

**UCSF/SFSU**  
**Graduate Program**  
**in Physical Therapy**



# DPT Student Handbook

2021 – 2022 Academic Year

Distributed March 2021

## Introduction

Dear students,

Welcome to the UCSF/SFSU Graduate Program in Physical Therapy! We look forward to working with you over the next three years. This Student Handbook has been assembled to acquaint you with the philosophy of the program and to familiarize you with the policies and procedures of the program not addressed in University publications. Please keep this manual in an accessible place, as this information will be relevant throughout your time in the graduate program.

Sincerely,



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Professor & Program Director/Chair, SFSU



Theresa Jaramillo PT, DPT, MS

Professor & Associate Director, UCSF



Amber Fitzsimmons, PT, MS, DPTs

Associate Professor & Program Chair, UCSF

## Signature Page

By signing this form, you indicate that you reviewed the UCSF/SFSU DPT Student Handbook for the 2021-2022 Academic Year and are informed of the program's policies related to academic, clinical, and professional expectations. Your signature confirms your understanding of these expectations and your willingness to be responsible for your conduct associated with these expectations. Your signature also confirms your agreement to abide by the Student Statement of Principles, as outlined below, at all times while a student in the program. You understand that policies may change and that it is your responsibility to review and follow any changes as they are provided to you by the program. Program policies will also be made available on the Physical Therapy Student Resources CLE page.

Sign and upload to your DPT Orientation Page in the CLE by **June 1**.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Student Statement of Principles

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

### Honesty

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

### Confidentiality

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

### Respect for Others

- I will uphold a classroom atmosphere conducive to learning.
- I will treat patients and their families with respect and dignity, both in their presence and in discussions with other members of the health care team.
- I will interact with patients in a way that ensures their privacy and respects their modesty.
- I will interact with all members of the health care team in a considerate and cooperative manner.
- I will not tolerate discrimination on the basis of race, gender, religion, sexual orientation, age, disability, or socioeconomic status.
- I will judge my colleagues fairly and attempt to resolve conflicts in a manner that respects the dignity of every person involved.

### Responsibility

- I will set patient care as the highest priority in the clinical setting.
- I will recognize my own limitations and will seek help when my level of experience is inadequate to handle a situation on my own.
- I will conduct myself professionally - in my demeanor, use of language, and appearance - in the presence of patients, in the classroom, and in health care settings.
- I will not use alcohol or drugs in any way that could interfere with my clinical responsibilities.

- I will not use my professional position to engage in romantic or sexual relationships with patients or members of their families.

#### Expectations of Faculty and Fellows

- I have the right to expect clear guidelines regarding assignments and examinations, as well as to have testing environments that are conducive to academic honesty.
- I cannot be compelled to perform procedures or examinations that I feel are unethical or beyond the level of my training.
- I have the right not to be harassed and not to be subjected to romantic or sexual overtures from those who are supervising my work.
- I have the right to be challenged to learn, but not to be abused or humiliated.
- I have the right to expect prompt, frequent, and constructive feedback from faculty and clinical instructors that will enhance my training in physical therapy.

#### When Dealing with Problems, Students are Expected to Use a “Chain of Command”:

- Academic courses (individual): first, talk with the course instructor; second, with the assigned faculty advisor; and third, with the Program Director(s).
- Academic courses (group): first, talk with the class president(s); second, the class president(s) presents the problem to the course instructor; third, the class president(s) presents the problem to the Program Director(s).
- Personal Problems: first, talk with the faculty advisor; second, talk with the Program Director(s).
- Financial Problems: first, talk with the Student Affairs Officer; second, talk with the Program Director(s).

### **Non-Discrimination Policies**

#### **UCSF Non-discrimination Policy**

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy,<sup>1</sup> physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services.<sup>2</sup> The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

#### **SFSU Non-discrimination Policy**

##### Race, Color, Ethnicity, National Origin, Age, and Religion

The California State University does not discriminate on the basis of race, color, ethnicity, national origin, age, or religion in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination.

### Disability

The California State University does not discriminate on the basis of disability in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination.

### Sex/Gender/Gender Identity/Sexual Orientation

The California State University does not discriminate on the basis of sex, gender, gender identity or sexual orientation in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such discrimination.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

For more information on San Francisco State University's efforts in creating a sexual harassment-free campus, visit [titleix.sfsu.edu](http://titleix.sfsu.edu).

### HIV/AIDS Policy

HIV/AIDS Policy: Students and employees with HIV/AIDS shall be afforded unrestricted classroom attendance, working conditions, use of university facilities, and participation in co-curricular and extra-curricular activities as long as they are physically and psychologically able to do so.

For more information, individuals are encouraged to contact Student Health Services, members of the AIDS Coordinating Committee (415) 338-7339, Human Resources Department, Office of Faculty Affairs, or the Dean of Students office.

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## Program Overview

### Program Mission

To develop collaborative professionals in physical therapy practice, education, social responsibility, and discovery and translation of science to improve health.

### Program Philosophy

We are committed to our professional and community stakeholders to promote and provide accessible, affordable, equitable, inclusive and high-quality health care. Our academic program supports this philosophy by educating collaborative professionals who advocate for the profession and the patient. We maintain a collegial and supportive environment that enables professional growth, research advancement, and instructional excellence. Our program philosophy aligns with the values of the APTA Code of Ethics, which includes: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility.

<b>Stakeholder: Nation/Society</b>	
Obligations:	<ul style="list-style-type: none"> <li>● Improve health and mobility.</li> <li>● Promote physical activity, exercise, and learning-based training to maximize quality of life.</li> <li>● Improve access to healthcare.</li> <li>● Improve affordability and efficiency.</li> <li>● Improve diversity of providers.</li> <li>● Advocate for rights of people with disabilities.</li> <li>● Work towards eliminating health disparities.</li> <li>● Model interprofessional collaboration in the promotion of better health care for all.</li> </ul>
<b>Stakeholder: State of CA</b>	
Obligations:	<ul style="list-style-type: none"> <li>● Provide access to the profession via public education.</li> <li>● Educate the next generation of providers and leaders in health care.</li> <li>● Promote accessibility efficiently for consumers with low income.</li> <li>● Use taxpayer funds responsibly in public education and in the preparation of professionals.</li> </ul>
<b>Stakeholder: Bay Area / San Francisco</b>	
Obligations:	<ul style="list-style-type: none"> <li>● Promote health and wellness, physical therapy, and rehabilitation services across the mosaic of diverse populations.</li> <li>● Promote the profession to the next generation across cultural groups.</li> </ul>
<b>Stakeholder: Professional Community</b>	
Obligations:	<ul style="list-style-type: none"> <li>● Serve and lead the professional organizations.</li> <li>● Provide research to further the development of evidence-based physical therapy practice.</li> <li>● Question current practice in order to promote innovation and effectiveness.</li> <li>● Advocate for professional identity and advancement.</li> <li>● Serve as a resource for continuing education of clinicians, educators and researchers.</li> </ul>

<b>Stakeholder: Healthcare Systems / Providers</b>	
Obligations:	<ul style="list-style-type: none"> <li>● Provide a valuable service to patients/clients/consumers.</li> <li>● Delineate the evidence for the value of services.</li> <li>● Advocate for compensation for health, wellness, maintenance, and rehabilitation services.</li> <li>● Self-monitor and promote efficiency, effectiveness, quality and safety.</li> <li>● Contribute to the solutions in changing healthcare environments.</li> </ul>
<b>Stakeholder: Consumers / Clients / Patients</b>	
Obligations:	<ul style="list-style-type: none"> <li>● Provide services and education effectively through faculty practice and clinic participation.</li> <li>● Graduate students who are competent, compassionate, and effective providers of evidence-based care.</li> <li>● Promote discovery and the translation of science to improve health, health equity and healthcare.</li> </ul>
<b>Stakeholder: Students</b>	
Obligations:	<ul style="list-style-type: none"> <li>● Provide access and support for developing knowledge, skills and professional behaviors.</li> <li>● Provide current curricula consistent with the requirements of an accredited physical therapy academic program and criteria for professional licensure.</li> <li>● Administer a sustainable educational program.</li> <li>● Promote leadership development for contributions to the profession and community.</li> <li>● Provide opportunities for interaction and collaboration with peers, faculty, professionals and students in other programs.</li> <li>● Create a learning environment with sufficient resources to enable students to succeed.</li> <li>● Serve as a catalyst for some students to pursue clinical specialization and/or advanced doctoral studies.</li> </ul>
<b>Stakeholder: Universities / Colleges / Schools</b>	
Obligations:	<ul style="list-style-type: none"> <li>● Provide a model for teaching and collaborative research based on outcomes assessment and quality improvement.</li> <li>● Promote diversity in the classroom, research labs and clinics, and in the attitudes of educators, researchers, clinicians and students.</li> <li>● Hold high and holistic admission standards to accept the highest quality applicants.</li> <li>● Meet or exceed standards for graduate education.</li> </ul>
<b>Stakeholder: Faculty / Colleagues</b>	
Obligations:	<ul style="list-style-type: none"> <li>● Maintain a collegial and supportive work environment that enables professional growth, research advancement and instructional excellence.</li> </ul>

# Program, Graduate, Student Goals & Objectives

## **PROGRAM GOALS**

### **Value 1: Patient Care, Community, Professionalism**

#### **Program Goal 1: Program will offer models of best practice in clinical care, clinical instruction, and outreach/service to community**

Objectives and Outcomes:

1. Program will promote best practice in the clinical environment.
  - a. 75% of clinical faculty will have specialty certification.
  - b. 100% of clinical faculty will obtain CI credentialing by the end of the second year of appointment.
2. Program will facilitate faculty involvement in advocacy in the community.
  - a. 75% of faculty will participate in health care advocacy (e.g. direct service to the individual or family, and activities that promote health and access to health care in communities and the larger public, attending advocacy events, letter/email writing, legislation day, outreach, etc.).
3. Program will support development of clinical education partnerships.
  - a. At least 20% of students will be placed within UC-affiliated facilities for at least one clinical experience.

### **Value 2: Education, Courage, Integrity**

#### **Program Goal 2: Program will be innovative and forward-thinking while remaining aligned with ACAPT best practices**

Objectives and Outcomes:

1. Program will support faculty development and educational leadership opportunities.
  - a. 75% of the core faculty will participate in a professional conference every two years.
  - b. At least one faculty member will participate in, and share information from, educational leadership development initiatives or conferences every year (e.g. APTA Educational Leadership Conference).
2. Program will strengthen and expand residency programs.
  - a. 10% of each graduating cohort will apply to a UCSF residency program.

### **Value 3: Research, Life of Mind, and Excellence**

#### **Program Goal 3: Program will create and support opportunities for students, faculty, and staff to grow their areas of expertise, increase their use of evidence-based practices, and engage in research and dissemination.**

Objectives and Outcomes:

1. Program will provide mentoring, collaboration, and resources that enable creative or scholarly work, and the dissemination and promotion of results.

- a. 100% of faculty will have mentorship to support creation or dissemination of scholarly/creative activity (e.g. publications, posters, platform presentations, scientific/education workshops).
- 2. Program promotes faculty and staff engagement in basic science, clinical, translational, or educational research, and supports dissemination of new knowledge.
  - a. 50% of clinical faculty will participate in primary research either independently or as collaborators.
  - b. 100% of core faculty will have evidence of peer reviewed dissemination every 2 years.
  - c. 25% of staff will participate in professional development opportunities every 2 years.

#### **Value 4: Diversity, Equity, Respect**

##### **Program Goal 4: Program will attract and support a diverse\* faculty, staff, and student body, within an inclusive environment**

Objectives and Outcomes:

- 1. Program will develop pathways to increase and support diversity.
  - a. Program will increase underrepresented faculty by 3% within 2 years, and by 6% in 4 years.
  - b. Staff will represent a diverse population.
  - c. 100% of new faculty and staff will participate in diversity training with the first year of appointment.
  - d. Program will provide career education opportunities for underrepresented students beginning in middle and high school.
  - e. 90% of students will indicate they are satisfied with the program's student support services.
- 2. Students will represent the diverse population of California and the diversity valued by the program.
  - a. Student body will comprise at least 40% underrepresented students defined by UC Regents.

\*\* Underrepresented or diverse with respect to factors such as race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.

#### **Value 5: Public Service and Resilience**

##### **Program Goal 5: Program, and the individuals within it, will be recognized for advocacy, leadership, and service.**

Objectives and Outcomes:

- 1. The Program will support and promote faculty membership, leadership, and visibility in local, national, and international communities.
  - a. 100% of faculty will be actively engaged in their professional organization (e.g. serve on committees, attend conferences, participate in online discussions/webinars/meetings, other).

- b. Social media and/or newsletter will include at least one feature per quarter that highlights faculty, staff or student advocacy, leadership, or service.

## **STUDENT GOALS**

### **Value 1: Patient Care, Community, Professionalism**

**Student Goal 1: Students will provide patient-centered care and participate in outreach and service to the community, striving to improve access, equity, and quality of treatment and education, with emphasis on communities of need**

Objectives and Outcomes:

1. Students will provide patient centered care.
  - a. 100% of students will incorporate an understanding of cultural differences in patient care.
  - b. 100% of students will effectively communicate with patients, family members, caregivers, and health professionals.
2. Students will participate in IPE learning activities.
  - a. 100% of students will participate in at least 3 interprofessional education opportunities during their DPT training.
3. Students will participate in community engagement activities.
  - a. 80% of students will participate in community engagement opportunities.
  - b. 90% of students will participate in health care advocacy (e.g. direct service to the individual or family, and activities that promote health and access to health care in communities and the larger public, attending advocacy events, letter/email writing, legislation day, outreach, etc.).
  - c. 100% of students will have accessed a community engagement resource site.

### **Value 2: Education, Courage, Integrity**

**Student Goal 2: Students will develop their professionalism, clinical skills, and unique abilities**

Objectives and Outcomes:

1. Students will participate in opportunities to provide feedback and be involved in curricular modifications.
  - a. As needed, student representatives will participate in the curriculum committee and student success committee during their three years in the program.
  - b. 50% of students will participate in at least one feedback session during their DPT training.
2. Students will take electives or participate in panel discussions that promote their professional development.
  - a. At least 95% of students will attend or participate in professional development, such as Spring Symposium and CSM Debrief.
  - b. 50% of students will participate in at least one elective course during the DPT program.

3. Students will complete the program with expected high academic and professional standards.
  - a. 100% of students will demonstrate entry level performance prior to graduation:
    - i. 100% of students will meet technical standards and demonstrate professional behaviors.
    - ii. 100% of students will pass all qualifying exams.
    - iii. 100% of students will graduate with a GPA of at least 3.0 at each campus.
    - iv. 100% of students will pass the culminating experience of evidence-based presentation and paper.
    - v. 100% of students will achieve a passing grade in each of their clinical experiences.

### **Value 3: Research, Life of Mind, and Excellence**

#### **Student Goal 3: Students will develop an appreciation for and engage in research**

Objectives and Outcomes:

- a. Students will participate in scientific inquiry and contribute to the body of knowledge in physical therapy.
  - a. 25% of students will participate in a research project with faculty.
  - b. 100% of students will disseminate research in a public forum at UCSF or SFSU.
  - c. 15% of students will disseminate research in a public forum at state or national professional meetings.
  - d. 50% of students will attend a state or national scientific/research conference once during their DPT training.

### **Value 4: Diversity, Equity, Respect**

#### **Student Goal 4: Students will benefit from the diversity valued by the program and will experience an inclusive learning environment**

Objectives and Outcomes:

1. Students will participate in opportunities to engage in initiatives that address diversity, equity, and inclusion.
  - a. 100% of students will participate in DEI learning activities during the program.
2. Students will demonstrate professionalism in the area of sensitivity and diversity.
  - a. 80% of students will self-assess and 80% of faculty will assess professionalism in the area of sensitivity and diversity as always demonstrated.

### **Value 5: Public Service and Resilience**

#### **Student Goal 5: Students will be advocates for the Physical Therapy Profession and leaders in their communities**

Objectives and Outcomes:

1. Students will participate in local, state, and national advocacy.
  - a. 100% of students will participate in CPTA Legislative Day or similar advocacy events or write a letter/email to their representative during their DPT training.
  - b. Each cohort will have a student representative at the CPTA Assembly or Student Conclaves.
  - c. 25% of students will serve in a leadership role in student government or other professional organizations.

## GRADUATE GOALS

### **Value 1: Patient Care, Community, Professionalism**

**Graduate Goal 1: Graduates will practice patient-centered care and participate in outreach and service to the community, striving to improve access, equity, and quality of treatment and education, with emphasis on communities of need**

Objectives and Outcomes:

1. Graduates are prepared to provide quality, ethical patient care, and to advocate for the profession.
  - a. 100% of graduate respondents indicate they are prepared to meet the health care needs of patients through ethical behavior, continued competence, and advocacy for the profession.
  - b. 100% of employer respondents indicate that graduates are able to meet the health care needs of patients through ethical behavior, continued competence, and to advocate for the profession.
2. Graduates participate in community engagement activities.
  - a. 50% of graduate respondents indicate that they participate in community engagement activities.

### **Value 2: Education, Courage, Integrity**

**Graduate Goal 2: Graduates will demonstrate their professionalism, clinical skills, and unique abilities.**

Objectives and Outcomes:

1. Graduates will pass the licensing exam.
  - a. 100% of graduates pass the licensing exam (100% ultimate pass rate)
2. Graduates participate in life-long learning.
  - a. 75% of graduate respondents indicate that they have or will participate in post professional education, residency, or continuing education.

### **Value 3: Research, Life of Mind, and Excellence**

**Graduate Goal 3: Graduates will have an appreciation for and engage in research**

Objectives and Outcomes:

1. Graduates critically evaluate and apply evidence as a basis for physical therapy practice.
  - a. 90% of graduate respondents indicate that they are able to critically review research articles and other sources of information and apply this knowledge to best clinical practice.
  - b. 90% of employer respondents indicate that graduates are able to critically review research articles and other sources of information and apply this knowledge to best clinical practice.
2. Graduates participate in research activities.
  - a. 10% of graduate respondents participate in healthcare research and/or dissemination of scholarship.
  - b. 25% of students/graduates will have applied to residency, fellowship or advanced degree programs within 5 years of graduation from DPT program.

#### **Value 4: Diversity, Equity, Respect**

##### **Graduate Goal 4: Graduates will benefit from the diversity valued by the program and will experience an inclusive learning environment**

Objectives and Outcomes:

1. The diversity within the cohort will enhance student learning.
  - a. 100% of graduate respondents indicate that they are able to incorporate an understanding of individual and cultural differences in clinical practice, research, and education.
  - b. 90% of employer respondents indicate that graduates are able to incorporate an understanding of cultural differences in patient care, education, and research.
  - c. 100% of graduate respondents will deliver culturally competent care at entry level expectations.

#### **Value 5: Public Service and Resilience**

##### **Graduate Goal 5. Graduates will be advocates for the Physical Therapy Profession and leaders in their communities**

Objectives and Outcomes:

1. Graduates will continue to serve the profession through engagement with the APTA, education, and advocacy.
  - a. 50% of graduate respondents maintain their membership and/or have participated in APTA/CPTA meetings.
  - b. 75% of graduate respondents indicate that they serve as a clinical instructor for physical therapy students within 5 years of DPT graduation.
  - c. 50% of graduate respondents indicate that they participate in health care advocacy (ex: direct service to the individual or family, and activities that promote health and access to health care in communities and the larger public, attending advocacy events, letter/email writing, legislation day, outreach, etc.).

## Accreditation Status

The Doctor of Physical Therapy program at University of California, San Francisco and San Francisco State University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, Virginia 22305-3085 ; telephone: 703/684-APTA (2782); email: [accreditation@apta.org](mailto:accreditation@apta.org);

website: [www.capteonline.org](http://www.capteonline.org). Accreditation status was reaffirmed for eight years on November 6, 2013. The program is undergoing the re-accreditation process in 2021.

## Physical Therapy as a Profession

### APTA Code of Ethics

All students agree to abide by the American Physical Therapy Association (APTA) Code of Ethics, which delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the APTA. This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values:

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

A copy of the *Code of Ethics for the Physical Therapist* can be found [online](#).

### Technical Standards

The following skills and standards are the technical standards considered necessary for completion of the entry-level Doctor of Physical Therapy degree program. These technical standards enable each graduate to subsequently enter clinical practice as an entry-level physical therapist. Students must also be in compliance with legal and ethical standards as set forth by the [APTA Code of Ethics](#) and [Standards of Practice](#).

Students must be capable of meeting these minimal standards, with or without reasonable accommodation, for successful completion of the program:

#### 1. Observation

Observation requires the student to be able to identify, interpret and accurately evaluate the patient's condition through various methodologies. A student must be able to observe lectures, laboratory dissection of cadavers, class demonstrations and clinical patients. Specifically, a student must be able to accurately observe patient movement, anatomic structures, and numbers and patterns associated with diagnostic instruments and tests. Examples in which these observational skills may be used are include: palpation of peripheral pulses, bony prominences and ligamentous structures; evaluate for areas of inflammation and presence and degree of edema;

and use of a stethoscope, sphygmomanometer, and goniometer.

## 2. Communication

Communication includes speech, language, reading, writing and computer literacy. Students must be able to relate and communicate effectively and sensitively with patients in order to elicit information regarding mood, activity, and posture, as well as to perceive non-verbal communications. Students must also be able to communicate effectively and efficiently with other members of the health care community to convey information essential for safe and effective care. Students must learn to recognize and respond promptly to emotional communications such as sadness, worry, agitation, and lack of comprehension. Each student must be able to read and record observations and plans legibly, efficiently, and accurately in documents such as the patient record. Students must be able to prepare and communicate concise and complete summaries of individual encounters as well as complex, prolonged encounters, including hospitalizations. Students must be able to complete forms according to directions in a complete and timely fashion. Students must also have the ability to complete reading assignments and search and evaluate literature.

## 3. Sensory and Motor Function

Students must have sufficient motor function to elicit information from the patient examination by palpation, auscultation, percussion, manual positioning of body segments and other examination procedures. Students must be able to perform a basic screening and examination ( physiological measures such as heart rate and respiration), diagnostic procedures (including but not limited to palpation, manual muscle testing, goniometry, sensory evaluation, gait analysis, and balance assessment), and evaluate EKGs and radiographic images. Students must be able to execute motor movements required to provide general care and emergency treatment to patients. Students are required to possess coordination of both gross and fine muscular movement, equilibrium, and the integrated use of touch and vision.

## 4. Intellectual, Conceptual, Integrative and Quantitative Abilities

Students must be able to effectively solve problems, and measure, calculate, reason, analyze, integrate, and synthesize information in a timely fashion. Problem solving is a critical skill demanded of a physical therapist that requires all of these intellectual abilities. For example, students must be able to synthesize knowledge and integrate the relevant aspects of a patient's history and examination findings to develop an effective treatment program in an efficient and timely manner. Good judgment in patient assessment, diagnostic and therapeutic planning is essential; students must be able to identify and communicate the limits of their knowledge to others when appropriate. Students must be able to interpret graphs and spatial relationships.

## 5. Behavioral and Social Skills and Attributes

Students must possess the emotional skills required for the full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities as an entry-level physical therapist. Students must demonstrate the development of mature, sensitive, and effective relationships with patients. They must demonstrate empathy, integrity, honesty, concern for others, good interpersonal skills, interest, and motivation.

Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to adapt to a changing environment, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of patients, tired colleagues, and personal fatigue. Students are

expected to accept appropriate suggestions and criticism and, if necessary, respond by modification of behavior. As a component of their education, students must demonstrate ethical behavior in both the clinical and classroom setting.

*It is our experience that a number of individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, as amended) are qualified to study and practice physical therapy with the use of reasonable accommodations. To be qualified for the UCSF/SFSU Physical Therapy program, those individuals must be able to meet both the academic standards and the technical standards of the program, with or without reasonable accommodations. We encourage students to engage in a conversation early with Student Disability Services and the PT program to discuss what accommodations might be possible given the program requirements. For further information regarding services and resources for students with disabilities and/or to request accommodations, please contact [UCSF Student Disability Services](mailto:studentdisability@ucsf.edu) at (415) 476-6595 or by email at [studentdisability@ucsf.edu](mailto:studentdisability@ucsf.edu) & [SFSU Student Disability Services](mailto:dprc@sfsu.edu) at (415) 338- 2472 or by email at [dprc@sfsu.edu](mailto:dprc@sfsu.edu)*

### **Student Success**

The DPT program is committed to fostering an optimal learning environment for student success. Our view of success is holistic including student well-being as well as academic competency, professional behaviors, and clinical performance. Should the need arise, we will develop a student success plan. The DPT program has a Student Success Committee to promote student success in general and an Academic Review Committee to develop individualized student success plans. All students have access to resources, support services, peer mentorship, peer tutoring (for some courses) and advising.

### **Professional Behaviors**

Students enrolled in the DPT program understand and accept the importance of professional behavior; ethical standards; honesty; commitment to learning; good interpersonal communication skills; respect for classmates, faculty, community educators and guest speakers; effective use of time and resources; constructive integration of feedback; problem solving; critical thinking; and stress management. Students are expected to accept responsibility for learning these standards and being held accountable for their actions. These professional behaviors will be emphasized and expected of all students throughout their graduate studies in the classroom, the clinic, and the community.

Students will be asked to perform a self-assessment of professional behaviors during the program. Evaluation of professional behaviors will also be integrated into the clinical evaluation process. If a student displays any unprofessional behaviors, the student will be at risk of dismissal from the program. The achievement of professionalism is as important as maintaining high academic performance. Students must use caution and apply standards of safety to avoid injury to themselves or patients. The use of drugs and alcohol while attending classes or clinical experiences will not be tolerated.

#### General professional behaviors expected of students include:

- Demonstrates a receptive attitude towards suggestions, feedback and constructive criticism.
- Uses suggestions to make appropriate changes in performance and/or behavior.
- Uses discretion when discussing confidential information.
- Demonstrates flexibility in accommodating unforeseen conditions or circumstances.

- Offers assistance to others when appropriate.
- Conveys appropriate self-confidence through verbal and nonverbal behavior.
- Recognizes own limitations by asking for guidance and assistance when needed.
- Demonstrates initiative to increase skills and knowledge by using appropriate resources.
- Manages personal affairs in a manner that does not interfere with professional responsibilities.
- Uses appropriate verbal and nonverbal communication skills with others.
- Demonstrates respect, courtesy, and consideration for the rights and dignity of others.
- Maintains a professional appearance and demeanor.
- Manages and prioritizes tasks to meet responsibilities.
- Accepts responsibility for personal mistakes and does not blame others or continually offer excuses.

Professional behaviors are demonstrated by:

- Complying with University and PT program policies and procedures.
- Exhibiting professional behaviors in accordance with the APTA Code of Ethics.
- Meeting the requirements of all course instructors.
- Solving problems through appropriate channels in an efficient and congenial manner.
- Demonstrating professional behavior during all clinical affiliations.

If a student does not meet these expectations, the student will be required to meet with the Academic Review Committee.

The following framework for professionalism and professionalism rubric templates were developed by Amber Fitzsimmons, PT, MS, DPTSc; Kimberly Topp, PT, PhD, FAAA; and Allison Guerin, EdD.

**ACCOUNTABILITY**

Accountability is the active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist. Evidence of accountability is demonstrated through the ability to: seek and respond to feedback from multiple sources; acknowledge and accept consequences of actions; and demonstrate steadfast adherence to high ethical principles and professional standards.

Assuming a cumulative building of skills from year one to year three:

Beginning Level (year 1)	Intermediate Level (year 2)	Entry Level (year 3)
<ul style="list-style-type: none"> <li>● Demonstrates <i>punctuality</i>.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to <i>communicate problems or needs</i> in the academic and clinical environments.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Utilizes best evidence</i> to guide clinical decision-making and the provision of patient care, following guidelines for best practice.</li> </ul>
<ul style="list-style-type: none"> <li>● Is <i>timely</i> in submission of assignments and in communications.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates appropriate <i>attention to detail</i> and seeks information when available.</li> </ul>	<ul style="list-style-type: none"> <li>● Has the <i>ability to set boundaries</i>, negotiate, compromise, and set realistic expectations.</li> </ul>
<ul style="list-style-type: none"> <li>● Assumes <i>responsibility for actions</i>.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Accepts criticism</i> without personal offense and is able to use criticism to improve performance visibly.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Organizes and prioritizes</i> effectively.</li> </ul>
<ul style="list-style-type: none"> <li>● <i>Follows through</i> on commitments.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Self-directed</i> in seeking additional knowledge and skills and prioritizing personal remediation in the academic program.</li> </ul>	<ul style="list-style-type: none"> <li>● Assumes <i>responsibility for one's own learning</i> and self-direction.</li> </ul>
<ul style="list-style-type: none"> <li>● Abides by all <i>policies and expectations</i>.</li> </ul>	<ul style="list-style-type: none"> <li>● Is <i>receptive to feedback</i> and is willing to learn from it.</li> </ul>	<ul style="list-style-type: none"> <li>● Shows <i>responsibility for one's own career</i>.</li> </ul>
<ul style="list-style-type: none"> <li>● Demonstrates <i>adherence to ethical principles</i>.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Acknowledges and accepts consequences</i> of one's actions.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to <i>admit mistakes</i>, apologize, and discuss them openly. Takes steps to prevent future errors.</li> </ul>
<ul style="list-style-type: none"> <li>● Is <i>trustworthy</i> and maintains patient confidentiality at all times.</li> </ul>		
<ul style="list-style-type: none"> <li>● Able to <i>monitor ongoing progress</i> in the academic and clinical environments.</li> </ul>		
<ul style="list-style-type: none"> <li>● Arrives <i>adequately prepared</i> for all academic and clinical requirements.</li> </ul>		

**COMPASSION AND HUMILITY**

Compassion is the deep awareness of the suffering of another coupled with the wish to relieve it<sup>1</sup>. Humility is an unflinching self-awareness; empathic openness to others; and a keen appreciation of, and gratitude for, the privilege of caring for others.”<sup>2</sup> Evidence of compassion and humility is

demonstrated through the ability to: advocate and prioritize the needs of the patient, demonstrate self-awareness, and give and receive constructive feedback.

Assuming a cumulative building of skills from year one to year three:

Beginning Level (year 1)	Intermediate Level (year 2)	Entry Level (year 3)
<ul style="list-style-type: none"> <li>Understands one’s <i>individual perspective</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and <i>refrains from acting on one’s own</i> social, cultural, gender, religious, and sexual <i>biases</i>.</li> </ul>	<ul style="list-style-type: none"> <li><i>Advocates for the patient</i> with a willingness to sublimate own needs to those of the patient.</li> </ul>
<ul style="list-style-type: none"> <li><i>Recognizes own stressors</i> and seeks assistance as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Actively employs <i>stress management</i> techniques.</li> </ul>	<ul style="list-style-type: none"> <li><i>Empowers patient/client</i> to achieve the highest level of function.</li> </ul>
<ul style="list-style-type: none"> <li>Seeks to <i>understand peers/faculty/others’ perspectives</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Actively seeks to <i>understand the patient’s views</i> and is able to incorporate patient differences and preferences into plan of care.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates ability to <i>defuse potential stressors</i> with self and others.</li> </ul>
<ul style="list-style-type: none"> <li><i>Listens attentively</i> to others.</li> </ul>	<ul style="list-style-type: none"> <li><i>Considerate</i> and shows appropriate <i>deference</i>, and treats all parties with respect.</li> </ul>	<ul style="list-style-type: none"> <li>Completes patient/client care and professional responsibilities <i>prior to attending to personal needs</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrates <i>self-awareness</i> and the ability to be self-critical in reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to <i>constructive feedback</i> by improving behaviors and/or skills.</li> </ul>	<ul style="list-style-type: none"> <li><i>Communicates with patients</i> by taking into account differences in social, cultural, ethnic, racial, and language backgrounds, as well as learning styles.</li> </ul>
<ul style="list-style-type: none"> <li>Works <i>collaboratively and cooperatively</i> as part of a team and contributes to classmates’ education.</li> </ul>	<ul style="list-style-type: none"> <li><i>Gives appropriate feedback</i> to peers regarding improvements in behavior that will enhance professionalism.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains <i>poise during difficult interactions</i> with patients/families or colleagues.</li> </ul>
<ul style="list-style-type: none"> <li>Understands and recognizes <i>emotions and biases</i> one brings to professional interactions.</li> </ul>	<ul style="list-style-type: none"> <li><i>Shows tolerance to a variety of opinions</i> and viewpoints in academic and clinical environments, including peers and guests.</li> </ul>	

<sup>1</sup> The College of Physicians and Surgeons of Ontario. Values of the Profession Website. <http://www.cpso.on.ca/policies-publications/the-practice-guide-medical-professionalism-and-col/values-of-the-profession>. Accessed July 1, 2014.

<sup>2</sup> Coulehan, J. On Humility. *Annals of Internal Medicine*, 2010; 153: 200-1.

## **PROFESSIONAL EXCELLENCE**

Professional excellence is a commitment to a physical therapy practice that consistently uses current knowledge and theory, while understanding personal limits, integrates judgment and the patient/client perspective, embraces advancement, challenges mediocrity, and works towards development of new knowledge.

Assuming a cumulative building of skills from year one to year three:

<b>Beginning Level (year 1)</b>	<b>Intermediate Level (year 2)</b>	<b>Entry Level (year 3)</b>
<ul style="list-style-type: none"> <li>● Maintains <i>active membership</i> in the American Physical Therapy Association.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Recognizes limitations</i> of training and experience and seeks help appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates <i>commitment to ongoing professional development</i>.</li> </ul>
<ul style="list-style-type: none"> <li>● Demonstrates an <i>inquisitiveness</i> and application of oneself.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Accesses available information</i> to support clinical decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates <i>involvement in professional activities</i> beyond the practice setting.</li> </ul>
<ul style="list-style-type: none"> <li>● Acts on <i>moral commitment</i> during all academic and clinical activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates <i>intellectual humility</i> in professional and interpersonal situations.</li> </ul>	<ul style="list-style-type: none"> <li>● Independently <i>locates, prioritizes and uses resources</i> to solve problems.</li> </ul>
<ul style="list-style-type: none"> <li>● Demonstrates <i>cultural and generational awareness</i>, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families and other healthcare providers.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates <i>continued tolerance for ambiguity</i>.</li> </ul>	<ul style="list-style-type: none"> <li>● Seeks <i>excellence in professional practice</i> by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development.</li> </ul>
<ul style="list-style-type: none"> <li>● Identifies when the <i>input of classmates or others will result in optimal outcome</i> and acts accordingly to attain such input and share decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Accepts feedback</i> from others and develops goals for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates <i>understanding of scope of practice</i> and a commitment to improving the larger healthcare system for the good of the patient.</li> </ul>
<ul style="list-style-type: none"> <li>● <i>Gives appropriate feedback</i> to peers regarding improvements in behavior that will enhance professionalism.</li> </ul>	<ul style="list-style-type: none"> <li>● Accepts the <i>responsibility of teaching colleagues</i> by developing the knowledge base, skills, and attitudes necessary to be a competent teacher.</li> </ul>	<ul style="list-style-type: none"> <li>● Appropriately <i>balances responsibility to one's own psychological and physical health</i> (stress reduction, exercise, time management, making time for self/family) with the needs of one's patients.</li> </ul>

<ul style="list-style-type: none"> <li>● <i>Dresses appropriately</i> and projects a professional image, demonstrating respect for the Universities and PT profession, at all times.</li> </ul>		
<ul style="list-style-type: none"> <li>● Demonstrates a <i>tolerance for ambiguity</i>, including the ability to answer questions with limited information/resources.</li> </ul>		
<ul style="list-style-type: none"> <li>● <i>Balances</i> academic commitments with one's psychological and physical health.</li> </ul>		

## **SOCIAL RESPONSIBILITY**

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

Assuming a cumulative building of skills from year one to year three:

<b>Beginning Level (year 1)</b>	<b>Intermediate Level (year 2)</b>	<b>Entry Level (year 3)</b>
<ul style="list-style-type: none"> <li>Identifies <i>own learning needs</i> based on previous experiences and welcomes and/or seeks new learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li><i>Educates patients</i> as consumers of health care services.</li> </ul>	<ul style="list-style-type: none"> <li><i>Advocates for the health and wellness needs</i> of society, including access to health care and physical therapy services.</li> </ul>
<ul style="list-style-type: none"> <li>Able to <i>listen attentively and share knowledge</i> and information with others to promote the collective learning of the cohort.</li> </ul>	<ul style="list-style-type: none"> <li><i>Promotes the profession</i> of physical therapy.</li> </ul>	<ul style="list-style-type: none"> <li><i>Advocates for changes in laws, regulations, standards and guidelines</i> that affect physical therapist service provision.</li> </ul>
<ul style="list-style-type: none"> <li>Able to <i>listen attentively and reflect back</i> to the individual, indicating both listening and comprehension of the message</li> </ul>	<ul style="list-style-type: none"> <li><i>Takes pride</i> in one's profession.</li> </ul>	<ul style="list-style-type: none"> <li><i>Mentors others</i> to realize their potential.</li> </ul>
<ul style="list-style-type: none"> <li>Understands <i>one's place of health privilege</i>, including their ease of access to care and health-related information.</li> </ul>	<ul style="list-style-type: none"> <li><i>Critically reflects on one's own performance</i> to identify strengths and challenges, set individual learning and improvement goals, and engage in learning activities to meet those goals.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in <i>education of the community</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Able to reflect on and appreciate the <i>privilege provided by society</i>, including governmental structure, laws, certain freedoms and security.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and initiates a <i>quality improvement project</i> to reach underserved and/or underrepresented populations.</li> </ul>	<ul style="list-style-type: none"> <li>"Complies with <i>health 'citizenship'</i> and professional organization obligations (e.g., Federal and state regulatory agencies or laws, local health regulations, state licensing board requirements, hospital, institutional, or departmental policies and procedures)"<sup>3</sup></li> </ul>
<ul style="list-style-type: none"> <li>Defines and understands <i>key terms</i>, including "access" and "disparity".</li> </ul>		<ul style="list-style-type: none"> <li>Provides physical therapy services to <i>underserved and underrepresented populations</i>.</li> </ul>

<ul style="list-style-type: none"><li>● Engages as a <i>responsible citizen</i> (e.g. votes, pays taxes on time, and meets other civic duties/obligations)</li></ul>		<ul style="list-style-type: none"><li>● Participates effectively as a <i>member of the healthcare team</i> with interprofessional healthcare providers.</li></ul>
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<sup>3</sup> Lee, AG, et al. Teaching and assessing professionalism in ophthalmology residency training programs. *Survey of Ophthalmology*, 2007; 52: 300-14.

## WORKING RELATIONSHIPS

Working relationships includes the ability to interact effectively with patients, families, colleagues, other health professionals, and the community in a culturally competent, collaborative manner.

Assuming a cumulative building of skills from year one to year three:

Beginning Level (year 1)	Intermediate Level (year 2)	Entry Level (year 3)
<ul style="list-style-type: none"> <li>● Demonstrates <i>active listening</i>.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognizes <i>nonverbal communication</i> and emotions that others bring to professional interactions and uses nonverbal communication that is consistent with one's intended message.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates <i>active listening skills</i> and reflects back to original concern to determine course of action.</li> </ul>
<ul style="list-style-type: none"> <li>● Maintains <i>professional demeanor</i> in all interactions.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Engages in tasks equally</i> with others.</li> </ul>	<ul style="list-style-type: none"> <li>● Employs <i>conflict management</i> strategies when dealing with challenging interactions.</li> </ul>
<ul style="list-style-type: none"> <li>● <i>Communicates with others</i> in a respectful and confident manner.</li> </ul>	<ul style="list-style-type: none"> <li>● Establishes <i>trust</i> and seeks to gain input from others.</li> </ul>	<ul style="list-style-type: none"> <li>● Accommodates <i>differences in learning styles</i> in all situations, as appropriate.</li> </ul>
<ul style="list-style-type: none"> <li>● <i>Respects differences</i> in personality, lifestyle, and learning style during interactions with all persons.</li> </ul>	<ul style="list-style-type: none"> <li>● Shows <i>effective collaboration</i> to accomplish tasks in interprofessional environments.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to <i>maintain appropriate control of the communication</i> exchange with individuals and groups.</li> </ul>
<ul style="list-style-type: none"> <li>● Presents information in a <i>logical, articulate</i> manner.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilizes and <i>modifies communication</i> (verbal, nonverbal, written, and electronic) to meet the needs of different audiences.</li> </ul>	
<ul style="list-style-type: none"> <li>● Demonstrates ability to <i>work well with colleagues</i>.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates <i>an awareness and appreciation of different learning styles</i> when working in teams.</li> </ul>	

● Demonstrates a <i>positivity and sense of humor</i> in team and group environments.		
● <i>Understands different learning styles</i> when working in teams.		

**PROFESSIONALISM RUBRIC - YEAR 1**

<b>Student Name:</b> <b>Evaluator:</b>
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*For each item on the rubric, rank the professional standard.*

*Add comments for each item in the "Comments" column.*

Item	Professional Standard	Rankings: Never, Rarely, Sometimes, Often, Always	Comments
<b>Time Management</b> (attendance, promptness, responsibility)	Demonstrates punctuality by arriving to class on time, staying until class ends, and attending all class sessions.		
	Is timely in submission of assignments and in communications, and abides by class policies.		
	Consistently assumes responsibility for one's actions.		
<b>Preparedness</b> (motivation and contribution)	Consistently participates in class and/or small group discussions.		
	Contributions reflect preparation and are substantive, well supportive, and persuasively presented.		
	Answers questions in depth, and refers to preparatory materials. Presents information in a logical, articulate manner.		
	Participates in discussions with an inquisitiveness and application of oneself.		
	Provides quality work that reflects substantial effort.		

<b>Quality of Work</b> (persistence and integrity)	Demonstrates a positive attitude towards participation and contributes to others' learning.		
	Demonstrates active adherence to ethical principles and class/program policies.		

	Recognizes own limitations and seeks assistance as needed with no prompting.		
<b>Respect</b>	Distracting behavior does not continue after instructor and/or peer feedback.		
	Consistently respectful to peers, faculty, and/or the learning environment.		
	Consistently communicates verbally and non-verbally with others in a respectful and confident manner.		
	Uses devices appropriately that do not distract self/others (including use of electronic devices).		
	Dresses appropriately and projects a professional image/demeanor at all times.		
	Actively contributes to group work and/or to improving team function.		
	Listens attentively to others and incorporates others' opinions.		

<b>Teamwork</b>	Works collaboratively and cooperatively as part of a team, incorporates feedback from others, and contributes to classmates' education.		
<b>Overall Impression</b>	Professionalism consistently exhibited.		

PROFESSIONALISM RUBRIC - YEAR 2

<b>Student</b> <b>Name:</b> <b>Evaluator:</b>
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*For each row of the rubric, rank the professional standard.*

*Add comments for each item in the "Comments" column.*

Item	Professional Standard	Rankings: Never, Rarely, Sometimes, Often, Always	Comments
<b>Sensitivity and Diversity</b>	Shows tolerance to a variety of opinions, viewpoints, and behaviors in all academic and clinical environments.		
	Consistently recognizes and refrains from acting on one's own social, cultural, gender, religious, and sexual biases.		
<b>Self-Awareness</b>	Recognizes the non-verbal communication and emotions one brings to professional interactions and uses nonverbal communication consistent with one's intended message.		
	Consistently demonstrates intellectual humility without being over/under confident (being conscious of the limits of one's knowledge/performance).		
	Considerate, shows appropriate deference, and treats all parties with respect.		

<b>Interpersonal Relationships</b>	Effectively collaborates to accomplish tasks in interprofessional environments and engages in tasks equally with others.		
<b>Personal Responsibility</b>	Actively employs stress management techniques in the academic and clinical environments.		
	Acknowledges and accepts consequences of one's actions and is able to act upon them appropriately.		
	Is receptive to feedback without personal offense, and is able to use feedback to improve performance visibly.		
<b>Overall Impression</b>	Professionalism consistently exhibited.		

**PROFESSIONALISM RUBRIC - YEAR 3**

Student Name: _____
Date of _____

*For each item on the rubric, rank the professional standard.  
 . Add comments for each item in the "Comments" column.*

Item	Professional	Rankings: Never, Rarely, Sometimes, Often, Always	Comments
<b>Accountability</b>	Organizes and prioritizes one's responsibilities effectively.		
	Assumes responsibility for one's own learning and self-direction, including setting own deadlines and taking responsibility for one's own career (e.g. investigating career opportunities, residences, etc.)		
	Able to admit mistakes, apologize, and discuss them openly to learn and prevent future occurrences.		
<b>Compassion &amp; Humility</b>	Able to put my needs/my perspective aside to understand and empathize with others. Able to self-reflect and understand the effects of another's behavior on myself.		
<b>Professional Excellence</b>	Demonstrates commitment to ongoing professional development, and involvement in professional activities beyond the classroom.		
	Balances responsibility for one's psychological and physical health with professional expectations.		
	Independently locates, prioritizes, and uses resources to solve problems.		

<b>Social Responsibility</b>	Participates effectively as a member of the healthcare team with interprofessional healthcare providers.		
	Actively participates in service to the community (beyond PT activities).		
<b>Working Relationships</b>	Demonstrates active listening skills and reflects back to original concern to determine course of action.		
	Employs conflict management strategies when dealing with challenging interactions.		
	Accommodates differences in learning styles in all situations.		
	Able to maintain appropriate communication exchange with individuals and groups.		
<b>Overall Impression</b>	Professionalism consistently exhibited.		

## Administrative Policies

### Student Identification Badges

Students must use and display their UCSF ID badges at all times to maintain the safety of the UCSF and SFSU campuses. This policy applies to all UCSF-affiliated sites, including the San Francisco General Hospital and Trauma Center and San Francisco Veterans Association Medical Center in addition to when students are participating in their clinical experiences.

### Tuition & Fees

Tuition and fees are paid to both UCSF and SFSU based on the following timeline:

	First Year	Second Year	Third Year
Summer	Paid to UCSF by July	Paid to <a href="#">SFSU</a> by April	Paid to <a href="#">SFSU</a> by April
Fall	Paid to UCSF by October	Paid to UCSF by October	Paid to UCSF by October
Winter	Paid to UCSF by January	Paid to UCSF by January	Paid to UCSF by January
Spring	Paid to UCSF by April	Paid to UCSF by April	Paid to UCSF by April

### Refund Policies

Refund policies can be found on the [UCSF](#) and [SFSU](#) websites.

### Financial Aid

Students receive financial aid through UCSF only. Support for students is provided through the [UCSF Student Financial Aid Office](#). Students can find information on loans and scholarships, disbursement timelines, and debt management and repayment tools.

### Loans & Scholarships

#### Loans

Financial aid is awarded to students through the UCSF Student Financial Aid Office. A full list of information on the types of funding offered to students can be found at the UCSF Student Financial Aid Office [website](#). The program does not have access to individual student financial aid information. All questions concerning financial aid, including awards, eligibility, and funds, should be directed to the UCSF Student Financial Aid Office.

Types of loans offered through UCSF include:

1. Emergency Loans
2. Federal Perkins Loan
3. University Loans
4. Federal Direct (Stafford) Loan
5. Loans for Disadvantaged Students (LDS)
6. Graduate PLUS Loans
7. Private Education Loans

## General Scholarships

Types of scholarships offered by UCSF may include: 1) Scholarships for Disadvantaged Students; 2) Professional School Scholarships/Other Campus Scholarships; 3) Regents Scholarships; and 4) Scholarships with Service Requirements.

## Free Scholarship Search Databases

Students are encouraged to investigate sources of financial assistance beyond what is offered by the federal and state governments and their schools. Many foundations, professional associations, religious and ethnic organizations, and corporations offer grants, scholarships, or fellowships. These awards are based on a wide variety of qualifications including financial need, academics, religious affiliation, ethnicity, or special interests.

The following is a list of the three popular websites for students:

- FastWEB: A popular database for scholarships, fellowships, grants, and loans. Students can set up a mailbox with personalized information so that they can check for new awards and update their portfolio periodically. New scholarship information can be emailed to students.
- FinAid: The SmartStudent Guide to Financial Aid: An extremely comprehensive guide to all student financial aid information and free scholarship, grant, and fellowship search databases. This website offers advice on college education planning and scholarship scam alerts.
- NextStudent Scholarship Search Engine: One of the oldest scholarship databases that contains scholarships based on many different qualifications and a broad range of criteria such as academic achievements, community services, family heritage, and special talents or aptitude.

## Physical Therapy Scholarships

### *American Physical Therapy Association*

The APTA lists a number of scholarships and awards specifically related to physical therapy on its [website](#).

### *Other Resources*

1. [APTA Student Loan Repayment & Debt Management](#)
2. [US Department of Education Income-based Repayment Plan](#)

## Potential Health Risks

Numerous health risks are associated with being a physical therapist, including but not limited to: 1) exposure to infectious diseases; 2) exposure to toxic substances; and 3) strains and sprains, and trauma from slips, trips and falls. Program faculty are committed to educating students in practices that minimize these risks. During the first week of the academic program, students must review the [Physical Therapy Module](#) created by the US Department of Labor Occupational Safety and Health Administration regarding these risks.

## Required Trainings

Students are required to complete a number of training courses while in the program, which outline the potential health risks they may encounter within their respective courses, as well as policies and procedures governing use of standard precautions, storage and use of any hazardous materials, and safety regulations and emergency procedures.

Students must submit by expected deadlines evidence of completion for each training in their Castle Branch account. Students may also be required to complete additional training by their assigned clinical site.

#### CPR

Each student is required to maintain cardiopulmonary resuscitation certification (CPR) throughout the length of the program. Students must provide documentation that they have successfully completed the [American Heart Association's Basic Life Support for Healthcare Providers \(BLS\) Classroom](#) training course by submitting a copy of their card. It is the student's responsibility to ensure maintenance of this certification on a yearly basis. Failure to provide verification will result in the inability to begin or continue with a clinical experience.

#### HIPAA

Students are required to participate in training for awareness and compliance with the patient privacy regulations of the Health Insurance Portability and Accountability Act (HIPAA). Students may also be required to complete HIPAA training at various clinical sites throughout their clinical education experiences.

#### Infection Control

Students must complete an annual online training on infection control and prevention practices and how to use them correctly. Students will learn how to reduce the chance of spreading infections to patients, co-workers and to themselves.

#### Safety Training

Students are required to complete an annual training on safe work practices and how to identify hazards and unsafe work conditions. The program follows the policies of the university for biological safety, chemical safety, and hazardous materials management, which are outlined in this training and can be referenced in the [UCSF Environment of Care Manual](#).

#### UCSF Foundations of Diversity, Equity, and Inclusion

Students are required to participate in this training to introduce learners to foundational concepts of diversity, equity and inclusion and why diversity is important to our PRIDE Principles.

#### Blood Borne Pathogen Training

Students must complete a training on blood borne pathogens, the risks associated with blood borne pathogens, how to handle exposures, and standard precautions.

#### Anatomy Lab Carcinogen Training

Students complete an online Carcinogen Training through the University of California Learning Management System in preparation for PT 200A Neuromusculoskeletal Anatomy in the summer of their first year.

## Student Access to Educational Laboratory Space

Students may be granted access to educational laboratory space outside of regularly scheduled class time to practice skills, study for exams, etc. Students are expected to demonstrate professional behaviors at all times while using laboratory space, are responsible for using the space for its intended purpose, and for returning the space to its original condition upon leaving. Students must always carry and be prepared to display their UCSF or SFSU student ID while using these spaces. The equipment utilized in these spaces may not be taken from the premises for any reason at any time. If a student would like to borrow a piece of equipment, s/he should see the Use & Maintenance of Equipment policy in the Student Handbook. Individual guidelines for requesting access to laboratory space are as follows:

### UCSF Anatomy Learning Center (ALC)

Students have access to areas of the Anatomy Learning Center when not in use by academic classes 24 hours a day using their UCSF Student ID card. The technologically equipped, gross anatomy laboratory can hold up to 30 cadavers in a well-ventilated, secure environment, and the space is separable to enable two groups to learn simultaneously. The ALC also includes dry erase boards with markers and storage facilities for books and backpacks when using the facility, and a 25-seat classroom. A dissection kit, safety glasses, face masks, and Nitrile gloves will be available in the ALC. No eating, drinking, smoking, and/or food or drink containers are allowed in the facility. At all times students are expected to be respectful of the donated cadaver. No photographs or video may be taken in the ALC, and cadaveric materials are not permitted to leave the ALC. Students may host guests in the facility only with the permission of the ALC Director. Specific rules of the facility will be provided during PT 200A Neuromusculoskeletal Anatomy.

### UCSF Clinical Skills Center (CSC)

Students have access to the Clinical Skills Center, as needed for skills practice, when not in use by academic classes 24 hours a day using their UCSF Student ID card.

### UCSF Outpatient Physical Therapy Faculty Practice

Students have access to the Mission Bay Outpatient Faculty Practice after clinic hours, as needed for skills practice. Access is granted by the UCSF Program Director and the Practice Supervisor. Students must be accompanied by a faculty or staff person to enter the facility between the hours of 7pm and 7am and on weekends.

### UCSF *PhysFit* Health and Wellness Center

Students have access to the *PhysFit* space when it is not in use by clients or for academic classes, as needed for skills practice. To request access, students should contact the UCSF Program Director. Students must be accompanied by a faculty or staff person in the Center.

### SFSU Teaching Laboratories

During the work week, students are permitted to access the teaching laboratories at SFSU any time an academic class is not currently in session. If a student wishes to access the lab after hours or on Saturday, assuming the HSS building is open, they can access the HSS 114/127 labs using a door code which will be given to all students on the first day of class. Students should have their SFSU ID cards with them when working in the labs after class hours or on the weekend.

All other laboratory spaces used by the program, such as the UCSF Kanbar Simulation Center, SFSU Gym 119 or the SFSU Nursing Skills Center, are only available during regular class time.

## **Use and Maintenance of Equipment**

Students are permitted to occasionally borrow lab equipment. Students must request permission to borrow equipment from the course instructor and/or Program Director. Students will not be permitted access to equipment if it conflicts with other instructors or courses that require use of the equipment during the duration of time it will be borrowed. Once permission is granted, the student must sign out and back in the equipment from the program office. Equipment used for treatment purposes must be authorized and supervised by a physical therapist licensed to practice in California. Broken or faulty equipment will be identified by a sign reading "out of

order” and/or “do not use.” Any malfunction must be reported to the Program Directors. The supervising faculty member is then notified, and the equipment will be put in a locked office or storage space until it is repaired or replaced.

## Use of Human Subjects in Demonstrations & Practice for Educational Purposes

Human subjects volunteer to participate in laboratory exercises and classroom demonstrations throughout the program. These subjects participate in the program willingly and without coercion or penalty for not participating. Students are to adhere to HIPAA guidelines and remember that confidentiality of human subjects is required, and should be handled in the same manner as for subjects in clinical settings. The rights and dignity of human subjects must always be maintained, and subjects retain the right to withdraw participation without penalty. Subjects are informed of these rights prior to participation, and any violations of this policy must immediately be reported to the Program Directors.

## Use of Images or Material about Individuals

The program strives to ensure the privacy, dignity, and safety of all individuals associated with the program, including students, faculty, staff, and patients/clients. Any individual who will be photographed, audio taped, or videotaped is required to sign a consent form. Faculty, staff, or students who wish to photograph, audiotape or videotape individuals must discuss the content of the consent form with the individual and secure a dated signature from the subject. The form is then filed in the program’s files.

## Professional Dress Code

Students represent the program in all activities associated with physical therapy education. Dress and personal appearance should always reflect that status.

Students are expected to maintain appropriate personal hygiene such that body odor, smoke, and other odors are not detectable. All clothing must be clean, and any extreme or immodest attire or accessories are unacceptable. Examples of unacceptable attire include: sheer or tight garments that allow exposure of undergarments, halter or tank tops that expose the midriff in static and dynamic postures (e.g. standing or bending over), items designed to be worn as undergarments, and torn or frayed garments. Shoes must be safe, clean, and in good repair. Open toe shoes are not permitted in clinical facilities. Some exceptions to this policy may apply to course laboratory sessions where exposure to body areas may be needed to conduct assessment and treatment technique instruction and practice.

Hair and facial hair must be clean and controlled as needed so as not to interfere with activities. Nails are to be kept neatly manicured and short (should not extend past the tip of the finger). Jewelry and other accessories must not interfere with safety or activities. Out of consideration for those who are environmentally sensitive, scented personal products should be used sparingly. Headgear, except that required by religious belief, is not allowed.

### Clinical Experiences and Practical Examinations

The student should follow the dress code specified by each facility, which is the final authority on dress code policy. Students must always dress in a professional manner and remember that they represent the UCSF/SFSU program in all activities associated with physical therapy education, and their dress and personal appearance must reflect this status. Students should inquire about specific dress code guidelines prior to each clinical experience.

Should a clinic not have a dress policy, or should the policy be less than comprehensive, students are required to follow the [UCSF Medical Center’s Employee Dress Standards Policy](#). Students are expected to dress professionally and wear their name tags for their classroom practical examinations.

## Classroom Behavior

- Food and beverages are permitted before class and during breaks.
- No food or beverages are allowed in the Anatomy Lab.
- No tobacco products or alcoholic beverages are permitted in the classrooms or laboratories.
- Tape recorders and cameras may be used only with the instructor’s permission.
- Students are responsible for helping maintain the cleanliness and order of classrooms and labs.
- Photos and videos may only be used with the course director’s permission.

## Alcohol Policy

All students are required to abide by the [UCSF Policy on Service of Alcoholic Beverages](#) and the [SFSU Alcohol Policy](#).

## Social Media Policy

UCSF has policies and guidelines for the use of online media to ensure that laws are being followed and that the University is being accurately and consistently represented in such communications:

- [Social Media Guidelines](#)
- [Social Media Best Practices](#)

The use of a personal mobile phone during clinical experience is not permitted unless approved by the site for communication throughout the day or clinical apps.

## Emergency Procedures

If students have an emergency they should reference the following numbers, depending on the type of emergency and their location. In all cases, if the emergency is immediate, dial 911 for the fastest service.

	UCSF	SFSU
Department of Physical Therapy	(415) 514-6774	(415) 338-2001
Medical & Other Emergencies	9-911	911
Public Safety/Campus Security (emergency)	9-911	911 campus phone or (415)338-2222 cell phone
Public Safety/Campus Security (non-emergency)	(415) 476-1414	(415) 338-7200

When calling:

- Give your name and University affiliation.
- Briefly describe the nature of the emergency situation.

- Indicate your location and telephone number (specify room number and building).
- Wait for questions--let the other party hang up first.

Students should review the [UCSF Emergency Procedures](#) and [SFSU Emergency Procedures](#). Students are also highly encouraged to register with UCSF's warning system, [WarnMe](#) and SFSU's [Emergency Notification System](#). Students must keep their contact information current in the registration system for both campuses. Each university uses either WarnMe or an Emergency Notification System to send alerts via email, phone and text.

## Other Policies and Resources

- Student Success
  - These websites are meant to help you navigate the wide range of resources and services at UCSF and SFSU that will help you succeed.
  - <https://success.ucsf.edu/>
  - <https://chss.sfsu.edu/src>
- Diversity Statement and Principles of Community
  - UCSF and SFSU is a composite of many races, creeds, and social affiliations. It values ethical behavior, inclusiveness, treating each other with respect, accountability, and transparency.
  - <http://ucnet.universityofcalifornia.edu/working-at-uc/our-values/diversity.html>
  - <https://ucnet.universityofcalifornia.edu/working-at-uc/our-values/principles-of-community.html>
  - <https://diversity.ucsf.edu/>
  - <https://diversity.ucsf.edu/about/principles-of-community>
  - <https://equity.sfsu.edu/odse>
- Policies Applying to Campus Activities, Organizations & Students
  - <https://studentlife.ucsf.edu/policies/campus-activities>
  - <https://activities.sfsu.edu/>
- Policies on Reporting Child Abuse and Neglect (CANRA)
  - All members of the UCSF and SFSU community who observe, have actual knowledge of, or reasonably suspect child abuse or neglect at a University facility or perpetrated by University personnel are encouraged to promptly report the concern to appropriate external and University officials.
  - <http://policy.ucop.edu/doc/4000603/CANRA>
  - <https://calstate.policystat.com/policy/6596436/latest/>
- Policies on Copyright and the Digital Millennium Copyright Act (DCMA)
  - UC and CSU respects copyrights and expects members of the University community to uphold copyright law. Obtaining or offering copyrighted movies, television shows, games, software, and music over the Internet may be punishable with penalties including prison time and monetary damages.
  - <https://it.ucsf.edu/standard-guideline/digital-millennium-copyright-act-dmca>
  - <https://its.sfsu.edu/guides/copyright-law>

- Policies on Sexual Harassment/Violence
  - UCSF and SFSU are committed to creating and maintaining an atmosphere free from all forms of harassment, exploitation, or intimidation. Sexual harassment is prohibited both by law and by University policy. Sexual harassment, in any form, will not be tolerated.
  - <https://ophd.ucsf.edu/policies-guidelines>
  - <http://shpr.ucsf.edu/>
  - <https://calstate.policystat.com/policy/6741651/latest/>
- Policies on Alcohol and Substance Abuse
  - The unlawful manufacture, distribution, dispensing, possession, use, or sale of alcohol or of controlled substances by University employees and students in the workplace, on University premises, at official University functions, or on University business is prohibited. The use of alcohol and other drugs should not interfere with the university's educational mission.
  - <http://policies.ucsf.edu/policy/150-11>
  - <https://conduct.sfsu.edu/alcohol-policy>
- Smoke-Free Campus Policies
  - UCSF and SFSU have adopted smoke-free campus policies in order to minimize health risk, improve the quality of air, and enhance the environment in all facilities.
  - <http://policies.ucsf.edu/policy/550-10>
  - <https://wellness.sfsu.edu/tobaccopolicyfaq>
- UCSF Special Use Areas
  - Special Use Areas are open spaces at UCSF designated for use by Registered Campus Organizations, student governments, and campus departments for non-commercial activities at Parnassus and Mission Bay.
  - <https://policies.ucsf.edu/policy/050-14>
- UC Systemwide and SFSU Campus Climate Reporting
  - UCSF and SFSU values diversity, affirms the inherent dignity of every person and uphold communities of justice. If you experience or observe behavior that is inconsistent with our Principles of Community, you can report it via the Campus Climate page:
  - [https://ucsystems.ethicspointvp.com/custom/ucs\\_ccc/default.asp](https://ucsystems.ethicspointvp.com/custom/ucs_ccc/default.asp)
  - <https://climate.sfsu.edu/>
- Whistleblower Policies and Procedures
  - Under California law and University policy, members of the campus community are encouraged to bring forward any concerns or allegations regarding violations of law or UC/CSU policy (commonly known as Whistleblower Complaints). Reporting can be done by phone or online.
  - <https://secure.ethicspoint.com/domain/media/en/gui/23531/index.html>
  - <http://policies.ucsf.edu/policy/150-23>
  - <http://www.ucop.edu/uc-whistleblower/>
  - <https://ucorp.sfsu.edu/whistleblower-policy>
  - <https://policiesandpracticedirectives.sfsu.edu/content/whistleblower-notification>

## Academic Policies

### Attendance Policy

#### Course Start and End Times

Courses with a scheduled start time at the top of the hour begin 10 minutes after the hour and end at their scheduled end times. Courses with a scheduled start time on the half hour begin and end at the scheduled time.

#### Class Schedules and Participation

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

- **Attendance and participation are expected in all educational activities.** As part of professional development as physical therapists in training, students are expected to make their education their highest priority. If a student exceeds three discretionary absences in a year, the student will be referred to their course directors and assigned faculty advisor and may be required to perform additional independent study assignments to demonstrate competency in the missed material. Be sure to check your course syllabi for attendance and participation policies specific to each course in addition to the overall program policy. Attendance, tardiness, and/or participation concerns will be reviewed by the course director and advisor. Repeated issues with attendance, tardiness, and/or participation will be referred to the Academic Review Committee.
- **Attendance and participation are required in lab sessions, small group and team-based learning sessions, as well as other unique sessions as specified by the Course Directors (which will be noted in the course syllabus).** Each student contributes to small group learning by being an integral part of the clinical team approach to sharing expertise and problem-solving. These principles align with professional responsibilities to the clinical team and to high quality patient care. Students should be prepared for class and arrive early enough to be ready to participate at the beginning of the class time.
- **Students are expected to accommodate any changes in the schedule, including emergency or last-minute changes.** Some classes will be scheduled in the evenings and on weekends to accommodate university sponsored learning forums, clinical faculty schedules, clinical assignments, and space availability. While we make every effort to finalize the schedule one to two quarters ahead, changes to the posted calendar do occur.

#### Illness

- Students must submit an Absence Notification Form as soon as possible and **before class begins** for absence due to illness or personal emergency. The Absence Notification Form can be found on the Student Resources page of the CLE. If it is not possible to complete the form before class begins, the student must notify the Course Director and the Student Affairs Administrator, by email ([sondra.morishima@ucsf.edu](mailto:sondra.morishima@ucsf.edu)) or phone (415-514-6774) within 24 hours of the missed class.
- Any student who repeatedly does not follow the above expectations will be referred to the course director and their advisor. Repeated issues will be reviewed by the Academic Review Committee. For any absences due to illness during a clinical experience, refer to the Clinical Education Handbook for specific details on the process to follow during clinical experiences.

## Discretionary Absences

- Students are allowed **up to THREE discretionary absence days** from required activities per academic year (June to May) for personal and professional commitments. Discretionary absences will be tracked, and any student who exceeds three discretionary absences per year or has any absences without required notification will be referred to their advisor. Students with continued absentee issues after addressing these concerns with their advisor will be referred to the Academic Review Committee.
- For discretionary absence days, students **must make the request to their course directors directly as well as submit an online Absence Notification Form for tracking purposes**. This should be done as far in advance as possible of the requested missed day. However, it must be submitted at least seven days prior to the session. The Absence Notification Form can be found on the Student Resources page of the CLE.
- Discretionary absences are any requested absences for:
  - a. Professional activities/conferences (e.g. CSM)
  - b. Continuing education courses
  - c. Important family events (e.g. weddings)
  - d. Family emergencies (illness or death)
  - e. Religious observances\*
- In most instances, discretionary absence days will not be approved:
  - On days of course examinations
  - During clinical experiences
  - During blocked courses for which work and examinations cannot be made up during the same academic year
  - The day immediately preceding or following an academic scheduled vacation or holiday
  - When guest patients or special lecturers are scheduled
  - During scheduled interprofessional learning experiences
  - If five students have already requested that day as discretionary absences

## Missed Work

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

## Tardiness

- Students are expected to arrive prepared and on time. Late arrival to any class, lab, or clinic is disruptive and disrespectful to the instructor, colleagues, and patients. It is at the discretion of the course director to allow/disallow a student to enter the class or lab if arriving late.
- Students arriving late will receive a warning from the Course Director. Repeated tardiness may result in a lower grade and the student will be referred to his/her/their advisor, the Program Directors, and/or the Academic Review Committee for guidance on improvements in timeliness.

## Jury Duty Summons

1. The program can compose a deferment request letter on your behalf if you are summoned for jury duty. However, jury duty is a legal obligation, and our general guidelines do not supersede the processes of any jurisdiction. Court processes may vary, so please contact the number on your summons should you have any questions.
2. It is your responsibility to mail the deferment request letter along with your summons. Only a letter or notification from the court serves as an exemption. To request a letter, please submit the following information via email to the Student Affairs Officer as soon as possible after receiving your summons:

Court House Name and Full Address

Your Name & Mailing Address

Group #

Badge #

## \*Accommodations for Religious Observances

The DPT program follows the SFSU Academic Senate policy regarding accommodations for religious holidays:

*The faculty of San Francisco State University shall accommodate students wishing to observe religious holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the instructor, in writing, about such holidays during the first two weeks of the class each semester. If such holidays occur during the first two weeks of the semester, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.*

SFSU Academic Senate Policy S09-212

### Attendance Policy FAQs

- *Can I schedule my family vacation during Spring Break week?*
  - Yes this is acceptable and you do not need to submit a Discretionary Absence Notification Form.
- *What do I do if I get sick? Is this one of my discretionary absences? Do I have to contact someone to tell them I am ill?*
  - Illness does not count as a discretionary absence, but you must contact your course instructor and [Sondra Morishima](#), and complete an Absence Notification Form. See "Illness" section above.
- *Can you take a half or partial day discretionary absence?*
  - No. If you take a partial day, it counts as a full discretionary day.
- *I have an exam in another course in the afternoon. Can I miss your course in the morning?*
  - No. Discretionary days cannot be taken on days of course examinations. See "Discretionary Absences" section above.
- *Can I take a discretionary day immediately before or after a scheduled holiday?*
  - No. See "Discretionary Absences" section above.
- *Why do I need to call in if I am sick?*
  - If you are not present and we have not heard from you, there are concerns about your health and/or safety. In addition, plans for the class or activity may have hinged on a certain number of

people or your specific participation in a team or group. Calling in and reporting your illness demonstrates respect for all those present.

## Participation in Clinical Experiences

Students are expected to follow the same schedule as their clinical instructor(s) during their integrated and full-time clinical experiences. If a student is too ill to attend the clinic, they are expected to call—and make contact with the Clinical Instructor (CI) or Site Coordinator for Clinical Education (SCCE) at the site. In addition, the student is required to call or email the Director of Clinical Education (DCE), Lisa Hayes ([lisa.hayes@ucsf.edu](mailto:lisa.hayes@ucsf.edu)) by 8am that morning. Students must call or email during each day of absence. Students must also submit the Absence Notification Form on the CLE.

Students failing to notify the clinic and school of an absence may receive an Unsatisfactory or No Credit grade for the experience. Absences for reasons other than illness will not be permitted. In addition, any time that students miss during the clinical experience must be made up at a later date. Time may be fulfilled on non-workdays to complete the experience. Such arrangements must be coordinated with the DCE. Holidays are determined by the schedule of the clinic, and not by UCSF/SFSU. If the clinic incurs a holiday during the student's experience, the student will have that day off and is not required to make up the time.

While at the clinical site, the student is directly responsible to the CI/SCCE and the clinical facility, and must abide by the policies and procedures of the facility concerning breaks, parking, etc. Likewise, the student is responsible for setting up and cleaning up the work area of all assigned patients, as well as assisting in the general maintenance and orderliness of the facility. Refer to the Clinical Education Handbook for specific details for these expectations.

## Participation in Laboratory Practice

Students will participate in laboratory classes while enrolled in the program. Students must be willing to wear appropriate laboratory clothing to enable assessment, evaluation and treatment of the trunk, head, and extremities. During laboratory practice, students must constantly observe standards of safety. Throughout the program, students will practice clinical exam and treatment techniques on each other. In addition, instructors or guest faculty may ask students to serve as mock patients for demonstration purposes. All efforts must be observed to provide for modesty and safe conditions. Students must also report promptly any malfunctioning equipment to staff and faculty as soon as the problem is detected.

If a student is uncomfortable with any draping, manner of touch, or treatment, the student should first talk to his/her/their classmate(s) about the concern. If a student senses that the issue has not been resolved by this action, the student should speak to the course instructor. It is the responsibility of each student to give notice to the faculty of record of any allergies or asthmatic conditions as well as neurological or musculoskeletal dysfunction prior to practice or demonstration of treatment techniques. Any other requested modifications based on religious beliefs, personal preferences and/or physical needs and other requests should be communicated with the course director who will accommodate reasonable requests.

As a student enrolled in this program, each student must agree to follow the APTA Code of Ethics in the laboratory, as well as in the clinic. This includes addressing the patient professionally, asking permission to place their hands on the patient, protecting the patient, and protecting the modesty and safety of all patients treated. In addition, students are expected to practice considerate and respectful non-verbal and verbal communication during all classroom and laboratory activities.

## Employment During the Curriculum

Physical Therapy school and the student experience is a full-time endeavor. In order for students to develop the skills and form the professional identity of a physical therapist, students are strongly encouraged to dedicate their focus to the curriculum and the co-curricular and extracurricular demands of the program. Class and laboratory schedules will not be adjusted or changed due to student's work demands. Students are expected to accommodate any changes in the schedule, including emergency or last-minute changes. It is not recommended that students become employed in any capacity that could be considered practicing Physical Therapy without a Physical Therapy License.

## Recording of Lectures

The program recognizes that there are occasions when faculty or students may wish to record lectures to support learning. Faculty members will ask permission to record a lecture. If a student believes there are good academic reasons to record a lecture on their own, the student should contact the Course Director to request permission prior to making any recordings. Any transcriptions/video/audio recordings are for the sole purpose of academic activities in the course and cannot be shared without permission of the course director. Compliance with this policy is expected and non-compliance may be a reason for a referral about professional behavior to the Academic Review Committee

## Access to Collaborative Learning Environment (CLE) and iLearn Course Pages

Students will be granted access to the [CLE](#) or [iLearn](#) course page for each of their courses at the start of each term. Access will remain active for each CLE or iLearn page until graduation, at which point access to all course pages will be removed.

## Cultural Sensitivity

As a part of the mission statement of the UCSF/SFSU DPT Program, we value diversity, equity, inclusion and as importantly cultural sensitivity. Our courses are designed to be a welcoming environment for students and instructors to learn from each other to ensure the best learning experience. As we continue to learn and grow in our professional development, we aim to use language that is inclusive of all genders, sexual orientations, ethnicities, physical body sizes, abilities, ages, religions, etc. Students are encouraged to provide feedback to the Course Director throughout the duration of each course. Students are also invited to share with the Course Directors ways in which cultural diversity can be added or integrated into the course material. Should a student fear retaliation for bringing forward suggestions, the student may share comments with the Class Diversity Liaison who will then relay this information anonymously to the Course Director(s).

## Mistreatment Policy

### **Purpose**

The UCSF/SFSU Graduate Program in Physical Therapy is committed to addressing the issue of mistreatment of students. The purpose of this policy is to provide mechanisms and procedures for students to report mistreatment against them or mistreatment that students observe against others. This policy also informs students what happens to their reports of mistreatment.

### **Definition of Mistreatment Against Students**

The UCSF/SFSU Graduate Program in Physical Therapy defines Mistreatment as follows: "Mistreatment arises when behavior shows *disrespect for the dignity of others and unreasonably interferes with the learning process*. It can take the form of discrimination based on disability, race, religion, ethnicity, sex, age or sexual orientation; sexual harassment; psychological cruelty; and physical punishment."

### Principles

1. All members of the educational community in the UCSF/SFSU Graduate Program in Physical Therapy have the right to function in a respectful educational environment.
2. This environment will be conducive to teaching and learning, respecting the diversity of opinion, race, gender, religion, sexual orientation, age, disability and socioeconomic status.
3. The environment will be free of belittlement, humiliation, or hostility.
4. Microaggressions are the everyday insults, indignities and demeaning interaction or behaviors, whether intentional or unintentional, that communicate bias to historically marginalized groups. The UCSF/SFSU Graduate Program in Physical Therapy will make every effort to mitigate microaggressions in the classroom environments. We will provide strategies for learners to advocate on their behalf and as allies, to help build resiliency for future experiences as students and professionals in the clinical environments.

### Policy

The UCSF/SFSU Graduate Program in Physical Therapy provides mechanisms for students to report mistreatment and procedures for intervention through the CLE- [Student Resources Page](#). And, the UCSF/SFSU Graduate Program in Physical Therapy will regularly monitor this reporting mechanism and student feedback about the learning environment to ensure a respectful educational environment.

## Qualification for the Licensing Examination

The program will validate your graduation no sooner than 90 prior to your graduation. The validation will allow students to register for the National Physical Therapy Licensing examination (NPTE). Once a student has met all of the requirements for the degree in physical therapy, the Program Directors will provide the P1E form for those applying for a license in CA. Students applying for a license in a state other than CA must provide the required information to the Student Affairs Officer in a timely manner. The signatures of the Directors validate that the student has:

- achieved a level of competency as measured by academic and clinical outcomes measures;
- demonstrated a commitment to professional development and behavior; and
- participated in the entire educational experience as defined by the Universities and the Commission on Accreditation for Physical Therapy Education.

## Requirements for Graduation

The requirements for successful completion of the program are based on academic and professional expectations. Each student will be evaluated in terms of academic achievement, clinical abilities, and professional behaviors (self-assessment, faculty assessment and clinical instructor assessment). Requirements for graduation include:

- Successful completion of all academic coursework with 3.0 at both Universities and combined
- Passing grades on all practical and competency exams

- Passing grades on all Qualifying Assessment exams
- Passing grades on all clinical education experiences
- Successful completion of an evidence-based practice presentation and manuscript
- Demonstration of professional behaviors

## Entry Level Clinical Performance

To ensure that students have achieved entry level clinical performance by graduation, each student must successfully meet the following requirements:

1. Students must meet technical standards and demonstrate professional behaviors considered necessary for completion of the Doctor of Physical Therapy degree program. These standards and behaviors enable each graduate to enter clinical practice as an entry-level physical therapist.
  - a. Students must demonstrate compliance with legal and ethical standards as set forth by the APTA Code of Ethics and Standards of Practice.
  - b. Students are evaluated on technical standards through didactic and clinical coursework, and each course in the program requires students to demonstrate professional behaviors.
  - c. Students complete course sequences throughout the program that address concepts related to professionalism.
  - d. Faculty evaluate student professionalism during years 1 and 2 of the program.
  - e. Students self-evaluate professionalism in each of the three years of the program.
  - f. Clinical Instructors evaluate professionalism in the clinical performance evaluation process.
2. Students must pass clinically based, licensing board style examinations that demonstrate critical thinking and problem-solving skills. Qualifying examination data are tracked and reviewed for all students. Three qualifying examinations are administered:
  - a. Acute Care (cardiopulmonary, orthopedic, neurologic, multisystem disorders) – Second year
  - b. Orthopedic (musculoskeletal disorders) – Third year
  - c. Neurological (neuromusculoskeletal disorders, both pediatrics and adults) – Third year
3. Students must achieve an overall (average) 3.0 GPA in academic coursework and achieve a passing grade on practical examinations in all clinical coursework. Grades and GPA are tracked and reviewed every quarter by the student success committee to monitor and ensure satisfactory academic progress and standing.
4. Students must achieve a passing grade in their culminating experience for the DPT degree, which involves answering a clinical question with an in-depth, evidence-based systematic review and meta-analysis of the literature. Each student (singly or in pairs) prepares a manuscript and presentation following the criteria outlined in the PT 209/910 Evidence-based Practice course sequence. The manuscript must be suitable for publication and the oral presentation is delivered at the annual Spring Symposium before a group of peers, faculty, and clinicians. Students must receive a faculty evaluation score of 80% or better on both the written manuscript and the oral presentation.
5. Students must achieve a passing grade in each of their clinical experiences, including their terminal clinical experience (PT 418), as described in the course syllabus. A passing grade is determined by the course director and DCE through review of the midterm and final Clinical Performance Instrument (CPI) and other course assignments.

## Grade Point Average (GPA) Requirements

Students are required to maintain an overall 3.0 GPA, as well as a 3.0 GPA at both UCSF and SFSU at all times while enrolled in the DPT program. Students are responsible for remaining aware of their GPA at all times, and to remain proactive in seeking academic support from their advisor and/or University resources when necessary. Should a student fall below this requirement, the student will be reviewed by the Academic Review Committee to determine the issues and develop a remediation plan. Students may be subject to probation and/or dismissal

from the program if even with help they are unable to meet the required standards. Students will receive written notification of the actions and requirements from the Academic Review Committee.

## Grading Policy

DPT students take graduate level courses and some upper division courses. Most are required; a few are elective. Courses are designed to meet the accreditation requirements as well as the standards for graduate education at both universities. When the course of study is completed according to the guidelines for performance, the student is eligible to take the professional licensure exam.

A summary of the guidelines for grading are provided here, but full details of each University's grading policies can be found in the [UCSF](#) and [SFSU](#) catalogs. In the program students take courses within three major divisions:

- UCSF School of Medicine
- UCSF Graduate Division
- SFSU College of Health and Social Sciences

The grading policies for each respective group are outlined below.

### Courses in the UCSF Graduate Division and SFSU College of Health and Social Sciences

*UCSF courses include numbers from 100s-400s*

*SFSU courses include numbers from 700s-900s*

Each course director defines the method of assigning grades in the course, and the grading policy can be found in the course syllabus. However, generally, courses are assigned the following grades:

UCSF courses are graded on a 0 to 4 scale:

- A (4.0) = 90 – 100%
- B (3.0) = 80 – 89%
- C (2.0) = 70 – 79%

SFSU courses are graded on a 0 to 4 scale (at SFSU, grades are issued with +'s and -'s). Below is a typical grading scale used at SFSU, however instructors may vary somewhat on their scale, please check the course syllabus:

- A (4.0) = 93 – 100%
- A- (3.7) = 90 – 92%
- B+ (3.3) = 87 – 89%
- B (3.0) = 83 – 86%
- B- (2.7) = 80 – 82%
- C+ (2.3) = 77 – 79%
- C (2.0) = 73 – 76%

Some graduate courses will be graded on a Satisfactory/Unsatisfactory (S/U) or Credit/No Credit (CR/NC) basis depending on the University. Practical examinations are taken to test mastery of clinical reasoning and skills and must be passed at 80% in order to pass the course.

### Courses in Other Departments

Courses offered by faculty from other departments within each University are graded on a scale defined by the instructor consistent with the standards of other courses offered by the home department.

### Clinical Education Courses (PT 410a, 410b, 801, 802, 418)

Clinical education experiences are graded on a S/U and CR/NC basis. The full grading policy for clinical education experiences can be found in the Clinical Education Handbook.

### Failing Grades

A student must receive a grade of “B” or better to satisfactorily pass a course. A “C” grade will count as credit, but the content may need to be repeated, as determined by the Academic Review Committee. A student must retake a course that is graded as NP, U, NC or below a C.

### Incomplete Grades

A student may receive an “Incomplete” grade only if s/he/they is in good academic standing and has personal problems or extenuating circumstances that prevent the student from completing the course. If this occurs, the course must be completed within one year or the “Incomplete” grade will become an F grade. Occasionally, exceptions may be made if the course is not offered again until the following year.

### Report in Progress Grades

If a course extends across two semesters a report in progress grade (RP) will be given. Once the course is finished the RP grade will be replaced by the letter grade.

### Withdrawal Grades

A “Withdrawal” grade is given if the student withdraws from a course in the pre-defined time period or if the student is withdrawn from the course by the faculty after the pre-defined time period. A grade of “W” is posted on the student’s record. If the student remains in the program, they must re-enroll and pass the course in order to graduate from the program.

## Evaluation of Professional Behaviors

If a student does not meet the professional behavior standards outlined in the Professional Behavior policy, the student may be presented to the Academic Review Committee. Students who are having difficulty with professional behaviors are required to engage in mentoring/counseling sessions. Unprofessional behaviors can serve as a reason for dismissal from the program, independent of grades.

## Grade Appeals

Grievances are not the same as disagreements. Students cannot grieve grades merely because they disagree with the grade. However, a student who feels the grade posted on their transcript is not a fair representation of the work completed may request review by the instructor. The request must be made during the quarter/semester of attendance or immediately following the quarter/semester in which the grade was assigned. If the instructor and the student can work out an agreement, a petition for a grade change may be submitted.

The student must make the request to the instructor no longer than four weeks after the grade was assigned. If the instructor and the student can work out an agreement, a petition for a grade change may be submitted. If agreement is not reached, the student should consult; the formal SFSU Graduate [Grade Appeal Practices and Procedures](#) for SFSU courses and the following steps for UCSF courses:

A student may request the instructor enlist a “second opinion” in a timely manner from a member with expertise in the evaluation of the course or experience. Examples of such a “second opinion” are when a course instructor asks another faculty member to review the grading of an examination or a Site Director for Clinical Education asks the Director of Clinical Education to review the student’s evaluations.

If the student is dissatisfied with the outcome of the steps above, the student may only further appeal the grade in the following instances:

- The evaluation or grade is perceived to be an act of discrimination.
- The student’s academic freedom is perceived to have been infringed upon. (An example of possible infringement of academic freedom would be a faculty member grading a student lower based not on the student’s performance but rather upon the student’s expression of opinions or academic positions that differed from that of the faculty member’s opinions or positions.)

A grievance of an alleged act of discrimination as expressed through a summary evaluation or grade will follow the [Divisional Procedure for Student Grievance in Academic Affairs](#).

A grievance of an alleged infringement of academic freedom as expressed through a summary evaluation or grade will be reviewed by the Dean of the Graduate Division and/or an appointed designate.

## Academic Honesty

Students are expected to follow the student conduct and non-plagiarism standards cited in the [UCSF Policy on Student Conduct & Discipline](#) and the [SFSU Bulletin](#).

It is the expectation that students will not attempt to gain an unfair advantage over their classmates by: (a) stealing, reproducing, circulating, or otherwise gaining access to written and/or practical examination materials prior to the time authorized by the instructor; (b) unauthorized collaborating on an academic assignment; (c) retaining, possessing, using, circulating, or discussing previously given written and/or practical examination materials (including case scenarios and test materials to be returned to the instructor at the conclusion of the examination); or (d) intentionally obstructing or interfering with another student’s academic work. The use of electronic media (e.g., cell phones, tablets) is prohibited during examinations unless authorized by the instructor/proctor.

As members of an established profession, the program faculty and students will adhere to the [APTA Code of Ethics](#). Any violation of that code is subject to disciplinary action by the Academic Review Committee up to and including dismissal from the program. Students are expected to work independently and honestly on all examinations and

report those who appear to be cheating.

## Academic Probation

### Academic Performance

- If a student earns a GPA below a 3.0 at either UCSF or SFSU, or in combination:
  1. The student will be placed on academic probation at the affected campus and in the program. The Financial Aid Office will be notified, and a hold will be placed on the student's registration for the following term.
  2. The student will be reviewed by the Academic Review Committee and a recommendation for remediation will be made.
  3. The student will be required to meet with his/her advisor to determine what assistance is needed to bring the GPA up to a 3.0.
  4. The student will be offered the option to arrange for counseling if needed through UCSF Student Health Services. Students may also arrange for counseling for academic skill-building through the SFSU Student Testing Center or the UCSF Learning Resource Services Office.
  5. Courses graded D, F, U, NC or NP must be retaken. Many courses are offered only once per year, which may delay a student's advancement in the program.
  6. The student must make reasonable progress towards achieving a 3.0 GPA in the following term after dropping below a 3.0 GPA. To do so the student will be required to obtain an A in an equivalent number of course units for which s/he/they received a C. If a student is unable to raise his/her/their GPA after one quarter/semester, the student's progress will be reviewed by the Academic Review Committee and recommendations will be made regarding next steps.
  7. The student must demonstrate satisfactory completion of all of the first year courses with a 3.0 GPA at both UCSF and SFSU, and in combination, in order to be eligible to begin the full-time summer clinical experience.
  8. The student must demonstrate satisfactory completion of all of the second and third year courses with a 3.0 GPA at both UCSF and SFSU, and in combination, in order to be eligible to progress to second- and third-year clinical experiences, respectively.

### Clinical Education Experiences

- A. At times, a student may need extra time to successfully complete a clinical experience. The length of time will be determined by the Director of Clinical Education (DCE) in consultation with the Clinical Instructor, Site Coordinator for Clinical Education, and/or Academic Review Committee.
- B. Each student must successfully pass each integrated clinical experience and full-time clinical experience in order to be eligible for graduation from the program. Any student who fails an integrated clinical experience or full-time experience will be placed on academic probation.
- C. If a student fails an integrated clinical experience, the student will retake the experience at the earliest time possible. A student may not proceed to the full-time clinical experiences until the integrated clinical experience is passed satisfactorily. If an integrated experience is failed a second time, the student's case

will be referred to the Academic Review Committee who will determine if the student may continue in the program.

- D. If a student has a 3.0 GPA but fails a clinical experience:
- The student will be required to retake the failed experience at a site selected by the DCE.
  - The student will be required to retake the failed experience within a reasonable timeframe balanced with their academic schedule, determined, and arranged by the DCE. Given that some classroom coursework requires clinical experience, a student may be required to delay enrolling in subsequent coursework until successful completion of the requisite clinical experience. The time required to satisfactorily make-up the failed experience may vary from one week to twelve weeks, depending on the reason for failure.
  - The student will be subject to dismissal if a clinical experience is failed a second time.

#### Professional Behaviors

- A. If a student has a 3.0 GPA but fails to meet professional behavior expectations:
- The situation must be reviewed by the Academic Review Committee.
  - The student will be given the opportunity for remediation and counseling if the unprofessional behaviors were initially observed in the classroom setting.
  - The student will be asked to develop a plan of action to modify inappropriate behaviors and demonstrate honest, sensitive, and caring behaviors typical of a health professional.

### Dismissal from the Program

A student may be subject to dismissal from the program if:

- A. The student earns less than a 3.0 overall GPA and receives a grade of “C” or lower in any of the core courses in the DPT curriculum.
- B. The student receives a grade of “D” or “F” in any of the required coursework (unless unusual circumstances are present, and the overall GPA is above a 3.0).
- C. The student has not achieved a 3.0 GPA on each campus (UCSF and SFSU) by the end of the spring quarter/semester of the first year after having been placed on Academic Probation from an earlier term. The student fails a full-time clinical experience twice.
- D. The student is on probation for unprofessional behavior and fails a clinical experience or does not receive a “B” grade or higher in a required course.
- E. The student receives two faculty reviews reporting unprofessional behaviors.
- F. The student fails to provide transcript information on all courses taken at other colleges and universities.
- G. The student fails to tell the truth (lying).
- H. The student does not achieve a satisfactory score on any of the Qualifying Assessment exams.
- I. The student does not meet the writing requirement for graduate studies.
- J. The student uses private property belonging to a community facility or the University for personal business.

## Withdrawal/Leave of Absence from the Program

If extenuating circumstances necessitate that a student withdraw from the program and the student is otherwise in good standing in all academic coursework, the student may request a withdrawal or a leave of absence with reinstatement the following year. This request must be approved in advance by the Program Director(s) and the University Registrar.

## Progression & Dismissal Appeals

After following the established procedures, should a student wish to appeal decisions regarding progression or dismissal, at SFSU, s/he/they should follow the policy as outlined in the [SFSU Bulletin](#) (Section: Graduate Student Academic Standing).

A graduate student who has problems arising from academic evaluation, degree requirements, or general policies and procedures is strongly encouraged to follow the informal concerns and complaints process as outlined at [Student Concerns and Complaints](#). Graduate students should discuss grievances first with a graduate major advisor or graduate coordinator. Graduate coordinators are listed on the [Graduate Studies website](#). If a student wishes to appeal a decision, he/she/they should then consult with the department chair, the college dean or the dean of Graduate Studies, in that order. Should questions arise beyond this point, the University dean of students or designee may be consulted for advice. If after following the informal process and the concern or complaint remains unresolved, students may pursue a formal complaint. For questions about the process, contact Beth Helwid, Interim Vice President for Student Affairs/Enrollment Management, SSB 403, (415) 338-2032 or [vpsaem@sfsu.edu](mailto:vpsaem@sfsu.edu).

After following the established procedures, should a student wish to appeal decisions regarding progression or dismissal at UCSF, the student should refer to the [UCSF Divisional Procedure for Student Grievance in Academic Affairs](#).

## Privacy & Access to Records

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulates and sets standards for the way the University protects the privacy and confidentiality of personal information of its patients. With this University policy, medical records, employment/personnel records, records relating to the Medical Center's business and finances, physical patient communications, attorney-client communications and intellectual property related records are considered confidential. Students must exercise these rights of privacy. An overview of patient rights can be found on the [UCSF Medical Center](#) website.

A student may request an appointment to review his or her academic file at any time within the program's normal working hours (8am - 5pm, Mon-Fri). This request will be honored within 48 business hours. To make this request, students must make an appointment at the UCSF or SFSU Physical Therapy program office.

Please note that a student will be required to present proper identification before reviewing his or her file. All documents in a student file are the property of the program and may not be taken or sent to another institution or agency. The following documents typically comprise a student's file:

### Admission Materials

- Application for admission
- Official undergraduate and graduate transcripts
- Correspondence regarding admission

### Student Progression

- Graduate Division forms, e.g., advancement to candidacy form and filing fee
- Academic reviews
- Various copies of petitions, memos, and correspondence with regard to the student's academic progression

### Fellowships and Awards

- Applications for fellowships, research awards, non-resident tuition waivers
- Correspondence with regard to awards, fellowships, and Graduate Division

### Clinical Education Reports

- Reports from midterm visits at each clinical experience

The full policies outlining disclosure of information from student records are located on the [UCSF](#) and [SFSU](#) websites.

## Complaints Against the Program

### Complaints to the Program (outside due process)

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

- When possible, the Program Director or Director of Clinical Education, as appropriate, will discuss the complaint directly with the party involved within 14 business days. If at all possible, the matter is reconciled at this point. A letter from the Program Director acknowledging resolution of the complaint will be filed with the complaint in the program's files and a copy will be sent to the complainant.
- If resolution of the complaint is not achieved, or if the complaint is against the Program Director, the involved party may submit a written complaint to the Dean of the SFSU College of Health & Social Sciences or the Dean of the UCSF Graduate Division. The Program Director will also forward a written summary of any previous discussions when appropriate. The Dean or Dean's designate may meet with each party separately and may meet with both parties jointly to reconcile the complaint. A letter outlining the resolution by the Dean or Dean's designate will be filed with the complaint in the program's files.
- If satisfactory resolution is not achieved, the involved party may submit a written complaint to the Provost or Chancellor of the University. A letter outlining the resolution by the Chief Academic Officer will be filed with the complaint in the program's files for a period of five years.

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

[Theresa Jaramillo, Associate Program Director](#) [Liz Silva, Interim Dean](#)

Graduate Program in Physical Therapy

UCSF

Graduate Division

UCSF

[Sam Hawgood, Chancellor](#)

Office of the Chancellor

UCSF

[Amber Fitzsimmons, Chair](#)

[Alvin Alvarez, Dean](#)

[Jennifer Summit, Provost](#)

Graduate Program in Physical Therapy  
UCSF

College of Health & Social Sciences  
SFSU

Office of the Provost  
SFSU

[Jeanette Lee, Program Director/Chair](#)

Graduate Program in Physical Therapy  
SFSU

Additionally, should a student wish to file a complaint against the University, s/he/they should follow either the [Complaint Process Policy for UC Students](#) or the [Student Complaints about Actions Taken on Behalf of San Francisco State University policy](#).

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

The Commission on Accreditation in Physical Therapy Education (CAPTE) is a nationally recognized accrediting agency by the US Department of Education and the Council for Higher Education Accreditation. CAPTE grants specialized accreditation status to qualified entry-level education programs for physical therapists and physical therapist assistants. The only mechanism through which CAPTE can act on an individual's concerns is through a formal complaint process. For more information please visit the [CAPTE](#) website.

## Clinical Education

### Overview of Clinical Education Experiences

Students participate in two integrated clinical experiences and three full-time clinical experiences spaced throughout the curriculum. These integrated clinical experiences occur during students' first year. The first full-time clinical experience occurs during the summer of students' second year for ten weeks. Second year physical therapy students then participate in one twelve-week full-time experience during the winter term. In the spring of their third year, students participate in a terminal twelve-week clinical experience. Students are required to complete a clinical experience in at least one inpatient setting and one outpatient setting.

### Goals of Clinical Education Experiences

PT 410: Integrated Clinical Experiences

The main purposes of these experiences is to introduce students to the clinical environment and to develop clinical and professional skills. Specifically, the goals of this clinical experience are to:

- A. Allow students the opportunity to relate academic materials to patient care.
- B. Permit students to apply didactic information in the clinical setting and develop clinical reasoning through observing, examining, and treating patients under close supervision of the clinical instructor.
- C. Encourage students to develop interpersonal skills with patients, staff, and other members of the health care team.
- D. Facilitate integration of academic information through working with individual patients.

### PT 801, PT 802, PT 418: Full-time Clinical Experiences

The goals of the full-time clinical experiences are for students to have the opportunity to integrate and to apply didactic and laboratory instruction to develop critical skills in observation, examination, evaluation and intervention to treat patients in a variety of settings, with different levels of injury across a broad spectrum of age and disease. Clinical sites include settings such as acute care hospitals, outpatient clinics, skilled nursing facilities, adult day health programs, health and wellness centers, industrial medicine clinics, sports medicine clinics, private practice facilities and schools.

## Clinical Experience Readiness & Academic Requirements

In order to be eligible to participate in clinical education experiences, the Core Faculty and DCE must determine that a student is ready to enter the clinical setting. Students must meet a number of criteria for each clinical experience. These include:

### PT 410 – integrated clinical experiences throughout student’s first year

- A. Achievement of a cumulative 3.0 GPA at both UCSF and SFSU, and in combination
- B. Passing grades and 100 % safety on all practical exams
- C. Passing grades & 100% safety on all competency exams
- D. Compliance with professional behavior expectations

### PT 801 – full-time experience in summer of student’s first year

- A. Achievement of a cumulative 3.0 GPA at both UCSF and SFSU, and in combination
- B. Passing grades and 100 % safety on all practical exams
- C. Passing grades & 100% safety on all competency exams
- D. Compliance with professional behavior expectations

### PT 802 – full-time intermediate experience in winter of student’s second year

- A. Achievement of a cumulative 3.0 GPA at both UCSF and SFSU, and in combination
- B. Passing grades and 100 % safety on all practical exams
- C. Passing grades & 100% safety on all competency exams
- D. Compliance with professional behavior expectations

### PT 418 – full-time terminal experience in spring of student’s third year

- A. Achievement of a cumulative 3.0 GPA at both UCSF and SFSU, and in combination
- B. Passing grades and 100 % safety on all practical exams
- C. Passing grades & 100% safety on all competency exams
- D. Compliance with professional behavior expectations

## Documentation Requirements

Students are required to comply with standard documentation requirements in order to participate in classes and clinical education experiences list of these requirements includes:

- Background Check through Castle Branch upon admission of program
- Proof of Health Insurance
- Physical Examination
- Immunizations:
  - Measles, Mumps & Rubella (MMR)- immunizations and titers
  - Varicella (Chicken Pox)-immunizations and titers
  - Hepatitis B- immunizations and titers
  - TB Skin Test- annually
  - Tetanus, Diphtheria & Pertussis (Tdap)
  - Influenza-annually
- CPR Certification through the American Heart Association- for Healthcare Professionals
- APTA Membership
- Student Handbook Signature Page
- Clinical Education Handbook Signature Page
- HIPAA Certification
- Blood Borne Pathogens Training
- Infection Control Training for Ancillary Staff
- Carcinogen Training
- Annual Safety Training
- Any additional requirements requested from clinical site

*The full list of student requirements is outlined in the Clinical Education Handbook.*

## Student Services

### Student Rights

Students in the Doctor of Physical Therapy program enjoy the same rights and privileges as all other graduate students who attend UCSF and SFSU. Students should consult the UCSF Graduate Catalog and the SFSU Bulletin for a detailed description of any student rights and/or due process not outlined in this Student Handbook.

### Code of Conduct & Grievances

Each student is expected to comply with all rules, regulations and policies applicable to student conduct on each university campus (including the [UCSF Code of Conduct and Discipline](#) and [SFSU Student Conduct](#) policy). The SFSU Student Conduct policy will be used to adjudicate violations that occur on the SFSU campus. The UCSF Student Conduct policy will be used to adjudicate violations that occur on the UCSF campuses. If the violation occurs off campus, the UCSF Student Conduct policy will be used. Departments and divisions within the Universities are permitted to determine additional rules and regulations concerning the particular needs of their disciplines.

Students who wish to report grievances should follow either the [UCSF Policy on Grievance Procedures](#) or [SFSU Student Grievance Procedures](#) depending upon where the violation occurred.

### UCSF Email Address & Contact Info

The UCSF Office of the Registrar provides instructions to new students to activate a UCSF email account. Students are required to activate and use the UCSF account during the program. Faculty and staff will not respond to any other email address. Additionally, the following offices must be notified immediately of any change in a student's name, physical address, mailing address or phone number:

- [UCSF Student Financial Aid Office](#)
- [UCSF and SFSU Registrar Offices](#)
- [UCSF and SFSU Program Offices](#)

### Library Services

Students have full access to the libraries at [UCSF](#) and [SFSU](#) and are required to use these resources for locating textbooks and materials. In addition, a few textbooks are housed in the program offices.

1. [UCSF Program Office](#): The textbooks in the UCSF program office are primarily for faculty. In special circumstances these books can be checked out to students, but they can only be signed out for 24 hours.
2. [Faculty Offices](#): Textbooks in faculty offices belong to individual faculty and can only be checked out by permission of the faculty member.

### Student Health Services

- [Student Health Insurance](#)

Students must have health insurance while enrolled in the program. Those who elect to use the [UCSF Student Health Insurance Plan](#) will have insurance under UCSHIP

- [Counseling and Psychological Services](#)

All students have access to confidential free [counseling and psychological services](#) at UCSF. Students are encouraged to utilize these services, as needed, throughout the program. Low cost counseling services are also available through SFSU's [Student Health Center](#).

- [UCSF Fitness Center](#)

Included in the UCSF registration fees is a membership to the [fitness centers](#) at UCSF Parnassus and Mission Bay campuses.

- [SFSU Fitness Center](#)

SFSU has several facilities listed under campus recreation - <https://campusrec.sfsu.edu/facilities> - including the Mashouf Wellness Center - <https://campusrec.sfsu.edu/mashouf-wellness-center>. Most of the outdoor playing fields and courts are available for use by our students with proper facilities reservation. However, use of the Mashouf Wellness Center requires a fee to access, as students do not pay fees to SFSU except during their second summer in the program.

## Academic Support Resources

A number of academic support services are available to students including:

### UCSF

- [Learning Resource Services](#): provides individual counseling on learning styles, study strategies, test preparation skills, time management skills, and how to cope with anxiety.
- [Student Wellness](#): Student Health & Counseling Services offers workshops, lectures, small group series and health education to improve health and promote personal success.
- [Office of the Ombuds](#): offers mediation services program, which provides professional conflict management consultation, education, and services to students.

### SFSU

- [Student Support Services](#) offers advising and counseling services to students, along with career planning, professional development, and peer mentorship through the College of Health and Social Sciences (CHSS).
- [Student Resource Center](#): provides advising and tutoring services for students in the CHSS.
- [Learning Assistance Center](#): provides skill-based tutoring services across disciplines.

## Career Services

The UCSF [Office of Career and Professional Development](#) offers students a number of resources related specifically to the physical therapy profession. Available resources include (1) sample resumes/CVs, cover letters, interview questions; (2) programs, books, and appointments on interviewing/negotiation skills and job networking skills; (3) programming and online resources on communication skills; (4) resources on career exploration; and (5) confidential individual appointments to discuss professional and career development. The Office also hosts a [job posting site](#) for physical therapy positions. SFSU runs a [Career Center](#) that offers students access to information regarding resume writing, networking and informational interviewing, navigating the job offer process, career assessments, and individual appointments with a career counselor.

## Volunteering in Free Clinics

UCSF sponsors a number of [campus organizations](#) dedicated to volunteer work. Students cannot act as physical therapists while engaging in volunteer work, but they can participate by observing, offering general health information, or helping answer phones or checking in patients.

## Disability Accommodations

Both UCSF and SFSU are committed to providing equal access to all of their programs, services, and activities for students with all types of permanent and temporary disabilities, including students with physical, psychological, learning, and sensory disabilities, AD/HD, and chronic health conditions. [UCSF Student Disability Services \(SDS\)](#) and [SF State's Disability Programs and Resource Center \(DPRC\)](#) facilitate equal access to students with disabilities by coordinating reasonable accommodations and support services. Both offices also provide assistance to students with temporary disabilities.

Reasonable accommodations are adjustments to policies, practices, and procedures that “level the playing field” for students with disabilities while preserving the integrity of academic standards and programmatic requirements. Examples include adjustments to exam administration, services such as note-takers, sign language interpreters, assistive technology, and coordination of accessible housing. Accommodation plans and services are designed to match the specific disability-related needs of each student and are determined according to documented need and program requirements.

For qualified students, the SDS Director will provide a letter for the student to give to their course directors at the start of each quarter in which accommodations are requested. Students will also need to submit this letter to the [Disability Programs and Resource Center \(DPRC\)](#) at SFSU in order to access recommended accommodations at SFSU. Note that accommodations recommended by SDS at UCSF will be honored at the SFSU Disability Program Resource Center, and accommodations for SFSU classes will be coordinated by the DPRC.

Students with disabilities may contact UCSF Student Disability Services (SDS) to ensure proper accommodations. There they can engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical setting. Accommodation is not provided retroactively.

Students are encouraged to register with SDS as soon as they begin the program. The full SDS registration process is outlined on the SDS website.

More information can be found online at [sds.ucsf.edu](https://sds.ucsf.edu) or by contacting SDS at 415-502-6595, or via email: [studentdisability@ucsf.edu](mailto:studentdisability@ucsf.edu)

- Homepage: <https://sds.ucsf.edu>
- How to Register: <https://sds.ucsf.edu/register>
- Process for Current Students in Physical Therapy: <https://sds.ucsf.edu/Physical-Therapy>

## Student Travel Award Policy

Attending Physical Therapy and other professional conferences is an opportunity for students to interact with other professionals, both clinicians and scientists, and present their own work to their professional community.

The UCSF Graduate Division Travel Award provides up to \$700 for graduate students to present at professional conferences. Award funding is dependent on funds availability. For covered costs, eligibility, and application procedures, please visit the Graduate Division website: <https://graduate.ucsf.edu/graduate-division-travel-award>.

The UCSF/SFSU Graduate Program in Physical Therapy may provide additional limited funds, dependent upon fund availability, for conference registration fees only. Applications for a UCSF/SFSU Graduate Program in Physical Therapy Student Conference Grant should be made only if the UCSF Graduate Division has declined a request for funds.

If a student is interested in attending a professional conference, s/he/they should proceed as follows:

- The student should discuss his/her/their interest in presenting his/her/their work with the academic and/or research advisor.
- If the student decides to attend a conference to present his/her/their work, s/he/they must first pay the conference registration fees using his/her/their own funds. Note that proof of payment is required when applying for either the UCSF Graduate Division Travel Award or UCSF/SFSU Graduate Program in Physical Therapy Student Conference Grant.
- Once the student receives confirmation that s/he/they will be presenting at the conference, the student should submit an application for a UCSF Graduate Division Travel Award, following the directions outlined on their website. Note that the application must be submitted BEFORE the conference, not afterwards. Students are advised to plan ahead, check the deadline for the award application, and apply early, as funds are limited. Confirmation of attendance at the conference must be provided in order to disburse the travel award.
- If the application for a UCSF Graduate Division Travel Award is not granted, the student may then apply for a UCSF/SFSU Graduate Program in Physical Therapy Student Conference Grant. To apply for this award, the student must submit the same application provided to the UCSF Graduate Division, as well as the letter indicating funds were not distributed to the student under the Travel Award application. Applications for the Student Conference Grant should be submitted to the Student Affairs Officer in the Graduate Program Office at least ten (10) working days in advance of the proposed conference date. Confirmation of attendance at the conference must be provided in order to disburse the travel award.
- In order to showcase the student's work, any student who receives funds under the UCSF/SFSU Graduate Program in Physical Therapy Student Conference Grant will be expected to write a one paragraph summary of their experience for a spotlight article on the UCSF Department website

## Campus Maps

Campus maps for each location used by the program are as follows:

- [UCSF Parnassus campus](#)
- [UCSF Mission Bay campus](#)
- [SFSU Campus Map](#)

## Public Transportation

### a. UCSF Shuttle

[UCSF provides free shuttle services](#) between all major campus locations on a regular schedule Monday through Friday between 6am - 8pm (excluding campus holidays). Some shuttles pick up after hours and on weekends.

### b. SFSU Shuttle

The San Francisco State Transportation Department provides [free shuttle service](#) around the campus and to the Daly City BART station during the fall and spring semesters.

c. [City of San Francisco](#)

Bus and light rail services are available throughout San Francisco. [511.org](#) provides personalized trip planning for all transit users in the greater San Francisco Bay Area.

## Parking

d. [Automobile Parking at UCSF](#)

All UCSF campus locations have a permit parking system. Students must go to the [Transportation Services Office](#) at one of the campuses to request a permit. Carpools are treated preferentially for permit parking spaces. The Parnassus campus has 1,200 stalls and the Mission Bay campus has 1,800 parking stalls. Public parking spots are also available at all UCSF campuses. Public [parking rates](#) for UCSF campuses can be found online.

e. [Disabled Parking at UCSF](#)

Students with special needs may obtain a disabled parking pass by contacting the [Transportation Services Office](#). Monthly rates apply. Students are not eligible for a public disabled daily parking rate.

f. [Automobile Parking at SFSU](#)

Students may purchase a daily or semester-long [permit](#) for parking at the SFSU campus. A valid daily or semester permit is required at all times in every lot. After 5pm on weekdays and during the weekends all lots are open to the public.

g. [Bike Parking at UCSF](#)

UCSF offers bike parking for students on campus, and students are required to register their bikes. To [register a bike](#), students will need the following: a photo ID and the bike's make, model, color and serial number. A bicycle safety quiz is also required.

h. [Bike Parking at SFSU](#)

SFSU offers bike parking for students on campus. The [Bike Barn](#), an indoor bike parking area, includes an attendant on duty during posted hours, secure bicycle parking for up to 350 bikes, racks for skateboards, and secured areas for scooters and skates. Students are required to check in and out their bike with the attendant.

## Curriculum Information

### Academic Calendars

Academic and program calendars are available on the [UCSF/SFSU website](#). Specific class calendars are available on the [Physical Therapy Student Resources CLE](#) page.

### Plan of Study

The plan of study documents required courses, units, and enrollment terms. Your cohort's plan of study is available on the [Physical Therapy Student Resources CLE](#) page. Plans of study are subject to updates throughout the program. For the most up to date plan of study, check the CLE page.

## Course Descriptions

Course descriptions are available on the [UCSF Course Catalog](#) website and the [SFSU Bulletin](#).

## Book List & Required Materials

For the summer term in the first year, a list of required and highly recommended books and materials will be sent to students. Students are responsible for obtaining texts and materials in a timely manner. After the first summer term, required books and materials can be found in the syllabus for each course.

## Qualifying Assessment & Culminating Experience

### Qualifying Assessment

Each student must successfully complete the components of the Qualifying Assessment in order to advance to candidacy for the DPT degree. The Qualifying Assessment includes the following components. Students must:

- Achieve an overall 3.0 GPA, in academic coursework, at UCSF and SDSU, and in combination.
- Achieve a passing grade on practical examinations in all clinical coursework.
- Achieve satisfactory performance in clinical experiences to date, as judged by the achievement of all required milestones on the Clinical Performance Instrument (CPI).
- Pass clinically based, board style examinations that demonstrate critical thinking and problem-solving skills.

The board-style examinations include a series of three examinations that students will take beginning in the second year of the program. These exams are designed to cover knowledge consistent with completed program and clinical coursework in each area. Content areas for these examinations include:

- Acute Care (cardiopulmonary, orthopedic, neurologic, multisystem patients) – Second year
- Orthopedic (musculoskeletal outpatients) – Third year
- Neurological (neuromusculoskeletal patients, both pediatrics and adult) – Third year

Students must achieve a score of 80% on each examination in order to pass the Qualifying Assessment. Students may retake each exam once to achieve the passing score. If a student fails the exam a second time, they will be offered an oral examination.

### Culminating Experience

Within both the California State University and the University of California systems, a culminating experience at the doctoral level must include an original, in-depth researched project with performance expectations of a “B” grade or better. The culminating experience for the DPT degree will be an in-depth, researched evidence-based question. Students must prepare a manuscript following the criteria outlined in the PT 209/910 Evidence Based Practice courses. The culminating experience must be prepared in a manuscript ready format and presented orally in a forum of faculty and peers. Each written manuscript and oral presentation will be reviewed according to criteria outlined in the PT 209/910 Evidence Based Practice course.

To successfully complete the culminating experience, students must receive a faculty evaluation score of 80% or better on both the written manuscript and the oral presentation. These two performance requirements must be achieved regardless of the course cumulative grade for PT 910.

*Students who do not meet the 80% score on the written manuscript and oral presentation will not be allowed to graduate until the minimum criteria are met. Within the normal time frame for graduation, this could mean*

repeating the oral presentation or continuing to edit the manuscript until it satisfies the criteria. However, in some cases it may mean receiving an Incomplete grade in PT 910 to allow sufficient time to adequately complete both parts of the project.

## Program Evaluations

### Purpose

The program employs a complete and comprehensive evaluation process to provide the maximum opportunity for students and faculty to provide constructive feedback regarding the program. The evaluation process allows the program to be dynamic and responsive to change within the profession and in education. The evaluations are necessary for faculty advancement and ongoing improvement of the program. The following groups are provided opportunities to evaluate the program.

### Students

The major component of the evaluation process is student input. This includes evaluations of each course and faculty member(s) who teach in the course. These evaluations are completed throughout the quarter/semester as appropriate. It is important for each student to be honest, objective, and constructive when giving feedback. This feedback should reflect both the positive and negative aspects of a course. Focus should be on the issues that can be changed rather than those that cannot. Personal issues should be handled individually and should not be included in the course evaluation process. These evaluations are reviewed by the accreditation site team and copies of the evaluations are placed in faculty files to be used for promotion and advancement.

Students are also asked to complete a Student Evaluation of Clinical Experience and Clinical Instruction for each full-time clinical experience. These evaluations are required for the completion of the clinical experiences and provide students with the opportunity to provide feedback to the clinical site and the clinical instructor. These evaluations are helpful to the institutions and instructors and are essential for their continued partnership with the program.

### Faculty

Faculty within the program evaluate their peers biannually. In some cases, outside faculty will also be asked to evaluate core faculty. In addition, every three years, the faculty, and students are asked to evaluate the performance of the Program Directors and Director of Clinical Education (DCE).

### Graduates

At the end of the program, all students will evaluate the entire curriculum of instruction in terms of its contribution to their professional growth and development. This allows students an opportunity to reflect on the program in its entirety. This information is used by the core faculty to modify and guide the program, and by individual faculty members to modify and guide their teaching approach. Program alumni are also asked to evaluate the curriculum one year after and five years after their graduation.

### Employers of Graduates

One year after graduation, employers of program alumni are asked to provide information about recent graduates they have hired. The employer evaluates the graduate in light of other employees and other program graduates

they have hired. Employers are asked to identify the strengths and weaknesses of alumni performance and whether they would hire those alumni again.

### Clinical Sites

At the end of each clinical experience, clinical sites are extended the opportunity to evaluate the student, program preparation, and performance of the DCE during the experience. The data are compiled in the Clinical Education Annual Report, along with additional feedback, to assess the ongoing success of the clinical education program.

## Student Leadership

As a group within the UCSF and SFSU communities, each class may be called upon to represent the program and to act as liaisons with the faculty, other organizations, and associations on the campuses. In addition, each class is expected to handle its own group needs. These duties can be managed through a class leadership structure. Approximately five individuals can be elected by their peers to represent each class in various capacities. Suggested roles include:

1. Class President (or similar title): presents the group's questions, decisions, or desires to an individual instructor, Department Chair, Program Director, Dean, and so on; appoints committee chairs for various class projects and responsibilities; meets with appropriate groups when necessary; attends faculty meetings as invited; coordinates Interview Day tours and reception; assists administrative staff with programming as needed.
2. Vice President: assists the Class President, forms subcommittees for organizing and conducting class projects.
3. Secretary (or Secretary-Treasurer): keeps minutes of class meetings and account books if a combined position.
4. Representative to the Graduate and Professional Student Association (GPSA): attends meetings of the GPSA, acts as liaison for the class with the GPSA and reports to the class regarding meetings and impending actions of the GPSA.
5. Cultural Liaison: represents the group's regarding issues on cultural inclusion, including communicating questions, decisions or desires to an individual instructor, Department Chair, Program Director, Dean or others

Group activities depend upon individual class interests and goals. It is expected that the class will take the initiative in and be responsible for organizing their own activities and seek guidance from faculty as appropriate. Overall group cohesiveness and common objectives have been important group attributes in the past. In addition, students have reported being most satisfied by directing their attention toward service activities that have benefited the greater community.

Students are required to do the following:

- Represent themselves through the class officers
- Participate in GPSA activities

Additional projects which various other groups have done include:

- Run fundraisers to raise money for class projects
- Solicit donations for Interview Weekend and other hosting duties
- Form or join group sports teams at Millberry Union or at SFSU
- Take on “campus or professional causes”
- Organize short classes and review sessions to enhance their learning in special topics
- Participate in health fairs at UCSF and SFSU
- Participate in outreach activities such as Inside UCSF or PITCH

Class visibility on each campus depends upon the collective efforts of the cohort. Thus, it is important for the class to communicate effectively, actively participate in the larger GPSA community, and present a professional image.

Student Representative to the Assembly of Golden Gate District, California Chapter, APTA

The Assembly of Representatives is the legislative body of the California Chapter of the American Physical Therapy Association (CPTA). Each geographic district within the state elects APTA members from the district to represent its members at the Assembly, which meets twice per year. In addition, every physical therapy or physical therapist assistant educational program within a district is invited to select a student to represent each class at the Assembly. The UCSF/SFSU program is located within the Golden Gate District, which sponsors a student representative from each class to attend both Assembly meetings each year. The student representative also serves as the class liaison with the CPTA Student Special Interest Group.

By the end of the Summer quarter, the entering class of physical therapy students will elect a class member who will serve a two-year term (running from September 1 of the first year through May 31 at the end of the second full year) as the class student representative to the Assembly. The student selected to be the representative should be interested in actively participating in the professional and political activities of the local and state physical therapy association. The student representative must accept the following responsibilities upon taking this position:

1. Attendance at all Golden Gate District meetings (held quarterly - usually July, Sept, Feb and May).
2. Attendance at all the Assembly of Representative meetings held over the full two years of the term, beginning with the Fall Assembly of the first year and ending with the Spring Assembly of the second. Assembly meetings are held twice a year on the third Friday and Saturday of May and a Saturday afternoon and Sunday in October in conjunction with the CPTA annual conference. Student Special Interest Group meetings occur in conjunction with Assembly meetings. During the first year of his/her/their term, the student serves as the program’s student alternate; during the second year, the student serves as the program’s official student representative.
3. The Golden Gate District has additional student representative guidelines and responsibilities as follows:

To be elected and retain office, the student representative must:

1. Be an APTA student member in good standing.
2. Be elected by his or her classmates.
3. Be in the first year of the school program when elected.
4. Be in good academic standing throughout his or her term of office.

5. Fully carry out the student representative responsibilities (as follows) to the satisfaction of the District and the Chief Representative.

Responsibilities of the student representative from each class:

1. Provide at least two reports each year to his/her classmates regarding APTA, Golden Gate District, and Assembly business.
2. Actively represent classmates at Golden Gate District meetings, at the Assembly, and with the Student Special Interest Group.
3. Attend all pre-Assembly preparatory meetings as called by the Chief Representative of the District and all Golden Gate District meetings.
4. Attend both the Forum and Assembly meetings in the spring and fall of both years of his/her term (except in an emergency). The student rep must notify the Chief Rep one month prior to any of the meetings that s/he will be unable to attend.
5. Fully orient the alternate student rep to the process should the student rep be unable to attend a specific Forum/Assembly.
6. In the second year of his/her term, serve as a mentor for the new first year student representative.

## Research Information

### Required Student Research

#### Purpose

The purpose of the research curriculum is to teach students how to be critical consumers of research literature, how to problem solve using principles of logic and critical thinking, and to ask questions that can be answered by applying scientific methodology.

#### Required Core Components

The core required components of the research program include the following:

1. PT 251A/B Research Design (4 quarter units) courses are taken in the summer and fall of the second year. These courses explore the underlying theoretical concepts that guide the design of clinical research studies. Students will be introduced to the scientific method and to a variety of research methods and designs. The goals for this course are for students to: 1) learn research designs that will be applicable to their future physical therapy practice; 2) develop a research question and design an appropriate study for that question; and 3) learn to critically appraise and become proficient consumers of research literature.
2. PT 419A/B/C Research Seminar Series (1.5 quarter units) is taken in the second and third years. Each part of this course series consists of three components: overview of a research topic, lecture and seminar series, and small group learning activities. Students will gain an understanding of the research methodologies used in the topic and will integrate the material presented with other coursework in the curriculum. At the end of the series, students will be able to understand and relate the relevance of research to the field of physical therapy.

## Elective Information

### Research and Elective Courses

To foster development of skills in critical thinking and scientific investigation, students may choose to work on a research project, clinical practice project or course coordinated by faculty. These projects or courses may include working one-on-one or in teams with a faculty member. These courses are not required; they are optional for students, based on individual interest.

PT 199 is the course number for electives for both research and non-research topics as described in the UCSF course catalog. For all PT 199 courses, the number of units and course expectations are specified in the course description which will be posted on the PT 199 [CLE page](#).

For research electives, PT 199 Mentored Research Concentration Elective mentors include faculty within the UCSF/SFSU Graduate Program in Physical Therapy, UCSF/SFSU researchers outside of the Program, as well as faculty at consortium institutions. Students may work individually or within a small group with a faculty member, depending on the type of research and faculty expectations. Research projects may either be clinically directed or involve participation in a laboratory-based, basic science study. Those students working as a group should have similar interests and course schedules that allow them to work together. Students focus their research in an area of faculty expertise. In some cases, students will collect and interpret data, learn new technologies, and/or contribute to the preparation of a manuscript or presentation. As part of this experience, students may co-author a manuscript with their research faculty mentor.

For non-research, PT 199 electives, supervising faculty include faculty within the UCSF/SFSU Graduate Program in Physical Therapy, as well as clinicians who are volunteer faculty or who are affiliated with the program. PT 199 electives are offered depending on faculty availability, and each faculty offering the course sets their own guidelines/ requirements.

## Faculty Clinical, Teaching, and Research Areas

Faculty	Clinical Area	Teaching Responsibilities	Areas of Research
<b>Core Faculty</b>			
Allen, Diane	Adult neurology	Neurorehabilitation, evidence-based practice	Outcome measurement, MS intervention
Ann, Vincent	Orthopedics	Orthopathokinesiology	
Armstrong, Elise	Orthopedics	Grand Rounds, Physical therapy assessment	
Arriaga-Martinez, Ivan	Orthopedics, spine care, amputee care	Orthopathokinesiology	Blood flow restriction training, telemedicine, myofascial decompression
Baxter, Stephen	Orthopedics, sports, pain	Psychosocial issues in rehabilitation	Manual therapy
Bhide, Heather	Neuro Rehab	Neuro Rehab, Vestibular	
Brockman, Harvey	Orthopedics	Orthopedic Residency	
Chaumeil, Myriam	Radiology, imaging	Research seminar	Imaging, neurological disease
Cheuy, Victor	Orthopedics, radiology	Research design, diabetes, and rehab	Musculoskeletal complications in diabetes, arthroplasty; applied biomechanics, imaging
Cong, Victoria	Cardiovascular and Pulmonary, Acute Care	Cardiopulmonary rehabilitation, Acute Care, clinical application of cardiopulmonary anatomy/physiology	
Dien, Alex	Neurologic rehabilitation	Medical screening and neuro rehabilitation	Virtual reality interventions for vestibular impairments, FES and telerehabilitation to improve foot drop in people with MS
Fecteau, Luc	Orthopedics, sports, performing arts	Therapeutic exercises, manual therapy	Manual therapy, performing arts injuries
Fitzsimmons, Amber	Acute care and acute rehabilitation	Anatomy and psychosocial issues in rehabilitation	Interprofessional education, Belonging in Health Profession Education, qualitative research

Gann, EJ	Neuro rehab	Neurorehabilitation	Virtual reality interventions for vestibular impairments, use of FES and telerehabilitation to improve foot drop in people with MS.
Hayes, Lisa	Cardiovascular & Pulmonary, Pelvic Health, Acute Care	Clinical education, Acute Care Residency	Critical care mobility, cardiac rehabilitation access in the healthcare continuum, Pelvic floor rehabilitation with cardiovascular & pulmonary comorbidities
Hernandez, Alex	Orthopedics	Orthopathokinesiology	TBD (In Progress)
Hoang, Cathy	Orthopedics	Ortho Residency	
Jaramillo, Theresa	Pediatric neuro, clinical education	Neuropathokinesiology, clinical education	Professionalism training, education
Keller, Daniel	Ortho, sports injury, amputee care	Ortho rehab, clinical education	Osseointegration for amputees
Kennedy, Kai	Orthopedics, Education	PT assessment, Clinical Education, Professionalism/Leadership (CARE)	Health Professions Education, Health Equity, Educational Equity, Global Health, Leadership
Kinder, Jennifer	Pelvic Health, orthopedics	Anatomy & Physiology	Postpartum care, female athletes, telehealth
Lee, Jet	Acute care, oncology	Acute care, evidence-based practice	Oncology rehabilitation, lymphedema
Leung, Kenneth	Orthopedics, sports	PT Procedures	Movement re-education
Lui, Andrew	Rheumatology, spine care, neuromuscular diseases	Therapeutic exercise, geriatrics, rheumatology, ergonomics, ALS	Rheumatology
Long, Arthur	Therapeutic exercise, manual therapy, orthopedics	Therapeutic exercise, manual therapy, orthopedics, modalities	
Matthew, Robert	Biomechanics,	Biomechanics,	Biomechanics, Robotics, Neuro Rehab
Nesbit, Casey	Pediatrics, acute care	Pediatric Neurorehabilitation, Motor Control, Acute Care, Health Promotion and Wellness, Evidence-Based Practice	Community health, Global health, Sociocultural factors influencing perceptions of disability
Pak, Sam	Orthopedics	Administration/Organization/Informatics	Patient outcomes, Quality Improvement, health systems, Informatics

Patel, Monika	Neuro rehab, adaptive yoga	Neuro rehabilitation	Telerehabilitation in Parkinson's Disease and other neurologic diagnoses.
Pawlowsky, Sarah	Orthopedics	Orthopathokinesiology, clinical education	Rotator cuff tears, exercise for urinary incontinence and pelvic pain
Pitsch, Erica	Neuro rehab	Advanced neuropathokinesiology, Motor Behavior, Evidence-Based Practice	Neuroplasticity. Technology in rehabilitation
Rosi, Susanna	Neuroscience	Neuroscience	Neuroscience, traumatic brain injury, radiotherapy, neuroinflammation, aging, space stressors, galactic cosmic ray.
Scheid, Alison	Ortho, neuro rehab	Medical screening, anatomy, residency	Concussion/mTBI, interprofessional education
Souza, Richard	Running Medicine, Gait biomechanics	Radiology, Gait, Running Biomechanics	Osteoarthritis, Gait biomechanics, quantitative MRI
Tobase, Patricia	Orthopedics, non-malignant hematology (pediatrics and adults), rare bleeding disorders		Rare bleeding disorders and physical therapy, rare bleeding disorders and musculoskeletal challenges. MSK US
Temple, Sara	Orthopedics, spine care	Physical therapy assessment, modalities	Multidisciplinary care for spine dysfunction
Wanek, Linda	Orthopedics	Orthopathokinesiology, case reports	

A full list of our volunteer clinical faculty can be found [here](#).