

Doctor of Physical Therapy

Student Handbook



 WEST COAST
UNIVERSITY

Preface

Students in the Doctor of Physical Therapy Program (DPT) are officially considered to be students of West Coast University (WCU). Therefore, DPT students are expected to comply not only with the regulations and academic standards in this handbook (including the clinical education component), but also with those specified in the most current edition of the WCU University Catalog and Student Handbook.

Please be advised that the University Catalog contains policies and procedures that apply to all students and is the primary source of reference. If there are any discrepancies in policies or procedures that are contained in the University Catalog with those contained in the DPT Programmatic Student Handbook, the University Catalog will be followed. Students enrolled in the DPT program are expected to be familiar with the information in this handbook, and must acknowledge such by signing the following forms found in the Appendix after having reviewed the material:

- Appendix A: Academic Action Flow Charts
- Appendix B: Catalog and Handbook Acknowledgments
- Appendix C: Student Informed Consent
- Appendix D: Health Insurance Statement
- Appendix E: Consent for Release of Information
- Appendix F: Multimedia Consent/Release
- Appendix G: Guest Participant Informed Consent
- Appendix H: Authorization for Electronic Use of Signature
- Appendix I: Domains of Professional Behaviors and Sample Behaviors

WCU reserves the right to change any provision or requirement, including fees, contained in this informational document at any time with or without notice.

Please read this handbook carefully. Questions related to the content of this manual should be directed to DPT Dean/Program Director.

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WCU DPT Program Overview

Welcome

Welcome to the Doctor of Physical Therapy (DPT) program and West Coast University (WCU). We are glad that you have chosen to pursue your education with us. Your selection into the program reflects our acknowledgment of your past achievements and confidence in your future potential. The academic and clinical demands of this program require high standards of performance from you. We also have a strong commitment to you, the student, to support your education and professional development in physical therapy.

Please let any of your faculty know if you are having trouble in any course and need tutoring or other help. We also encourage you to help one another by studying cooperatively rather than competitively, while taking responsibility for your own work, knowledge, and skill development. We want you to succeed.

We invite you to set your goals high and become a valued part of the DPT program and the profession of physical therapy.

Description of the Profession of Physical Therapy

“Physical therapists provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes; interact and practice in collaboration with a variety of professionals; address risk; provide prevention and promote health, wellness, and fitness; consult, educate, engage in critical inquiry and administrative; and direct and supervise the physical therapy service, including support personnel.”¹

“Physical therapists assume leadership roles in rehabilitation; prevention, health maintenance, programs that promote health, wellness, and fitness; and professional and community organizations.

The practice of physical therapy requires the individual physical therapist to engage in specific, complex cognitive, psychomotor, and affective behaviors when providing services to patients/clients, families, or caregivers. Using their knowledge, physical therapists integrate five elements of care designed to maximize the patient’s outcome: examination, evaluation, diagnosis, prognosis, and intervention.”

Physical therapists practice in a broad range of inpatient, outpatient, and community-based settings and treat age groups ranging from newborns to geriatric patients.

¹ *Guide to Physical Therapist Practice*, 3rd ed. Alexandria, VA: American Physical Therapy Association; 2014.

<https://store.apta.org/guide-to-physical-therapist-practice-4-0-link.html>

Program Mission

The mission of the Doctor of Physical Therapy program is “to provide a student-centered education that prepares graduates for caring, innovative, interdisciplinary, and evidence-based approaches to physical therapy patient-centered care.”

The DPT program strives to attract a dynamic, diverse faculty who share a common desire to shape the physical therapists of tomorrow by modeling both clinical and teaching excellence. WCU recognizes that, even with the best technology and curriculum, the heart and soul of the program are the students. Our program will cater to highly motivated students who wish to be active participants in their education.

In keeping with both the University and Program Missions, WCU graduates will be prepared to enter the physical therapy workforce as skilled and ethical members of the healthcare community.

The DPT curriculum fundamentally rests on the current literature on adult learning, including:

- Learning is enhanced in a learner-centered education model, where students are actively involved in the teaching/learning process. This model of education recognizes multiple methods for effectively engaging students in their learning. Curriculum methods include internet/online learning, lectures, skills laboratories, group discussions and inquiry, case studies, student presentations, independent study, writing components, and clinical experience. Students are expected to increasingly take personal responsibility for achieving excellent educational outcomes.
- Practical application and clinical education occur at intervals throughout the curriculum in various practice environments. This sequencing of learning recognizes the importance of active and clinically relevant learning for adults.
- Student learning is enhanced when faculty model and encourage critical reflection. In discussions of clinical cases, the faculty actively considers interpretations, develops hypotheses, and presents intervention strategies that are integrated into existing or new cognitive frameworks or schemes. A balance of open-mindedness and questioning is demonstrated using varied teaching strategies and patient management approaches.
- Course content builds on the student's knowledge base, progressing from simple to complex conceptualization and from concrete to abstract analysis.
- Program activities and curricular content are not focused solely on technical skills and knowledge; they also facilitate the development of students as professionals. Student development of core values and skills is enhanced through appropriate faculty interaction and modeling of professional behaviors and attitudes.
- Assessment of student learning and preparation for clinical practice is an intentional and integrated component of student learning. Assessment methods aim to facilitate understanding rather than rote memorization and include a variety of evaluation methods, including ability-based assessment, which is used to assess knowledge and psychomotor skills.

Arnold-Garza, S. The flipped classroom teaching model and its use for information literacy instruction. *Communications in Information Literacy* 8(1), 2014.

Furze J, Black L, Hoffman J, Barr JB, Cochran TM, Jensen GM. Exploration of Students' Clinical Reasoning Development in Professional. *Journal of Physical Therapy Education*. 2015; 29(3):22-33.

Goals and Expected Outcomes

Program goals flow out of the DPT program's mission statement and the University's core values. Student goals as they progress through the program include the following:

- All students will demonstrate academic excellence by meeting or exceeding the Doctor of Physical Therapy program's academic requirements.
- All students will engage in service by participating in at least one community or professional volunteer event each year.
- All students will demonstrate professional engagement by joining the American Physical Therapy Association and participating in at least one State of California APTA event (e.g., G.L.A.D., CPTA Conference, Student Conclave, etc.)

The expected program learning outcomes flow from our mission statement, philosophical base, and programmatic goals. They reflect the practice management expectations found in the APTA Standards of Practice for Physical Therapy.

Graduates should be able to:

- Provide professional physical therapy services to diverse populations consistent with American Physical Therapy Association (APTA) standards.
- Perform autonomous entry-level skills in a safe manner.
- Facilitate culturally sensitive communication using consultative and collaborative skills as a part of the healthcare team.
- Design evidence-based physical therapy treatment plans using clinical reasoning for optimal patient-centered care.
- Exercise professional conduct that is consistent with the ethical and legal practice of physical therapy.

Professionalism

Professionalism in the DPT program at West Coast University involves consistently demonstrating the behaviors and values expected of a future physical therapist. These include accountability, integrity, respect, effective communication, ethical decision-making, responsiveness to feedback, and responsible use of time and resources, as well as maintaining a professional appearance and adhering to program, university, and clinical expectations. These behaviors reflect the APTA core values—accountability, altruism, compassion and caring, excellence, integrity, professional duty, social responsibility, and respect—and should be demonstrated in all academic, laboratory, clinical, and community settings. (American Physical Therapy Association, 2021, 2024) Refer to [Appendix I](#) for the *Domains of Professional Behaviors and Sample Behaviors*.

American Physical Therapy Association. (2021). Core values for the physical therapist and physical therapist assistant.

<https://www.apta.org/siteassets/pdfs/policies/core-values-endorsement.pdf>

American Physical Therapy Association. (2024). Guide to physical therapist practice.

<https://store.apta.org/guide-to-physical-therapist-practice-4-0-link.html>

Core Performance Standards

Students in the DPT program are likely to achieve success when they come prepared to participate fully in the educational process. This preparation includes and assumes that students enter the program with a baseline level of ability in specific areas, termed technical standards, and will continue to develop those and additional skills and attitudes, called the generic abilities. The generic abilities in particular will be assessed periodically throughout the program. Inability to meet any of the technical standards and generic abilities which are integral components of the core performance standards may result in the need for remediation, probation, suspension, or dismissal from the program. The core performance standards are listed below.

Technical Standards for Admission, Promotion and Graduation

Physical therapy is an intellectually, physically, and psychologically demanding profession. Students acquire the foundation of knowledge, attitudes, skills, and behaviors needed throughout the physical therapist's career. Those abilities that physical therapists must possess to practice safely are reflected in the technical standards that follow.

To successfully complete degree requirements, students must meet minimum technical standards with or without reasonable accommodation.

Technical standards include the following:

Observation Skills

Observation requires the functional use of vision, hearing, somatic sensations, and common sense. Students must have visual perception, which includes depth and acuity. A student must be able to observe lectures, cadaver dissection, and lecture and laboratory demonstrations. The student must be able to accurately observe a patient, interpret digital and waveform readings, and other graphic images to determine a patient's condition. Students must be able to observe patients and obtain an appropriate medical history directly from the patient or guardian. Examples of situations requiring these observational skills include palpation of peripheral pulses, bony prominences, and ligamentous structures; visual and tactile evaluation of areas of inflammation; and visual and tactile assessment of the presence and degree of edema. A student must be able to observe a patient accurately at a distance and up close, noting nonverbal as well as verbal signals.

Communication Skills

Communication includes speech, language, reading, writing, computer literacy, and informatics. Students must be able to communicate effectively and sensitively, convey a sense of compassion and empathy to patients, elicit information regarding mood and activities, and perceive non-verbal communication. Physical Therapy education presents exceptional challenges in the volume and breadth of required reading and in the necessity of imparting information to others. Students must be able to communicate quickly, effectively, and efficiently in oral and written English with all members of the healthcare team. Students must be able to complete forms according to directions in a timely and complete manner. Students are expected to demonstrate effective writing skills.

Motor/Psychomotor Skills

Students must possess sufficient motor function to elicit information from the patient during the examination by palpation, auscultation, tapping, and other evaluation maneuvers. Students must be able to execute movements required for general and therapeutic care, such as positioning large or immobile patients, gait training with therapeutic aids and orthotics, performing manual mobilization techniques, performing non-surgical wound debridement, and placing surface electrodes. Students must have the physical strength to perform cardiopulmonary resuscitation and emergency treatment on patients. These skills require coordination of both gross and fine muscular movement, equilibrium, and the integrated use of touch and vision.

Intellectual – Conceptual Integrative and Quantitative Analysis Abilities

Students must possess the psychological ability to fully utilize their intellectual abilities, exercise good judgment, promptly complete all responsibilities inherent to the diagnosis and care of patients, and develop mature, sensitive, and effective relationships with patients. Students must tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to adapt to a changing environment, be flexible, and learn to function in the face of the uncertainties inherent in patients' clinical problems. As a component of their education, students must demonstrate ethical behavior.

Behavioral/Social Attributes and Professionalism

Students must possess the psychological ability to fully utilize their intellectual abilities, exercise good judgment, promptly complete all responsibilities inherent to the diagnosis and care of patients, and develop mature, sensitive, and effective relationships with patients. Students must tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to adapt to a changing environment, be flexible, and learn to function in the face of the uncertainties inherent in patients' clinical problems. As a component of their education, students must demonstrate ethical behavior.

Specifically, students should be able to*:

1. Attend and participate in classes for 30 or more hours per week during each academic semester. Classes consist of a combination of face-to-face and online lectures, discussions, laboratory, and clinical activities.
2. Use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat patients.
3. Read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient-therapist relationships.
4. Complete readings, assignments, and other activities outside of class hours.
5. Apply critical thinking processes to their work in the classroom and the clinic.
6. Exercise sound judgment in class and in the clinic.
7. Participate in clinical experiences, which typically require students to be present 40 or more hours per week on a schedule that corresponds to the operating hours of the clinic.
8. Gather decision-making pieces of information during patient assessment activities in class or in the clinical setting without the use of an intermediary (classmate, aide, etc.).
9. Perform treatment activities in class or in the clinical setting by direct performance or by instruction and supervision of intermediaries.
10. Sit for two to 10 hours daily, stand for one to two hours daily, and walk or travel for two hours daily.
11. Frequently lift weights less than 10 pounds and occasionally lift weights between 10 and 100 pounds.
12. Occasionally carry up to 25 pounds while walking up to 50 feet.
13. Frequently exert 75 pounds of push/pull forces on objects up to 50 feet, and occasionally exert 150 pounds of push/pull forces for this distance.
14. Frequently twist, bend, and stoop.
15. Occasionally squat, crawl, climb stools, reach above shoulder level, and kneel.
16. Frequently move from place to place and position to position, and must do so at a speed that permits safe handling of classmates and patients.
17. Frequently stand and walk while providing support to a classmate simulating a disability or while supporting a patient with a disability.
18. Occasionally climb stairs and rarely negotiate uneven terrain.
19. Frequently use their hands repetitively with a simple grasp, and frequently use a firm grasp and manual dexterity skills.
20. Frequently coordinate verbal and manual activities with gross motor activities.

**Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists* (Adopted October 26, 2004 and effective January 1, 2006; revised 5/07, 10/07, 4/09), Commission on Accreditation for Physical Therapy Education. Available at: www.captetonline.org/home.aspx Last accessed 9/15/15.

Generic Abilities

The program expects DPT students to develop and demonstrate 10 generic abilities important to the practice of physical therapy. These are adopted from the work of Warren May, PT³, and colleagues, and Jette and Portney (2003).⁴ Generic abilities are behaviors, attributes, or characteristics that are not necessarily an explicit part of a profession's core knowledge and technical skills, but nevertheless are required for success in that profession.

Commitment to learning	The ability to self-assess, self-correct and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
Interpersonal skills	The ability to interact effectively with patients, families, colleagues, other healthcare professionals and the community and to deal effectively with cultural and ethnic diversity issues.
Communication skills	The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
Effective use of time and resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
Use of constructive feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
Problem solving	The ability to recognize and define problems, analyze data, develop and implement solutions and evaluate outcomes.
Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
Critical thinking	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.
Stress management	The ability to identify sources of stress and to develop effective coping behaviors.

³ May WW, Morgan BJ, Lemke JC, Karst GM, Stone HL. Model for Ability-Based Assessment in Physical Therapy Education. *Journal of Physical Therapy Education*, 1995;9(1):3-6.

⁴ Jette DU, Portney LG. Construct Validation of a Model for Professional Behavior in Physical Therapist Students. *Physical Therapy*. 2003;83(5):432-443.

Academics

Academic standards specific to the Doctor of Physical Therapy program are listed below. Refer to the [University Catalog](#) and the [University Student Handbook](#) for institutional standards and policies.

Academic Advisement

Academic advisement is an important part of the DPT program's educational process. Once a student is enrolled, they will be assigned to a DPT faculty member who will serve as the student's faculty advisor. All first-year students are expected to meet with their academic advisor within the first three weeks of the first semester they are enrolled, and at least once each semester throughout the program. Academic advisement is not limited to the faculty advisor; students experiencing academic difficulties will also meet with course directors and student affairs professionals. Students are expected to be proactive in the academic advisement process.

Curriculum

The course sequence flows from the mission and goals of the DPT program and is designed to facilitate the education of our students. The program is a traditional, campus-based program consisting of nine continuous semesters of classroom and clinical experiences. By design, the DPT program curriculum relies on a progressive academic and clinical model. The DPT program curriculum and clinical education component incorporate technological and clinical advances as well as contemporary educational theory. Student courses are primarily delivered in person, but there are also online web-enhanced courses.

Progression in the DPT Program

(Refer to the Academic Action Plan flow-charts in ([Appendix A](#)))

Each course within the DPT curriculum uses the WCU grading scale located in the [University Catalog](#).

- Courses are graded on a letter scale (A–F), except for Physical Therapy Experiences & Clinical Internships, which are graded Pass (P) or No Pass (NP).
- A minimum of a 3.0 cumulative GPA (cGPA) is required at all times in the DPT Program; failure to maintain a 3.0 cGPA will result in the development of an Academic Action Plan (see next section).
- A minimum of a 3.0 term GPA (tGPA) is required at all times in the DPT; failure to obtain a 3.0 tGPA for any given semester will result in an Academic Action Plan (see next section).
- Students must earn a minimum grade of “C+” or a Pass in all DPT courses using the scale outlined in the Grading section of the [University Catalog](#) and DPT Syllabi. Due to the didactic and clinical practice requirements for licensure, progression in the DPT program from one term to the next is imperative to student success and for patient safety; therefore, DPT students who do not earn a minimum grade of
- “C+” or a Pass in each DPT course in each term will result in dismissal from the program.
- If a student receives a non-passing grade on any examination or a failing grade in a course, it is suggested that the student immediately meet with the course instructor, their faculty mentor, and the Student Affairs advisor.
- Students should comply with technical standards and demonstrate appropriate performance in generic abilities.
- Students must complete 100% of all credits attempted each semester. Students must pass a Comprehensive Clinical Exam (CCE) in the last semester of year two; failure to pass the CCE within two attempts will prevent the student from progressing to clinical experiences in year three.

DPT Academic Action Plan

(Related to Satisfactory Academic Progress)

- To return to good academic standing, the student must satisfy the dictates of the faculty and possess a cGPA of 3.0 or better.
- A student will be placed on **Academic Action Plan** if the cGPA falls below 3.0 at any point in the student's academic progression.
 - The DPT student on academic action plan will have a maximum of two (2) consecutive semesters to restore the cGPA to a 3.0; failure to restore the cGPA to 3.0, following two consecutive semesters will result in **dismissal** from the program.
 - If a student's tGPA (term GPA) falls below a 3.0, while on academic action plan, the student will be **dismissed** from the program.
- A student must achieve a minimum of cGPA 3.0 prior to entering any clinical experience. A student currently on probation because of cGPA or tGPA < 3.0 will be evaluated on a case by case basis in terms of eligibility to enter into a clinical experience. The DCE has the right to notify any clinical site of the academic status of a student on probation.
- A student will be placed on an academic action plan if a term GPA (tGPA) falls below 3.0.
 - Failure to achieve a tGPA on the next subsequent term will result in **dismissal** from the program.
- If a student fails any clinical, the student will be **dismissed** from the program.
- A student will be placed on an **Academic Action Plan** as a result of repetitive or serious professional behavior issues as defined by the expected student behaviors and generic abilities. This student is required to develop a successful strategy for professional growth.
 - Further professional behavior issues, while on an academic action plan will result in **dismissal** from the program.
- A student may only be placed on an **Academic Action Plan** one time during his/her academic progression. A second occurrence requiring academic action plan, for any reason, will result in **dismissal**.

Successful completion of the DPT Program will require satisfactory fulfillment of all program requirements, including clinical internships, a minimum cumulative GPA of 3.0, and adherence to the professional conduct standards upheld by the Program, the University, and the DPT profession.

At the completion of each academic term, the DPT faculty will review each student's performance to determine whether academic and core performance standards are met, allowing progression in the program or graduation. The student who meets all of his/her academic and core performance standards will progress and graduate.

Graduate Academic and Financial Aid Warning

The University has an academic and financial aid warning policy. Refer to the [University Catalog](#) for details.

Incomplete Work

The University has an incomplete work policy. Refer to the [University Catalog](#) for details.

Academic Dismissal

The University has an academic dismissal policy. Please refer to the [University Catalog](#).

Continuation in the graduate program in physical therapy is dependent on the following:

1. Satisfactory progress in removing any conditions imposed at the time of admission.
2. Satisfactory progress in restoring the cGPA to 3.0 during a probationary period of two (2) semesters.
3. Satisfactory completion of all clinical affiliations.
4. Satisfactory progress in removing any conditions imposed on the student as a result of professional behavior issues.

A student will not be allowed to continue in the Doctor of Physical Therapy program as a result of academic, clinical, or professional infractions. A student will be **dismissed** from the program if any of the following conditions exist:

1. The student receives a grade of C or below in any course.
2. If, at the discretion of the Faculty, student conduct or professional behaviors are deemed inappropriate, inadequate, compromising, or unsafe. This could include a breach of policies stated in this handbook or breach of a professional behavioral contract.
3. The student **fails** a PT Experience or Clinical Internship.
4. The student on **academic probation** is unable to raise his/her cumulative GPA to 3.0 or above after two (2) consecutive semesters.
5. The student, while on **academic probation**, receives a tGPA below 3.0.
6. A student may not be placed on **academic probation** more than one time in his/her academic progression; any conditions resulting in a second academic probation will result in **dismissal**.
7. A student fails 4 total practical examinations within the first two years of the curriculum (not including the CCE).

The Physical Therapy program pledges to ensure due process to all students equitably, regardless of age, color, religion, national origin, race or gender, when carrying out the policies.

Any student dismissed from the DPT program for academic (clinical or didactic) or behavioral reasons has the right to appeal this decision with WCU. Please see the [University Catalog](#) for more information related to the appeal process and policy.

Practical Exam Competency

For courses involving clinical skills labs, a student must achieve competency in each clinical skill specified by the instructor to pass the course. Laboratory practical examinations for each course have defined scoring and grading criteria. Students must demonstrate appropriate safety measures when performing critical elements correctly. On each practical examination, all critical elements must be passed, and a score of 80% or better must be achieved to successfully complete each laboratory examination and pass the course. If a student does not achieve the standard of competence (80%) or fails any safety-related item (as identified on the practical grading form for courses with specific lab components), the student fails the practical examination. In either case, the student will have an opportunity to remediate and retake the practical exam once to demonstrate competence with the material. The original score earned by the student will be retained for final grade computation. The practical re-take policies are as follows:

- A student who fails a practical exam for a safety item will not be informed at that time, but will be allowed to complete the practical examination and be graded on the other portions of the examination.

- When the student is informed that they have failed the practical exam, either for a safety item or for failing to achieve the standard of competence (80%), it is recommended that the student contact their faculty and determine a remediation plan and retake the exam with the course instructor.
- If the lab practical safety items are performed appropriately in the second examination, the student will earn no higher than the numerical score achieved on the first examination.
- If the practical examination safety items or the minimum standard of competence (80%) are not achieved in the second practical examination, the student will receive a “zero” for the practical examination, an “F” in the course, and will be dismissed from the DPT program.
- All retakes of the exam with the course instructor must occur within one week of the end of the semester.

Students should review specific course syllabi for additional information on requirements pertaining to any given course.

Competency Prior to DPT Clinical Education Participation

All students must demonstrate readiness to engage in clinical education, based upon the criteria listed in the [University Catalog](#) and all applicable handbooks.

- Completion of all previous academic coursework with a minimum grade of C+, and cumulative GPA of 3.0 or higher. A student currently on an Academic Action Plan because of cGPA or tGPA < 3.0 will be evaluated on a case by case basis in terms of eligibility to enter into a clinical experience. The DCE has the right to notify any clinical site’s SCCE as to the academic status of a student on probation.
- Completion of all Laboratory Practical exam components with a minimum of 80% grading with no safety concerns.
- Satisfactory demonstration of generic abilities and technical standards with no concerns from Core faculty prior to clinical placement.

APTA Code of Ethics

It is also expected that DPT students and faculty will comply with the ethical standards of the profession. These are as follows:

Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics; 2010) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

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

No code of ethics is exhaustive, nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation when the guidance of the Code of Ethics is not definitive.

The APTA Code of Ethics is built upon the five roles of the physical therapist (patient/client manager, educator, critical inquirer, administrator, and consultant), the profession's core values, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of nine core values: accountability, altruism, collaboration, compassion/caring, duty, excellence, inclusion, integrity, and social responsibility. Throughout the document, the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the APTA Code of Ethics is the special obligation of physical therapists to empower, educate, and enable individuals with impairments, activity limitations, participation restrictions, and disabilities to achieve greater independence, health, wellness, and a higher quality of life.

PRINCIPLE 1:

Physical therapists shall respect the inherent dignity and rights of all individuals.
(Core Values: Compassion, Integrity)

PRINCIPLE 2:

Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.
(Core Values: Altruism, Compassion, Professional Duty)

PRINCIPLE 3:

Physical therapists shall be accountable for making sound professional judgments.
(Core Values: Excellence, Integrity)

PRINCIPLE 4:

Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other healthcare providers, employers, payers, and the public.
(Core Value: Integrity)

PRINCIPLE 5:

Physical therapists shall fulfill their legal and professional obligations.
(Core Values: Professional Duty, Accountability)

PRINCIPLE 6:

Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors.
(Core Value: Excellence)

PRINCIPLE 7:

Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society.
(Core Values: Integrity, Accountability)

PRINCIPLE 8:

Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally.
(Core Value: Social Responsibility)

Additional DPT Program Policies

The University Catalog can be accessed by clicking on the following link:

<https://wcucurrent.catalog.prod.coursedog.com/>

Classroom Attendance

Class attendance, preparation, and participation are integral to a student's academic success. Missed examinations will require same-day documentation from a medical provider; otherwise, a zero grade will be assigned to the student. Make-up examinations must occur within 5 business days of returning to class; they are subject to different methods of assessment and exam formats.

Drug Screening / Background Check

Many states require that individuals working in healthcare facilities consent to and undergo a criminal background investigation and/or drug screening. This may also be a policy of a corporate entity or individual facility, depending on the practice setting. Usually, State agencies conduct these investigations, and oftentimes a list of problematic offenses is available. Many State professional licensing agencies require reporting of misdemeanor and felony charges.

All students in the WCU DPT program must undergo a criminal background check prior to admission and may be required to undergo additional checks prior to clinical education experiences, depending on the individual facility's policy. The criminal background check upon admission to the program will be at the student's expense. WCU will pay for all follow-up background checks required by a clinical site. More than one may be required, depending on the individual facility's policies. Students should be aware that a history of criminal offenses will likely affect a student's ability to participate in clinical education and/or obtain employment in the healthcare field. If a student is unable to complete clinical education courses, they will be dismissed from the program.

All students in the WCU DPT program are required to undergo drug screening prior to admission and may be required to undergo additional drug screening prior to clinical education experiences, depending on individual facility policy. Drug screenings upon admission to the program will be at the student's expense. WCU will pay for all follow-up drug screenings required by a clinical site. Should a student test positive for an illicit or illegal substance, the student would not be allowed to participate in clinical education and would be referred to the program director, DCE, and school administration for further action. Please see the drug and alcohol policy in the [University Catalog](#) for additional details.

Criminal background checks and drug screens are conducted in accordance with University policy.

Health Insurance

DPT program students are responsible for all of their own healthcare costs during their education at WCU. DPT program students are required to carry and maintain personal health insurance during their entire tenure at WCU to include coverage in any State they have a clinical experience in. Students are required to submit a health insurance statement and sign a waiver assuming all financial responsibility for any illness or medical bills that occur while enrolled (see [Appendix D](#)) and are responsible for updating this information regularly.

It is students' responsibility to maintain current continuous medical coverage (including hospitalization and emergency care) while enrolled at the University due to contractual agreements between the WCU and all clinical education sites. It is students' responsibility to obtain and maintain coverage for all states where the student and the states are during the clinical education experiences.

In consideration of the clinical education participation sponsored by the University, all responsibility involved with providing medical insurance coverage and indemnify, release, and hold harmless from all liability, the WCU, its directors, officers, representatives, volunteers, participants, employees, students and all other people acting in any capacity on their behalf.

Health care coverage is required so that students have access to necessary care should an incident occur on campus or in the clinical site that requires medical attention, as all healthcare costs are students' responsibility. A copy of students' health insurance card must be provided acknowledging their understanding and responsibilities regarding healthcare coverage.

Laboratory Policies and Procedures

The DPT laboratory facilities provide an environment suitable for demonstrating, learning, and practicing physical therapy examination, evaluation, and treatment procedures and techniques in a setting that simulates a clinical patient care environment. As such, students are expected to maintain the laboratory and display professional behavior. In addition, the department will ensure that all equipment, electrical or otherwise, is annually serviced, calibrated, and assured to be of safe working order for student instructional purposes. The DPT office maintains a record of all annual calibration and safety checks for all pertinent lab equipment.

Lab Participation Policy

In general, personal healthcare practitioners are expected to be skilled and to give us the best care possible. Your patients and clients will expect the same of you. Take advantage of every opportunity to practice and develop the skills you will need to become a valuable healthcare professional.

It is both necessary and customary that physical therapy students participate as both a healthcare professional and as a subject or patient simulator. Common laboratory activities may include observation and palpation (touching) of various parts of the body, exercise, application of various physical agents, and manual techniques. It is anticipated that every student will work with all genders. Details of the clinical activities that you will be asked to participate in may be obtained from course instructors and course syllabi. It is the student's responsibility to become familiar with the clinical procedures and laboratory activities for each course and to resolve any concerns you may have about those procedures with your instructor. Any concerns regarding this should be discussed with the instructor, student advisor, director of student affairs, and/or program director. Prior to participation in lab activities, all students must sign and return the following forms found in the Appendix of this handbook.

Personal Health Requirements for Lab Participation

All physical therapy students should maintain proper hygiene and good health habits, as well as good grooming and personal cleanliness. Students must sign, date, and turn in the Health Insurance Statement in [Appendix D](#) to their course faculty instructor. Students with special personal health needs or Americans with Disabilities Act concerns should refer to the [University Catalog](#) and [Student Handbook](#) for more information.

Dress and Grooming Standards for Lab Participation

Laboratory dress standards vary by course, and students will be instructed accordingly in each course's syllabus. In general, clean shorts, t-shirts, tank tops, sports bras, and tennis shoes are commonly required for lab sessions. The use of university-approved logo apparel is expected. Dress should be modest; however, students must be able to expose areas for observation and palpation applicable to the specific laboratory experience.

Loose-fitting gym clothes with appropriate undergarments are required for all students. One set of laboratory attire should be available on campus at all times.

General Lab Policies

WCU is dedicated to providing you with a clean, professional and safe laboratory experience. All faculty, staff and students must work together to maintain our laboratories. Students should review and comply with the following rules:

1. No food or drink is allowed in any lab at any time.
2. Maintain a professional attitude and conduct as expected in the clinic at all times.
3. Cell phones are not allowed to be turned on in labs and classroom. Phones distract others and may interfere with electronic equipment. If you have an emergency, please notify the instructor.
4. Store your personal items in a safe place such as in a locker while in lab.
5. All waste materials must be promptly placed in an appropriate waste receptacle.
6. Abide by and maintain safety precautions at all times.
7. The laboratory will be open during all scheduled course laboratory periods.
8. Properly clean and store all equipment after each session.
9. Students will be allowed to use any modality or electrical equipment after review of correct use in class by a faculty member.
10. The laboratory will only be used for the study or practice of DPT procedures. Other activities in the laboratory such as meetings, general study or unrelated classes must be approved by the program director.
11. DPT students are permitted to use all clinical skills labs outside of scheduled class times during normal campus operating hours.
12. It is the program's expectation that the lab will be maintained in a safe, clean, and orderly manner. Out of respect and as a professional responsibility to all who use the labs, everyone must:
 - Replace equipment in its proper location.
 - Fold and put away linens and pillows.
 - Put refuse in receptacles available.
 - Wipe down all mat surfaces, clean chairs and all equipment used during the session.

Guests in WCU Laboratories

Outside guests can be a valuable resource for our lab classes, both as guest lecturers and as volunteer subjects. However, no guests are allowed without your instructor's specific consent and supervision. Guests who are to participate in clinical activities must be referred to the program director or faculty member prior to participating. Additional information on the University's Visitors on Campus policy can be found in the [Student Handbook](#).

Use of Human Subjects and Informed Consent

Individuals who serve as demonstration or practice subjects for any component of the DPT program will acknowledge their voluntary participation after being briefed regarding the contraindications, risks, and benefits of the physical therapy procedure to be performed. Written informed consent will be obtained from any person, student, or patient volunteer who participates in a demonstration or practice session on the University campus. Informed consent will be obtained from patients/clients in the clinical setting, in accordance with facility policy. All patients have the right to refuse to participate in clinical education without risk.

Capstone Research

The DPT student will complete a Capstone experience to culminate the academic and clinical experiences. The Capstone project will be developed and produced by the DPT student, cooperatively in a small group (n = 3-5 students) with one faculty mentor; individual Capstone projects may be considered with the approval of the faculty. The final Capstone product will result in a presentation displayed at the annual DPT Research Day celebration in the final month of the DPT curriculum. The Research Day celebration will include the DPT faculty and may also include faculty from the Center for Graduate Studies and clinical partners from the community. Failure to present your Capstone project with your peers at Research Day may result in delayed graduation and/or disciplinary action.

Options for Capstone Research Projects:

- Evidence-informed case development
- Scientific Inquiry involving faculty driven research
- Develop an evidence-informed educational program related to physical therapy (may be for the DPT student, clinicians, or the community)
- Develop an evidence-informed community service project
- Develop an evidence-informed public service/education program

Use of Chemicals and Lab Substances

Liquids and substances used in laboratory exercises must be handled with caution, stored safely, and properly marked. Each chemical or substance in the lab has a Material Safety Data Sheet (MSDS) on file at a location identified by your instructor. MSDSs provide specific information about each hazardous chemical. Students should familiarize themselves with the properties, precautions, and risks of these substances.

Universal precaution standards are to be followed at all times, including the use of gloves when appropriate. *Please comply with the following:

- Follow all directions for use of substances exactly as prescribed.
- Be aware of all precautions and contraindications for use before opening any container.
- Tightly close all containers immediately after use.
- Return substances to their properly labeled storage location after each use.
- Inform the instructor of supplies that need replenishing.

Note: A small number of people develop an allergic reaction to latex gloves. You may read about latex sensitivity in the MSDS file in the lab. If you suspect latex sensitivity, inform your instructor.

Licensure

It is the goal of the DPT program to assist students in every way to help prepare them to practice as physical therapists. Licensure is not required for student clinical education experiences. However, licensure of physical therapists is required by every U.S. jurisdiction following graduation. Complete information on practice acts and regulations may be obtained from the individual State licensing boards. Candidates should contact the licensing organization in the State of choice to determine work requirements. Graduates of the DPT program will be encouraged to take State and nationally recognized licensing examinations as soon after graduation as possible. Further information regarding the national physical therapy examination (NPTE) can be obtained at www.fsbpt.org.

Practice licensure exams are required for third-year students in May and August, and a licensure exam preparation course is offered. These are mandatory in-person activities, so students should plan their travel and housing accommodations accordingly.

Licensure Examination Eligibility Policy

Policy Statement

Students enrolled in the Doctor of Physical Therapy (DPT) Program are not permitted to sit for a licensure examination, including the National Physical Therapy Examination (NPTE), prior to completion of all degree requirements.

An exception to this policy may be granted to eligible students who meet all established criteria and where permitted by the applicable state licensing board.

Purpose

This policy is established to ensure that students are adequately prepared for licensure and professional practice prior to attempting the NPTE. It supports student success by promoting completion of all academic and clinical requirements before examination and helps maintain program outcomes related to licensure pass rates.

The policy also ensures compliance with state licensing regulations and aligns with accreditation expectations for student readiness, professional competence, and responsible progression into clinical practice.

Scope

This policy applies to all students enrolled in the DPT Program.

Policy and Procedures

General Requirement

Students must complete all didactic coursework, clinical education requirements, and degree requirements prior to sitting for the NPTE.

Exception Eligibility Criteria

Students requesting an exception must meet **all** of the following criteria:

- Achieve a score of **600 or higher** on Practice Exam and Assessment Tool (PEAT) #1, completed prior to the start of the final clinical internship.
- Attain a cumulative GPA of **3.5 or higher** in the next-to-final term (8th term).
- Demonstrate sustained professional and academic performance, including:
 - No referrals to any of the following: the Professional Misconduct Committee, or a named respondent in a complaint filed under the Title IX policy, any of which resulted in a finding of policy violation.
 - No history of academic probation.
- Progress through the program without delay and remain in the original cohort (no deviations from the plan of study, unless approved as a medical accommodation).
- Successfully complete all required clinical education courses:
 - PT 719 PT Experience
 - PT 729 PT Experience I
 - PT 739 PT Experience II
- Be enrolled in the final term (9th term) at the time of the request.

Application Process

Students who meet eligibility criteria must:

- Submit a **written request** to the DPT Program Director.
- Provide **documentation of PEAT score** and **unofficial transcript**.
- Submit **written approval from the Clinical Instructor (CI) and/or Site Coordinator of Clinical Education (SCCE)**, including:
 - Approval for absence from clinical responsibilities on the exam date.
 - A plan for making up any missed clinical time (*if applicable*).
- Verify eligibility with the appropriate state licensing board and the Federation of State Boards of Physical Therapy (FSBPT). Students are responsible for confirming that taking the exam at this time meets the licensure requirements of any state board to which they plan to apply.
- Agree to **release NPTE scores to WCU**.

Approval and Determination

- Approval of an exception is granted by the DPT Program Director based on the student meeting all criteria and submitting complete documentation for consideration.
- Failure to meet any requirement will result in denial of the request.

Student Responsibility

Students are responsible for:

- Understanding and complying with all program requirements and policies.
- Confirming state-specific licensure requirements.
- Ensuring all degree requirements are completed prior to licensure eligibility.

West Coast University – Center for Graduate Studies Doctor of Physical Therapy Program

590 N. Vermont Ave., Los Angeles, CA 90004

Department phone: 323-489-3271

Request for Early Authorization to Sit for the NPTE

Student Request

Dear Program Director,

I am requesting approval to sit for the **National Physical Therapy Examination (NPTE)** during my final term (**9th term**) on _____ (Exam Date).

I acknowledge that this request constitutes an exception to the DPT Program's Licensure Examination Eligibility Policy and is granted only to students who meet all established criteria. I confirm that I meet the requirements outlined below and have provided supporting documentation for review.

Designated Criteria

Please initial each item to confirm compliance:

_____ I achieved a score of _____ on the Practice Exam and Assessment Tool (PEAT) #1 _____ ng.

Student Information

Student Name (Print):

Student ID Number:

Signature:

Date:

Program Director Determination

- ☐ **Approved** – The student has met all required criteria and provided appropriate supporting documentation.
- ☐ **Denied** – This request is denied for the following reason(s):

NPTE Information

Scheduled Exam Date: _____

Program Director Name (Print):

Signature:

Date:

Providing Safe Patient Care

Students are to notify the Program Director/Dean or the Director of Clinical Education immediately if their health status changes and requires any special attention or medications. At no time is a student to be providing direct patient care while under the influence of any medications, legal or illegal, that can impair the student's ability to provide safe and effective patient care. At times, with various health conditions, a student may need to take medications that impair their ability to think clearly, impact fine motor coordination or dexterity, or cause other symptoms that may interfere with a student's reasoning or ability to perform with appropriate judgment and safety; medical clearance may be required to return to school.

Student Pregnancy Policy

Students who are pregnant or experiencing pregnancy-related conditions are advised that they may request assistance from the Title IX Coordinator. Students are strongly encouraged to carefully evaluate the strenuous physical and mental demands and the strict attendance requirements of the physical therapy program when considering pregnancy. Although the program adheres strictly to OSHA and CDC guidelines for patient care, the student must consult their physician regarding any possible exposure to physical and chemical agents during the program.

Students must obtain, in writing, their physician's comments and recommendations for continuation in the program. The document must address whether the student may participate fully in all the scheduled learning activities for each semester.

Following delivery, students must again obtain and submit to the Program Director/Dean a physician's written orders that the student may return to the program to fully participate in all learning activities.

Mandated Reporting

Physical therapists play an important role in the identification of suspected abuse and neglect. In some states, including California, physical therapists have an obligation to report it to the authorities. Mandatory reporting requires that physical therapists be cognizant of the reporting regulations in the state(s) in which they practice and the mechanisms available for reporting suspected abuse in those states.

There are four basic types of abuse: physical, sexual, emotional, or neglect. Physical Therapists, as Mandated Reporters, are required to:

- Recognize signs and symptoms of abuse/neglect.
- Ask direct, non-judgmental questions with compassion.
- Document all findings.
- Assess patient safety.
- Review, refer, and report to appropriate authorities.
- All students are required to report any suspicion of abuse and/or neglect to their clinical faculty. Faculty or clinical instructors will take the appropriate steps to refer or report to the appropriate authorities.

Professional Organization Membership

All DPT students are required to become members of the American Physical Therapy Association (APTA). The APTA is the national organization dedicated to serving the physical therapy profession. By becoming a member, students gain access to numerous benefits and professional opportunities. One significant benefit is access to the Physical Therapy Journal (which will be needed for many course assignments) and to online research resources with many full-text articles that may not be available through the University databases. The student will gain automatic membership in the Student Assembly, which functions as a forum for future Physical Therapists and Physical Therapist Assistants. The National Student Conclave also provides students with access to the latest trends and issues in the profession. Membership applications and information will be given to each student at the beginning of the DPT program. Information may also be found at www.APTA.org.

Students are also encouraged to become active in the California State Chapter of the APTA. The chapter typically sponsors conferences and offers other opportunities for professional service, networking, skill development, and promotion of the profession. This is a very useful way for students to become more acquainted with the physical therapy profession; visit www.ccapta.org.

DPT Program Clinical Education

Please refer the DPT Program's Clinical Education Manual for policies and procedures related to clinical experiences.

Appendices

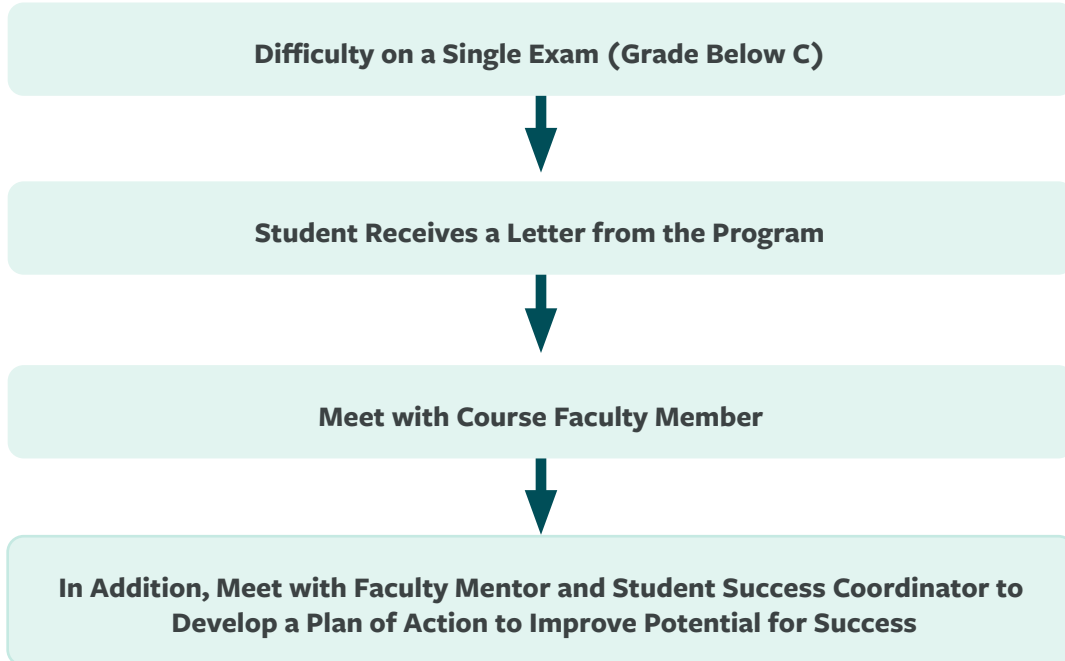
Appendix A	Academic Action Flow Charts Exams and Assessments
Appendix B	Catalog and Handbook Acknowledgement
Appendix C	Student Informed Consent Form
Appendix D	Health Insurance Statement
Appendix E	Consent for Release of Information
Appendix F	Multimedia Consent/Release Form
Appendix G	Guest Participant Informed Consent Form
Appendix H	Authorization for Electronic Use of Signature
Appendix I	Domains of Professional Behaviors and Sample Behaviors

CURRICULUM

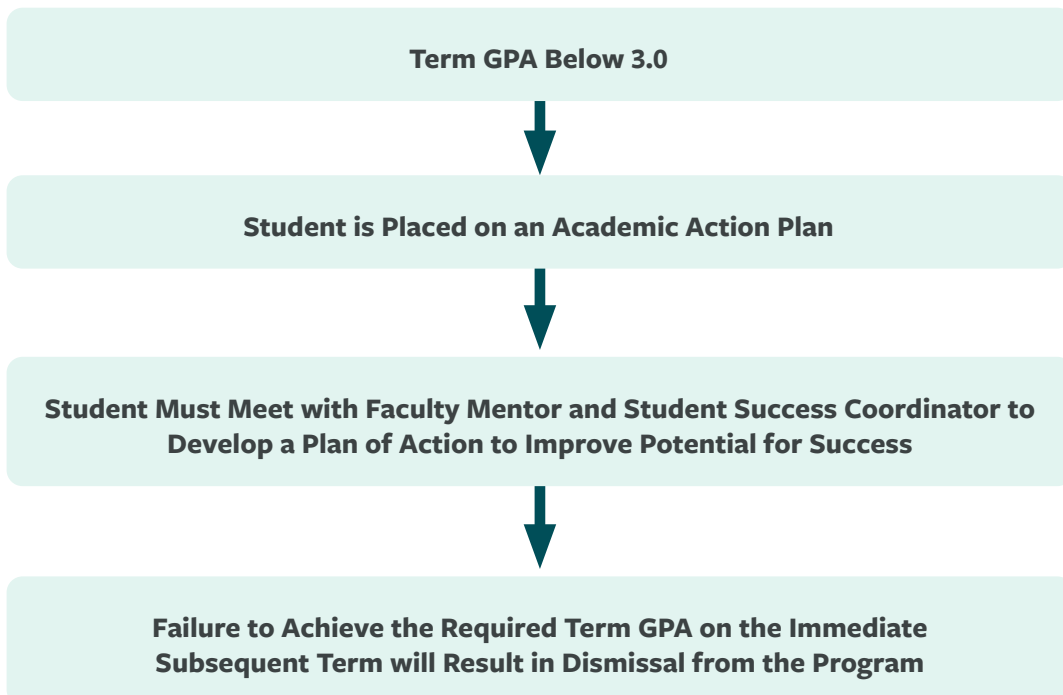
TRIMESTER	TERM	COURSE CODE	CR	COURSE TITLE	COURSE TYPE
1	1	PT 700	2	Physical Therapy Professionalism	Lecture
		PT 701	4	Foundation Sciences: Human Anatomy	Lecture/Lab
		PT 704	4	Clinical Skills I: Foundations of Physical Therapy Practice	Lecture/Lab
		PT 731	4	Foundation Sciences: Physiology/Histology	Lecture
		PT 720	2	Foundation Sciences: Applied Biomechanics	Lecture/Lab
2	2	PT 714	3	Clinical Skills II: Physical Therapy Examination	Lecture/Lab
		PT 716	3	Critical Inquiry: Research Methods and Biostatistics	Lecture
		PT 706	3	Ethicolegal Issues in Healthcare and IPE Collaboration	Lecture
		PT 726	4	Foundational Sciences: Kinesiology/Pathomechanics	Lecture/Lab
		PT 751	3	Foundation Sciences: Pathophysiology	Lecture
3	3	PT 724	4	Clinical Skills III: Therapeutic Exercise and Physical Agents	Lecture/Lab
		PT 725	2	Evidence-Based Practice I	Lecture
		PT 707	5	Musculoskeletal Physical Therapy I	Lecture/Lab
		PT 708	3	Cardiopulmonary and Vascular Physical Therapy	Lecture/Lab
		PT 713	3	Foundation Sciences: Neuroscience I	Lecture
4	4	PT 743	3	Foundation Sciences: Neuroscience II	Lecture
		PT 717	5	Musculoskeletal Physical Therapy II	Lecture/Lab
		PT 712	5	Neuromuscular Physical Therapy I	Lecture/Lab
		PT 732	3	Pharmacotherapy	Lecture
5	5	PT 734	3	Clinical Skills IV: Physical Therapy Evaluation I: Focused Guidance	Lecture
		PT 722	5	Neuromuscular Physical Therapy II	Lecture/Lab
		PT 728	2	Evidence-based Concepts of Musculoskeletal Imaging	Lecture
		PT 719	5	Physical Therapy Experience	Clinical
6	6	PT 730	2	Introduction to Management, Advocacy and Health Promotion	Lecture
		PT 735	2	Evidence-Based Practice II	Lecture
		PT 740	2	Prosthetics and Orthotics	Lecture
		PT 744	3	Clinical Skills V: Physical Therapy Evaluation II: Independent Evaluation	Lecture/Lab
		PT 710	2	The Socio-Cultural Aspects of Human Interaction	Lecture
		PT 780	2	Elective	Lecture/Lab
7	7	PT 729	13	Clinical Internship I	Clinical
8	8	PT 739	13	Clinical Internship II	Clinical
9	9	PT 749	13	Clinical Internship III	Clinical
		PT 723	1	Interprofessional Healthcare	Lecture

APPENDIX A

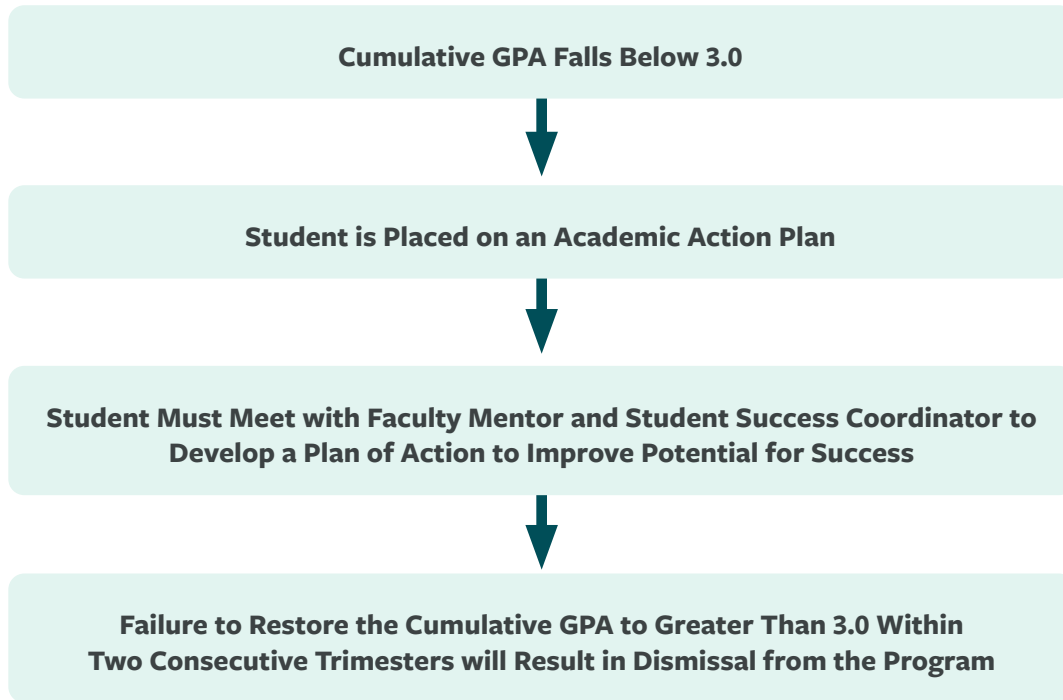
Academic Action Flow Charts Exams And Assessments



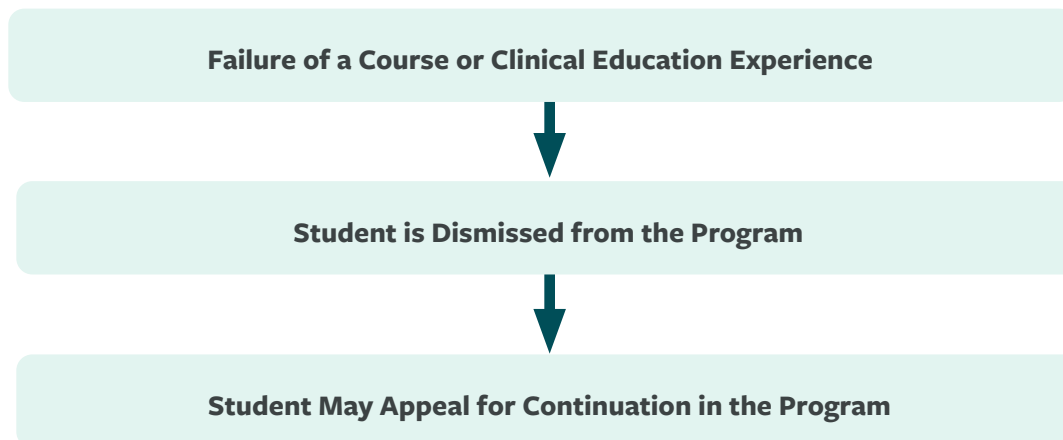
Term Grade Point Average (GPA)



Cumulative (GPA)



Course Or Clinical Education Experience



Student Name:

Student Signature:

Date:

APPENDIX B

DPT Program

Catalog and Handbook Acknowledgement

By signing below, I, _____, agree that I have received, read, and understand all information contained in the [West Coast University Catalog](#), the [Student Handbook](#), the DPT Student Handbook and the Clinical Education Manual. I also agree that I will adhere to and abide by the policies and regulations contained therein, which include, but are not limited to, the Academic Honor Code. I am aware of the consequences of violations of specific policies and standards, including plagiarism and dishonesty.

Student Signature:

Date:

Student Printed Name

Year Admitted:

University Representative:

Date:

APPENDIX C

DPT Program

Student Informed Consent Form

Initial next to each line to indicate your understanding and acceptance of these terms:

- _____ I understand that laboratory sessions are a required element in my education at WCU and that this informed consent form applies to my participation in all laboratory sessions.
- _____ I understand that it is my responsibility to inform the instructor of any medical concerns that may interfere with my participation in any laboratory exercise, and to consult with my physician if there are any questions regarding my full participation in laboratory sessions.
- _____ I acknowledge that I am participating voluntarily and that it is my responsibility to learn about indications, contraindications, and precautions before allowing any clinical technique or procedure to be performed on me.
- _____ To the best of my knowledge, I am safe to perform the assigned procedures and to have them performed on me by fellow students and instructors. I confirm that I have disclosed all pertinent information to West Coast University and can safely participate in the laboratory sessions.
- _____ I release my fellow students, instructors, WCU, and its representatives and employees from all claims and liability arising out of, or relating in any way to, my participation in laboratory sessions, whether I am acting as a student, subject, clinician, or otherwise.
- _____ I also understand that WCU instructors will help me understand the indications, contraindications, precautions, and techniques of all procedures in which I will be asked to participate, either as clinician or subject.

Student Name (please print):

Student Signature:

Date:

APPENDIX D

DPT Program

Health Insurance Statement

The practice of physical therapy may have certain occupational risks. Students are required to carry their own health insurance and sign a waiver assuming all financial responsibility for medical expenses incurred while enrolled in WCU DPT Program.

Please read the following information and initial next to each line to indicate your understanding and acceptance of these terms:

_____ I have read the health insurance statement above. I am presently insured and will maintain coverage in all states where I am a student and in the states where I will be practicing during my clinical education experiences.

_____ I declare to the best of my knowledge that I do not have and/or have not been exposed to any serious communicable diseases.

_____ I understand that I assume all liability for any injury caused while performing laboratory or technical skills.

_____ I understand that performing these procedures is required to graduate from this program.

_____ I understand that any information discussed with the Program Director/Dean may be discussed with appropriate personnel, including other faculty and administrators, on an as-needed basis.

Student Name (please print):

Student Signature:

Date:

Name of Health Insurance Company:

Health Insurance Phone #

Health Insurance Policy #:

University Representative Signature:

Date:

APPENDIX E

DPT Program

Consent for Release of Information

As a student/graduate of WCU, there will be occasions when WCU is requested to provide information concerning your academic and clinical education performance to third parties, including, but not limited to, employers, licensing boards, or personnel from clinical facilities. Additionally, I allow for WCU to release my health, medical, background check, and drug screening information to clinical facilities where I may participate in my clinical experiences upon their request.

The purpose of this form is to provide consent for the release of all such information.

Please initial below which information may be released and to whom:

_____ Health, medical, background check, and drug screening information Grades

_____ Class participation

_____ Clinical education performance information

_____ Current and/or permanent address to prospective employers

_____ All of the above

_____ Other (specify): _____

_____ Do not release any information about me

Student/Graduate Name (please print):

Student Signature:

Date:

APPENDIX F

DPT Program

Multimedia Consent/Release Form

I do hereby consent to be photographed and/or videotaped, and have my voice and image recorded or otherwise by students, staff, or faculty of WCU.

I understand that these recordings will be utilized for educational purposes only and as such will not be made available for public viewing.

This authorization extends from _____ to _____. (Indefinitely, if not otherwise)

Name (please print):

Student Signature:

Date:

APPENDIX G

DPT Program

Guest Participant Informed Consent Form

I willingly volunteer to participate as a clinical subject in one or more class or laboratory sessions at WCU and agree to the following:

- I may be asked questions pertaining to the details of my health and healthcare.
- I may be asked to expose an area of my body for inspection by students and faculty but may expect my dignity and modesty to be protected.
- I may refuse to participate in any way I feel necessary.
- I understand that this is a student educational laboratory and that the quality of care I receive may be less than that received from a graduate professional.
- I waive any claims against WCU, its representatives, employees, and students arising from my participation, excluding such claims as may be the result of gross negligence or willful misconduct.
- I understand that I will not be compensated for my participation.

Name (please print):

Student Signature:

Date:

APPENDIX H

Program Authorization for Electronic Use of Signature

Notice regarding email communications

For WCU to operate as a distance-learning institution, the use of electronic communication is an integral part of our design and structure. To that end, we have developed an email network and avenues for inquiries and responses. We intend to provide you with excellent service and to ensure that our communications and responses to you are expeditious while adhering to legal requirements. For that to be possible, we need your acknowledgment of your email address, i.e., electronic mail signature (digital signature), as a valid and binding signature on your part for the transmission of electronic communication by you. You must understand the importance of keeping your email login and password confidential. Share it with NO ONE. Should you suspect or become aware that another person has gained access to your email password or login ID, change it and notify us of your new email signature immediately. Please be advised that WCU assumes no liability for the event or the consequences of another party gaining access to your email account and electronically “impersonating” you.

Should you choose not to return this form, we will not be able to respond to requests for information or updates received via email. Regardless of the effects upon you caused by delays or other unforeseen consequences, WCU assumes no liability, and will not respond to email requests or updates without your signed “Authorization for Use of Electronic Signature” on file. WCU assumes no liability for late or misdirected mail.

I hereby authorize WCU to accept all correspondence transmitted by me via electronic mail from the email address submitted herein, as a valid electronic message from me. I agree that, until my email address is changed, all communications sent from this address shall be considered my signature and shall be accepted as a replacement for my written signature, including, but not limited to, financial transactions. I understand that I am responsible for notifying WCU if my valid digital signature changes by mailing an updated, signed “Authorization for Use of Electronic Signature” form to WCU.

I understand that I am not guaranteed the confidentiality of information transmitted electronically (by email or FAX) by WCU, others, or myself. If I request, by valid electronic signature or in writing, that confidential information be transmitted, I release WCU from all liability related to the release of that information.

WCU will do its utmost to ensure the total confidentiality of all communication between the student and the University.

By signing below, I release WCU from any liability for consequences pertaining to this request.

<i>Last:</i>	<i>First:</i>	<i>Middle:</i>	<i>Program:</i>	<i>Class:</i>
<i>Street address/PO Box:</i>			<i>Primary email address(digital signature):</i>	
<i>City:</i>	<i>State:</i>	<i>Zip:</i>	<i>Secondary email address (digital signature):</i>	
<i>Date of Birth: (MO)/DAY/YR) Signature:</i>			<i>Date:</i>	

By signing this Authorization for Use of Electronic Signature, all other previous submissions of this form received by WCU become invalid.

APPENDIX I

Domains of Professional Behaviors and Sample Behaviors

Respectful Classroom Conduct

- Arrive on time and be prepared for class, labs, and exams.
- No disruptive behaviors: side conversations, jokes, excessive noise, repeated leaving/entering.
- Avoid non-class activities during lectures (e.g., watching videos or working on other courses).
- Show respect to faculty, classmates, standardized patients, and guest speakers.
- Maintain an alert, attentive, and professional demeanor at all times.

Critical Thinking

- Participate in class in ways that reflect preparation, critical thinking, and problem-solving.

Professional Use of Technology

- Use laptops, tablets, and phones only for class-related purposes.
- No browsing unrelated websites, YouTube, or social media.
- Follow faculty instructions (e.g., closing laptops during discussion or assessments)
- Adhere to the University AI policy

Interpersonal Interaction

- Interact with others respectfully and culturally sensitively, maintaining appropriate personal and professional boundaries.
- Maintain supportive, kind, and professional communication with all individuals.

Accountability

- Accept responsibility for your actions and behaviors.
- Follow through on commitments.
- Demonstrate honesty and integrity in all written and verbal communications.

Punctuality and Time Management

- Take responsibility for arriving on time to class, clinic, faculty meetings, and events. On time is defined as being present and prepared to engage at the scheduled meeting start time.
- Return promptly from breaks.
- Communicate absences and tardiness in advance and professionally.
- Individual course syllabi will outline specific tardiness policies and associated consequences. Repeated or unexcused tardiness may negatively impact course grades, require progressive remediation, affect professional behavior assessments, and be addressed through formal program processes, including potential referral to the Student Progression or Conduct Committee.

Engagement and Ownership of Learning

- Actively participate in discussions, labs, and group work.
- Prepare for all sessions (readings completed, materials ready).
- Ask questions and seek clarity when needed.
- Accept feedback respectfully and without defensiveness.

Receptive/Reflective Feedback

- Listen actively, integrate feedback respectfully, and demonstrate growth.
- Engage in self-reflection and continuous improvement.
- Actively seek learning opportunities with peers, faculty, and lab instructors.

Integrity and Ethical Behavior

- Adhere to all academic integrity policies (no cheating, plagiarism, misrepresentation).
- Maintain confidentiality of patient/client scenarios.

Professional Communication

- Use professional, respectful language across all platforms (email, Canvas, group chats).
- Respond promptly to faculty and peers, typically within 24 hours on weekdays, via email or Remind.
- Promptly communicate academic concerns, schedule conflicts, and accommodation requests to the appropriate party (e.g., faculty advisor, course director, or program chair).

Professional Appearance

- Wear proper attire for the lab, including the required program polo and name badge, with business-casual attire; sportswear (e.g., shorts, sports bra/tank) may be required for specific lab activities, as appropriate.
- During guest lectures or presentations delivered by external speakers, students must wear the official WCU polo shirt.
- Wear the official WCU polo shirt for all exams and practicals.

Projects and Assignments

- Prepare assignments that are professionally formatted, proofread for grammar and clarity, and follow course-specified guidelines (e.g., APA style when required).
- Submit assignments on time consistently and proactively communicate with the course director regarding any anticipated or unavoidable delays in submission.

Lab Behavior and Safety

- Maintain professional demeanor and boundaries during hands-on practice.
- Follow all safety protocols.
- Keep equipment in workspaces clean and organized, and return equipment to designated places.

Team Collaboration

- Contribute fairly to group tasks.
- Encourage a cooperative team environment.
- Accept shared work responsibilities.
- Avoid gossip, exclusion, or disparaging comments.

Stress Management, Emotional Intelligence, and Professional Maturity

- Demonstrate awareness of emotional responses and regulate behavior to remain professional under stress or during challenging interactions.
- Use effective stress-management strategies to maintain professionalism and composure.
- Avoid dismissive or unprofessional behaviors (e.g., eye-rolling, laughing at peers' questions, or other disrespectful reactions).
- Demonstrate maturity, accountability, and emotional intelligence in interactions with peers, faculty, and staff.
- Seek assistance and support appropriately when needed.

Commitment to Learning

- Take responsibility for learning.
- Be attentive and active, even when content feels challenging.

Representing the Program Professionally

- Behavior on campus and in the clinic reflects on the DPT program and profession.
- Uphold APTA Core Values: accountability, altruism, compassion, excellence, integrity, professional duty, and social responsibility.

Above Average Professional Standards

- Students must demonstrate professionalism consistently above average; simply meeting “average expectations” is not sufficient.

By signing below, I understand and agree to comply with the professional standards determined by the WCU DPT program. These standards are in addition to, not in place of, other University conduct requirements and applicable policies. I understand that failure to adhere to the professional standards stated may result in disciplinary action, academic impact, or a referral to the Professional Misconduct Committee, Conduct Committee, or, if applicable, to the Title IX Coordinator.

Name (please print):

Student Signature: