh's Department of Physical Therapy; this scholarship is awarded to an entry-level physical therapy student in the final year of study who demonstrates financial need; good academic standing (minimum of 3.0); and exceptional clinical competence. An application, essay, and possible interview are required.

Victoria Green Scholarship

This scholarship is awarded to physical therapy students in good academic standing.

Patricia Leahy Memorial Scholarship

Established in 1997 in memory of Patti Leahy, a 1979 graduate of the University of Pittsburgh's Department of Physical Therapy; this scholarship is awarded to a well-rounded DPT student who has a special interest in neurology and neurologic physical therapy. The recipient should also reflect Patti's love of family, friends, and social life.

Pearl C. Mann Scholarship Fund in Physical Therapy

Established in 1997 by Pearl C. Mann, a 1945 graduate of D.T. Watson; this scholarship is awarded based on outstanding academic achievement and financial need. The student must be enrolled full-time in the DPT program and they must be a U.S citizen.

Alice Chagnot Oulette Endowed Student Scholarship

Established in 1991 by Alice Chagnot Oulette, a 1947 D. T. Watson graduate; this scholarship is awarded to a DPT student who is enrolled full time, is in good academic standing, and has financial need. This scholarship can be awarded to one or more students.

Paul and Judy Rockar Endowed Student Scholarship

Established in 2005 by Paul (and Judy) Rockar, a 1981 graduate of the University of Pittsburgh's Advanced Master's Orthopaedic and Sports physical therapy program; this scholarship is awarded to a 2nd year DPT student who is enrolled full time and who is in good academic standing. This student must demonstrate a commitment to professional development, leadership, and lifelong learning.

PT Leadership Development Award

The Physical Therapy Leadership Development Gift was established in 2013 by Debora L. Miller, 1978 graduate of the Physical Therapy program, in honor of her mother, Dorothy Tear Lewis. The purpose of the annual gift is to offset the expenses associated with the DPT student awardee(s) participation in the LAMP Institute for Leadership in Physical Therapy of the Health Policy and Administration Section of the American Physical Therapy Association.

D.T. Watson Alumni Scholarship

Established by the alumni and friends of the D.T. Watson School of Physiatrists, Division of Physical Therapy, in 1969; this scholarship is awarded to a DPT student who is enrolled full time, is in good academic standing, and has financial need. This scholarship can be awarded to more than one student.

Jessie Wright Scholarship

This is the highest honor awarded by the Faculty in the Department of Physical Therapy and is given to a student who displays superior achievement & potential of becoming an outstanding clinician. This award is based on the unanimous decision of the Faculty.

Additionally, students will receive notification from the SHRS Student Services representative related to school-wide scholarship opportunities. Notification of the specific scholarship options and due dates are shared with students during the Fall semester.

SHRS Information & Student Resources

Department of Physical Therapy Facilities at Bridgeside Point 1

The Department of Physical Therapy and the Doctor of Physical Therapy (DPT) program are located at Bridgeside Point I (BSP), along Technology Drive in south Oakland. The building is secure and requires a registered access badge to gain entrance to all spaces. The building is accessible 24 hours a day, 7 days a week, and has a security guard in the main lobby from 7 a.m. to 7 p.m., Monday-Friday.

The PT program has more than 8,000 square feet of instructional space that includes two classrooms, three clinical labs, and storage space. The Student Commons area is comprised of two quiet study areas, a lounge with flexible seating and an equipped kitchenette. The Student Business Center has six PCs, 1 printer, 1 copier, 1 scanner and a centralized mail area.

The Anatomy Lab is located on the 3rd floor of BSP 1. DPT students will be in the Anatomy lab during the first term (Term 1) for the Anatomy lab portion of the course; they will also use the lab during the Neuroscience labs, which takes place during Term 3.

Mailboxes are assigned to all residential students in the DPT program and are located on the 1st floor of BSP. Please note that it is the student's responsibility to check his/her mailbox regularly as they may be used for official Pitt, SHRS, Departmental, or personal correspondence.

All student areas on the 1st floor of BSP I exit directly to a patio equipped with outdoor seating. There is also immediate access to walking and biking trails along the Monongahela River.

Parking is available in the Technology Center Garage, operated by the City of Pittsburgh, across from Bridgeside Point II.

The Box Office at Southside Works ("The Box")

Students engaged in the DPT Hybrid option will participate in on-site laboratory immersion sessions twice a semester for each of the first 5 didactic terms of the program. The immersion sessions will primarily occur at the The Box located in the Southside works. The Box provides adequate space for 2 cohorts of students to engage in immersion labs simultaneously. The learning spaces will also provide adequate room for all required equipment, students' personal belongings, as well as general study and social gathering area. Learning spaces will be available to students during the designated immersion dates from 7:00 AM – 11:00 PM. The facility also provides parking – details will be shared closer to the start of the first immersion.

Forbes Tower (SHRS Student Services)

The School of Health & Rehabilitation Sciences (SHRS) is in Forbes Tower, located on Atwood Street, off Forbes Ave. All SHRS Student Services are located on the 4th floor of Forbes Tower.

The front doors to Forbes Tower are open Monday-Thursday between 6:30 a.m.-8:30 p.m.; Friday, 6 a.m. – 6 p.m.; Saturday, 8 a.m.-5 p.m.; Sunday, (Pitt ID badge required).

Students are encouraged to use the stairwells on the southeast side of the building between the 4th and 6th floors. However, stairwells cannot be used to enter or exit the building. Students must use elevators to access the 1st floor (entrance/lobby).

The Forbes Tower elevators (including garage levels) are open Monday – Thursday between 6:30 a.m. and 9:30 p.m.; Friday, 6:30 a.m.-6 p.m.; Saturday, 8 a.m.-5 p.m. Access to the building on Sunday requires prior notice

Learning Resource Center (LRC)

4011 Forbes Tower

Hours: Monday through Friday 7:30am – 5:00pm

The LRC provides

- 12 additional student computers (see hardware and software listing above)
- 2 scanners
- Quiet study area
- University Printing Service Pickup
- Accessible computer station for students with disabilities
- USB/Mobile device charging stations

Health Sciences Library System

www.hsls.pitt.edu

412-648-8866

The Health Sciences Library System (HSLs) at the University of Pittsburgh comprises several libraries that support the educational, research, patient care, and service activities to the schools of the health sciences (Medicine, Dental Medicine, Pharmacy, Health and Rehabilitation Sciences, Nursing, and Public Health), as well as the hospitals of the UPMC. The HSLs includes Falk Library of the Health Sciences (home of the HSLs), the Libraries at UPMC Shadyside, and the Children’s Hospital of Pittsburgh Libraries. HSLs Online (www.hsls.pitt.edu) is the gateway to extensive electronic resources for clinical and research needs.

Parking and Transportation

<http://www.pts.pitt.edu/parking/studentpermits.html>

(412-383-7555)

Bridgeside Point Parking

There is an indoor parking garage on Technology Drive across from Bridgeside Point II. You can park and pay daily or you can purchase a monthly parking lease. The lease is for this garage ONLY. If you wish to obtain a parking pass for this garage, please contact the Student Services Administrator.

The Box Parking

Parking is available at the The Box. Students who required parking will be given instructions for parking closer to the first immersion.

Parking on Campus

If you are on the main Pitt campus regularly, you can find hourly and daily rates at the University's OC, OH, PH, SN, and SO lots.

Short-term metered parking is available at more than 115 meters in the BQ, LC, PS, RA, SN, SR, and SQ lots.

The Oakland neighborhood is also home to several private and city-owned parking facilities. Use [this list](#) to guide you.

Public Transportation

All University of Pittsburgh Students, faculty, and staff may ride all Port Authority buses, trolleys, and inclines within Allegheny County. Show the driver your current Panther I.D. Card to ride fare free.

Family members and guests must pay the full fare.

Shuttles are available for transport between main campus and BSP. These usually operate Monday- Friday from 7 a.m. to 7 p.m. For the shuttle schedule see:

<http://www.pittshuttle.com/>

Disability Resources & Services

412-648-7890

The University has comprehensive resources available to the DPT students who have disabilities through its Disability Resources and Services (DRS). DRS provides equal opportunities and support services for academically qualified students with disabilities to ensure they are integrated as fully as possible into the University experience. Their services include providing assistive technology, specialized exam accommodations, interpreters and real-time captioning, assistance with transportation and specialized housing accommodations. DRS is located on the first floor of the William Pitt Union and can be contacted at 412-648-7890. With respect to DPT students:

- Students with disabilities who require special testing, accommodations, or other classroom modifications should notify, no later than the 2nd week of the term, their:
 - Vice Chair of DPT Education
 - Program Director
 - Course Instructor(s)
 - Disability Resources and Services (DRS)
- Students will be asked to provide documentation of their disability and any necessary accommodations as prescribed by DRS

Veteran Services

Veterans and dependents of disabled or deceased veterans may be eligible for benefits according to federal administration guidelines. The University has an [Office of Veterans Services](#) located in Posvar Hall. For additional information on Veterans Education Benefits, visit www.gibill.va.gov

Student Health Services

<http://www.studentaffairs.pitt.edu/shshome>

Students in the University of Pittsburgh's DPT program are prohibited from consulting or asking for medical advice from principal faculty, adjunct faculty, guest lecturers, or any person in that capacity. Students in the DPT Residential option should seek out care from the Student Health Service (SHS) on the main campus, while those in the DPT Hybrid option should contact their local provider.

Counseling service details can also be found in your cohort Canvas shell.

The SHS is a primary care facility that features a health care clinic and pharmacy staffed by medical doctors, nurses, nurse practitioners, a pharmacist, and other health care professionals.

Each student in the DPT Residential option pays a student health fee each semester that gives them access to SHS, which also provides a comprehensive array of educational programs and preventative medicine, including women's health services. SHS is located in the Wellness Center in Nordenberg Hall at 119 University Place and the number is 412-383-1800. In an emergency, please call Pitt Police at 412-624-2121.

The Student Health Service is committed to:

- Health Care: servicing the health needs of the University of Pittsburgh students.
- Professionalism: Providing a professional and knowledgeable staff that is eager to help you in the event of an illness or other health related concern.
- Maintaining Confidentiality: Medical records are not released without the patient's permission.
- Advocating a Healthy Lifestyle: This philosophy will help to prevent many problems while allowing you to lead a fuller, richer and longer life.
- Providing Health Promoting Educational Aids: Counseling, literature, videotapes, films, courses, seminars, and workshops.

General Medicine Services covered by the Student Health Fee include:

- General Medicine
- Contraceptive Options
- Allergy Injections
- Routine Lab Work

Specialty Medical Services covered by the Student Health Fee include:

- Dermatology
- Gynecology
- Internal Medicine
- Orthopedics

Student Health Fee (Residential Students Only)

If you have not paid the fee - no problem! Student Health Services provide medical services to all University of Pittsburgh students, regardless of Health Fee status.

We only ask that the students be prepared to meet the following conditions:

- Monetary payment is accepted for all services provided by the Student Health Service.
- MasterCard, Visa, Discover, personal Checks, and cash are acceptable forms of payment.

All charges for services provided must be paid for at the time of the visit.

Remember, the Health Fee can be purchased at the Student Health Service upon request.

Reasons to Purchase:

The Health Fee is primarily a once-per-term charge to the student. Its protection range spans the length of the school term for which it was purchased, from the official first day of classes to the official last day of classes.

The Fee was designed to provide students with virtually unlimited access to the majority of medical services available at the Student Health Service facility at little or no additional cost.

At today's health care prices, you won't find a better bargain.

The once-per-term charge is not applicable to the Summer Term unless you take enough credits to be classified as a full-time student.

How to Purchase

The Student Health Fee is mandatory for all full-time residential students. The Health Fee will appear as a line item on your tuition invoice. Hybrid students may elect to pay the Fee before the end of the add/drop period. Payment can be made at the Cashier's Office, Thackeray Hall, or at the Student Health Service Main Reception Desk.

The Health Fee enables the Student Health Service to provide health promotion programs, education, and primary health care.

Coverage Limits

Payments for the following are not covered by the Student Services Health Fee:

- Physical Examinations: Physical Examinations are given for a separate established cost.
- Lab work, x-rays or immunizations associated with the physical examination.
- Pharmacy: Prescriptions filled by a registered pharmacist, and over-the-counter drugs are also available. While there is a charge for all items, prices are often lower than those in a commercial drug store. Many third-party payers are accepted.
- Referrals: The Student Health Service provides referrals to all medical specialties through UPMC.
- Payment for any services provided by any and all outsource facilities
- Payment for treatment/services received somewhere else.

Optional Health Insurance Policies/Plans

The Student Health Service is designed as your source of primary health care during your student years. There may, however, be a time when more extensive medical treatment or emergency care is needed which is beyond our scope. Optional, third-party health insurance policies are available to all students to provide additional major medical benefits for these situations. These optional policies cover the medical services administered by other medical facilities only, and do not cover services provided by the Student Health Service.

[UPMC Health Plan for Students \(Residential Students Only\)](#)

The University has joined with UPMC Health Plan, the insurance division of the world-class University of Pittsburgh Medical Center (UPMC) to offer comprehensive/affordable student health insurance.

- Health Plans and premium rates are available for a single student.
- Insurance may also be purchased for the spouse and children of a student; please call number listed below for additional information.

We encourage you to consider UPMC Health Plan student health insurance as a means of protecting yourself against unexpected, unforeseen medical expenses that could temporarily or permanently interrupt your graduate career.

For more information on how UPMC Health Plan's student insurance and health promotion programs can maintain you and/or your dependents current and future health, please call 1-877-381-3764 to speak with a program representative.

Liability Insurance

Students enrolled in Clinical Education must carry professional liability insurance. This is arranged through the University and the cost is reflected on the fall term tuition bill each year.

- The insurance cycles run from August 1-July 31 each year.
- Verification certificates are provided to the clinical sites upon request.

University Counseling Center

<http://www.studentaffairs.pitt.edu/cchome>

The University Counseling Center provides comprehensive and confidential personal and academic counseling to Pitt students free of charge. Staffed by psychologists, counselors, social workers, psychiatrists, and pre-doctoral interns, the counseling center provides personal and group counseling for a variety of conditions including ADHD/ADD, depression, drug and alcohol support, anxiety, grief, sexual abuse, and more. The counseling center has day and evening hours by appointment and is located in the Wellness Center in Nordenberg Hall. Please call 412-648-7930 for more information.

Comprehensive counseling and health services are available to students through the Student Health Center and the Counseling Center, both of which are conveniently located on the main campus.

Additional Information: <https://www.shrs.pitt.edu/current-students/counseling-services>

Students in the Hybrid format only:

GuidanceResources®

COMPSYCH®
GuidanceResources® Worldwide

Call Anytime for Confidential Assistance

Your Student Assistance Program (SAP) is a confidential counseling service to help address the personal issues you are facing. This service, staffed by experienced clinicians, is available by calling toll-free, 24 hours a day, seven days a week. Call any time with personal concerns, including:

- Relationships
- Major life changes
- Substance abuse
- Grief and loss
- Stress and anger
- Anxiety or depression

Calling in to your Student Assistance Program

How do I reach my Student Assistance Program?

To contact your Student Assistance Program, please dial **877.567.8327** and mention the school you attend.

What happens when a student calls the SAP?

When students call, they will speak with a GuidanceConsultantSM, a master's- or PhD-level counselor who will conduct a short needs assessment and offer guidance.

Guide to Using GuidanceResources® Online

First-time users, follow these simple instructions and start exploring the resources offered to you on GuidanceResources® Online.

1. Go to guidanceresources.com to reach the website.
2. Once on the guidanceresources.com home page, click the **Register** tab.
3. Enter your **Organization Web ID** and click the Register button.

Your Company/Organization Web ID: studentsuccess

4. You will then be asked to enter a **User Name** and **Password**. Both can be anything you would like them to be but should be something you will remember. The **User Name** (often your name) must be at least six characters long and should have no spaces (for example: joesmith). The **Security Questions** are meant to prompt you if you forget your password. You must select the button verifying that you are at least 13 years of age, as required by federal law. Be sure to read the **Terms of Use** and click inside the check box to indicate your agreement to those terms. Make sure that you complete all fields that have red asterisks, as these are required fields. When you've finished, click the **Submit** button at the bottom of the page.
5. You should now be on the website.

For Future Logins

You will only need to remember your User Name and Password. When you get to step 2 above, instead of clicking on the Register tab, use the Login section and enter your User Name and Password and click the Login button. This will take you directly to GuidanceResources® Online.

If you have any problems registering or logging into GuidanceResources® Online, email Member Services at memberservices@compsych.com.

General Resources for Students

| Resource | Website |
|-------------------------|---|
| University | www.pitt.edu |
| SHRS | www.shrs.pitt.edu |
| Academic Calendar | http://www.registrar.pitt.edu/calendars |
| Academic Integrity | University SHRS |
| CAPTE | www.capteonline.org |
| Career Center | http://www.studentaffairs.pitt.edu/cdpa/ |
| Disability Resources | https://www.diversity.pitt.edu/disability-access/disability-resources-and-services |
| DPT Program | https://www.shrs.pitt.edu/dpt |
| DPT Admissions | https://www.shrs.pitt.edu/dpt/admission |
| DPT Student Outcomes | https://www.shrs.pitt.edu/DPTStudentOutcomes/ |
| DPT Student Webpage | http://pittphysicaltherapy.com/ |
| DPT Technical Standards | https://www.shrs.pitt.edu/dpt/admission |

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| Exploring Pittsburgh | http://www.visitpittsburgh.com/ http://www.coolpgh.pitt.edu/ |
| Financial Aid | https://oafa.pitt.edu/financialaid/applying-for-aid/graduate-school-instructions/ |
| Grading | http://catalog.upp.pitt.edu/content.php?catoid=6&navoid=47#grading-policy-and-records |
| Graduate & Professional Student Government | http://www.gpsa.pitt.edu/ |
| Graduate & Professional Studies Catalog | https://catalog.upp.pitt.edu/index.php |
| Health & Wellness | https://www.studentaffairs.pitt.edu/shs/ |
| Health Sciences Portal | http://www.health.pitt.edu/ |
| Libraries | Hillman Health Science University of Pittsburgh |
| Off-Campus Living in Pittsburgh | http://www.ocl.pitt.edu/ |
| Office of the Registrar | http://www.registrar.pitt.edu/ |
| Office of Veteran Services | http://www.veterans.pitt.edu/ |
| Pandemic Resources | https://www.coronavirus.pitt.edu/ |
| SHRS Student Services | https://www.shrs.pitt.edu/current-students |
| Title IX | http://www.titleix.pitt.edu/ |
| Travel Grants | http://www.shrs.pitt.edu/student.aspx?id=291 |

SHRS Contacts

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 412-383-6554
kbeach@pitt.edu

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 412-383-0998
navillaburns@pitt.edu

Lori Kieffer, Student Services Coordinator
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LAK103@pitt.edu

Jessica Maguire, Executive Director of Student Affairs
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Department of Physical Therapy Contacts

PT Office Telephone: 412-383-6630

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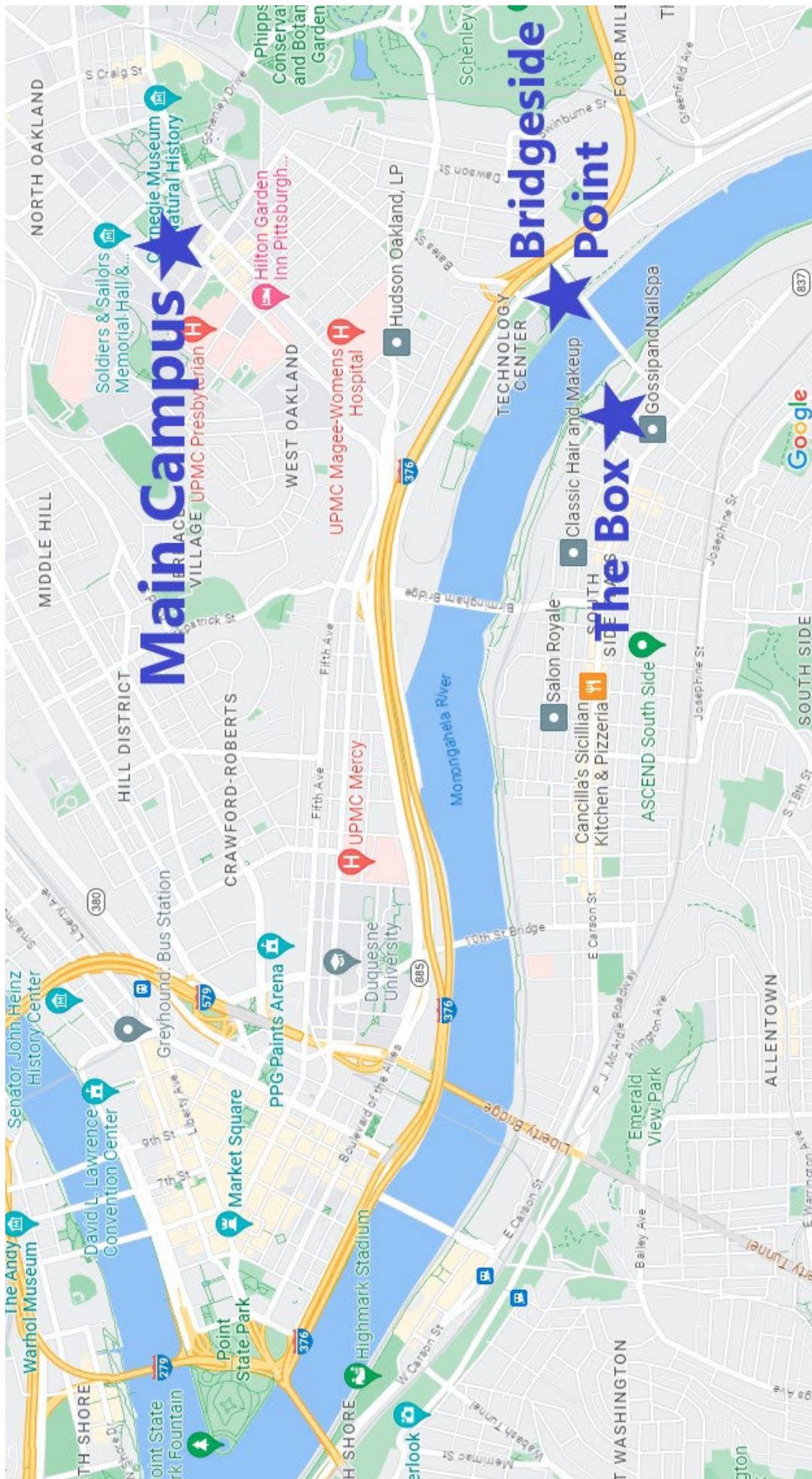
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Campus Maps



University of Pittsburgh
Pittsburgh Campus Map 2007-08

CHBIO
CSMR



Main Campus

The Box

Bridgeside Point

Addendum : SHRS Impaired Student Policy

The School of Health and Rehabilitation Sciences (SHRS) has the responsibility to educate students to be responsible professionals prepared to provide quality services. Whether in the classroom, the clinical setting, or a research setting, students are expected to demonstrate professional behaviors aligned with respective Scopes of Practice, Codes of Ethics, and Technical Standards.

Safety is a critical component in the classroom, the clinical setting, and the research setting. The utmost responsibility of the University, the School, and the faculty is the protection and well-being of individuals in the classroom, the clinical setting, and in research, all of which supersedes the educational needs of the student to participate in a degree program.

When a student's psychological and/or physical condition has impaired their ability to participate and perform in the classroom, clinical setting, and/or research, the student will be asked to leave the area. As discussed below, the student will be given the opportunity to hear the reasons for the removal, to discuss the incident with a representative from the school and participate in a treatment plan if appropriate. Any expenses incurred because of assessment, treatment, transportation, and monitoring are solely the responsibility of the student.

The existence of a health or personal problem for a student is NOT synonymous with impairment under this policy.

In addition to this policy, the University of Pittsburgh has developed resources to assist faculty and staff with distressed students. [The Faculty and Staff Guide to Helping Distressed Students](#) is available as well as this [document](#) from student affairs.

When a partner site has a policy regarding fitness for duty, that policy will be followed in addition to the School of Health and Rehabilitation Sciences policy.

Purpose

This Policy is designed to:

- Identify and adequately address the needs of students with impairment
- Enhance awareness among faculty and students of the typical characteristics of an impaired student to identify students in need of help
- Protect patients from risks associated with care given by an impaired student
- Promote educational programs and other methods of primary prevention of impairment of all students
- Provide a mechanism for a fair, reasonable and confidential assessment of a student who is suspected of being impaired, including the development of a plan to address the student's academic progress
- Take administrative actions as necessary

Definitions

For the purposes of this policy, impairment is defined as a physical or mental condition, substance abuse, chemical dependence or any other circumstances that interferes with the student's ability to engage safely in patient care or clinical practice.

Reporting Possible Impairment

- a. Self-reporting - Any student who is concerned that they might be impaired or likely to become impaired should contact their respective Program Director to formulate a plan of action to secure appropriate assistance and resources.
- b. Report by others - Any person (e.g., student, faculty, staff, clinical partner, or administrator) who has reasonable cause to suspect that the ability of a student to safely perform their clinical duties may be impaired shall, in good faith, report the student to the respective Program Director.
- c. If a report is determined to be made in bad faith or malicious, the reporting party will be identified to the Dean and may be subject to action under applicable institutional policies and/or laws and regulations.

Process

- a. When there is concern that a student is impaired, a faculty member may remove the student from the applicable area. The student shall be informed of temporary suspension from clinical practice. If warranted by the student's condition, the clinical instructor, campus security, or a representative from the school may accompany the student to the nearest healthcare facility for emergency treatment.
- b. When there is concern that a student poses a risk of harm, an immediate referral will be made to an appropriate service provider. If the behavior has occurred in the classroom, clinic, or research setting, the student will be temporarily removed from that setting.
- c. Faculty involved in the identification of a possible impaired student must initially meet with the student and/or person who is reporting the student.
- d. A subsequent meeting(s) will occur between the student, faculty involved in the identification of the problem, and Program Director. The documented and observable evidence of impaired performance will be reviewed with the student, and the student will have an opportunity to provide an explanation.
- e. One representative from the University community chosen by the student may accompany the student to any meeting but they may not stand in place of the student during the discussions. Such representative may not be legal counsel.
- f. During the meeting(s) an individualized plan will be discussed and developed with the student that considers the impact of the student's behavior on the safety of the environment. During the meetings(s) the student may be asked to sign an Authorization for the Disclosure of Protected Health Information and may submit relevant medical records from their treating physician. If the student agrees with the recommended plan, the student will proceed with implementation.
- g. If agreed to, the student must seek and select a treatment provider when recommended by the Program Director in a timely manner (not more than 2 weeks). Costs of treatment will be the student's responsibility.
- h. If the student has been referred for treatment, the student will be permitted to return to practice only on the specific recommendation of an appropriate treatment provider that the student is capable of safe and skilled performance in accordance with School or Programs Scopes of Practice, Codes of Ethics, and Technical Standards.
- i. The student has the right to refuse this assessment, treatment, and further monitoring. In which case the student may file an appeal [see link below].
- j. The school may not permit a student to return to practice without certification from a recognized healthcare provider that he/she has completed treatment, is undergoing treatment, or does not need treatment, and is fit for duty.

Monitoring

- a. The student successfully completing the treatment period will be monitored by the Program Director or faculty designee for progression in the degree program.

Leave of Absence and Re-entry

- a. An impaired student will be allowed a leave-of-absence in accordance with the policy outlined in the SHRS Student Handbooks.
- b. If the student requests a medical leave-of-absence, procedures for the leave and re-entry will be followed as outlined in the SHRS Student Handbooks.

Unresponsiveness to Intervention

- a. If the student does not responsibly cooperate or respond to the plan created by the Program Director or faculty designee, the student may be required to take a leave of absence, be suspended, or be dismissed. Students can appeal this decision using the [SHRS appeals process](#)

Confidentiality

- a. Confidentiality for every student is to be maintained throughout the process consistent with the University's FERPA Policy and Procedure.

File

- a. All files will be kept by the student's respective department/program after the student graduates in accordance with university policy.