



UConn
UNIVERSITY OF CONNECTICUT

**College of Agriculture, Health
and
Natural Resources**

Department of Kinesiology

**DOCTOR OF PHYSICAL THERAPY PROGRAM
STUDENT MANUAL
2024-2025**

TABLE OF CONTENTS

I. INTRODUCTION

Mission Statement	4
Strategic Goals & Expected Program Outcomes	4
Program Values	5

II. EXPECTATIONS FOR STUDENTS

Key Student Responsibilities	6
Professional Behavior	7
Student Employment	7
Necessary Skills	7

III. ACADEMIC POLICIES

Entering Requirements	8
Public Engagement	9
Research Requirements	9
Cumulative Examination	10
Graduation Requirements	11
Curriculum Overview	11
Plan of Study	12
Grading and Performance Evaluation	13
Academic Performance and Professionalism	16
Grievance Procedures	19

IV. PROGRAMMATIC COMPLIANCE REQUIREMENTS

Compliance-related costs	20
Academic Requirements for Enrollment in Clinical Practicum Courses	20
Health Insurance	20
OSHA & HIPPA Training	21
Criminal Background Checks (CBC) and Drug Screenings (DS)	21
Student Consent & Attestation for Clinical & Field Placements Form	22

Health and Immunization Requirements and Annual Physical Examination	22
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V. ADMINISTRATIVE POLICIES AND GUIDELINES

The Kinesiology Building Keycard Access	23
Building Hours	23
Student Access to Equipment	23
Lost & Found	23
Maintain a suitable environment for learning	23
Physical Therapy Student APTA membership	24
Academic Policies	24
Students with Disabilities Information	24

VI. CODE OF ETHICS

APTA Code of Ethics	25
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VIII. APPENDIX

Faculty Contacts	27
Professional Behavior Feedback Form	28
University Policies and Procedures	29
Nondiscrimination Policy	32
Request for Student Leave Form	32
Important University Websites	33

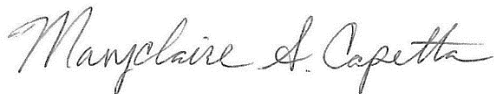
Dear Physical Therapy Student,

Welcome to the Doctoral Program in Physical Therapy at the University of Connecticut. Our Physical Therapy Program is dedicated to excellence as demonstrated through national recognition. We work to develop students with strong ethical standards who become educators, clinicians, practitioners, researchers, scholars, and leaders dedicated to improving education, health and wellness for all children and adults, and by so doing, strive to improve and enhance the quality of life in our ever-changing society.

We are committed to academic inquiry and expression, and this is demonstrated in our commitment to fostering evidence-based healthcare research, teaching, service, and community engagement. We are committed to cultivating leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. Our mission is to advance the health and well-being of the citizens of Connecticut, the nation and beyond through research and the preparation of highly competent physical therapists prepared for general practice.

Over the next several years you will have the opportunity to work with faculty, staff and peers in innovative and exciting ways that are sure to aid in your development as a well-rounded professional. We welcome you into our UConn physical therapy community!

Sincerely,



Maryclaire Capetta, DPT
Interim Program Director



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I. INTRODUCTION

Mission Statement

The Physical Therapy Program is dedicated to excellence as demonstrated through national recognition. We are committed to academic inquiry and expression by fostering evidence-based healthcare research, teaching, service and public engagement. We are committed to cultivating leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. Our mission is to advance the health and well-being of the citizens of Connecticut, the nation and beyond, in a sustainable manner, through research and the preparation of highly competent physical therapists prepared for general practice.

Strategic Goals and Expected Program Outcomes

- **Strategic Goal 1:** Provide a challenging, collegial, and diverse learning environment that fosters academic achievement, intellectual curiosity, and excellence in preparation for contemporary clinical practice.
 - Expected Outcomes:
 - Demonstrate excellence in teaching and student evaluation as well as contemporary expertise in areas of teaching responsibility as measured by:
 - 100% of the core faculty will demonstrate contemporary expertise in assigned teaching content as measured by University and Departmental Student Evaluation of Teaching, graduate assessment, and peer assessment.
 - 100% of core faculty will score an average of “very good to excellent” on University and Department Student Evaluation of Teaching annually.
 - 100% of core faculty will be recognized for Teaching Excellence by the University Provost.
 - At least 50% of core faculty will maintain evidence of advanced specialty training, including ABPTS Clinical Specialization, Fellowships, and other recognized credentials of advanced clinical practice skills.
- **Strategic Goal 2:** Continue a record of research and scholarship as evidenced by peer-reviewed publications, presentations at regional, national and international meetings by faculty and students and intramural and extramural funding.
 - Expected Outcomes:
 - 50% of core faculty will be actively engaged in scientific research with at least one grant submission, two published manuscripts, and regular scholarly presentations at the state, national, or international level annually.
 - 100% of core faculty will have an active scholarly agenda with at least two disseminated scholarly products each year.
- **Strategic Goal 3:** Faculty and students serve the physical therapy profession through service, scholarship and leadership.
 - Expected Outcomes:
 - 100% of core faculty will be actively engaged in service to, scholarship and/or leadership within the profession through local, state, or national level of a health sciences-related professional organization or journal.

- 100% of students participate in one or more professional activities annually (i.e., attending conferences, PT student service initiatives, state, or national meetings) prior to graduation.
- One student annually will serve as liaison to the Student Special Interest Group of APTA Connecticut.
- **Strategic Goal 4:** Faculty and students serve our communities through initiatives that promote a healthy, active lifestyle to promote health and wellness.
 - Expected Outcomes:
 - Faculty will facilitate 100% of DPT students in the provision of a minimum of 30 hours in a service learning/public engagement experience in the community.
 - 100% of DPT students will plan for and provide an annual health and wellness fair at a local facility in the community with faculty supervision and guidance.
- **Strategic Goal 5:** Faculty and students serve our communities through sustainable initiatives that provide best-practice physical therapy to underserved and vulnerable people.
 - Expected Outcomes:
 - Core faculty will integrate provision of best-practice physical services to underserved and vulnerable people into core clinical courses.
 - 100% of core licensed faculty will meaningfully contribute to the provision of physical therapy services to underserved and vulnerable people in our community.
 - 100% of students will participate in program initiatives that deliver care to underserved and vulnerable people.

Program Values

The Physical Therapy Program faculty:

- Value truth, honesty and open communication;
- Consider academic freedom and debate necessary for program development and well-being;
- Expect all members of the Program to be thoughtful, considerate, patient and to maintain positive working relationships with each other;
- Expect transparency in administrative actions within the limits of protection of personal privacy as is in keeping with the public mission of the University and an inclusive Program community;
- Anticipate that each member of the Program will accept responsibility for their performance improvement and that of the Program;
- Expect professionalism (conforming to the standards of the academic and physical therapy professions) of each member of the Program community;
- Consider instruction that integrates research and practice and is offered within an environment that both challenges and supports students essential to the development of life-long clinician-scholars;
- Embrace diversity in patients, students, faculty and staff as essential to the development of effective physical therapy practitioners and leaders;
- Accept responsibility to pursue scholarship that advances science and clinical practice;
- Value the integration of the best available evidence, clinician experience and patient values in the practice of physical therapy;

- Recognize that a high-quality clinical teaching program is a vital part of the curriculum and integral to the success of the Program;
- Value service and public engagement as essential experiences that enhance student and faculty research, support curriculum development and promote the University, Department, and Program as well as its faculty and students.

II. EXPECTATIONS FOR STUDENTS

Key Student Responsibilities

- Students must adhere to the policies in the University Graduate Catalog, which was current at the time of initial registration, and of the Physical Therapy Program Policies including Clinical Education Policies at the time of acceptance into the Physical Therapy Program as applicable.
- Meet the requirements for graduation as stated in the University Graduate Catalog. Meet the requirements for following the policies and procedures appropriate to the various institutions within the University: Library; b) Parking; and c) Health Services.
- Read and respond in a timely manner to all information sent to their university-issued email address and any additional material placed within their personal boxes.
- Students are responsible for all personal transportation necessary for class attendance, including classes held away from the Storrs campus and to clinical education experiences.
- Students are responsible for securing housing during the 3-year program, including housing during the clinical education experiences.
- Students must demonstrate appropriate and professional behavior at all times. Students are expected to dress appropriately for the situation. For example, when going to a physical therapy clinic or other health facility, students are expected to wear attire consistent with the facility's requirements, including professional dress clothing, medical scrubs or other clothing as specified by the institution.
- Students are responsible for maintaining a neat environment in classrooms, laboratories, and other student areas to optimize learning.
- Students are expected to attend all classes and laboratory sessions punctually; actively participate, and demonstrate self-reliance and personal responsibility for meeting the requirements of the program. Any required absences or tardiness should be communicated in a timely manner to the faculty member responsible for the course.
- Students are required to maintain current certification in CPR and First Aid for as long as they are enrolled in the DPT program.
- Students are required to pass a criminal background check and drug screen in order to maintain eligibility for clinical placements and state licensure.
- Students are required to complete all required health tests, immunizations, and forms, in order to participate in any clinical education experience. This includes any additional tests or examinations that may be required by the specific clinical site to which a student is assigned.
- Students must display academic integrity at all times. Academic dishonesty includes cheating and plagiarism. Cheating refers to giving or receiving unauthorized information or aid, examinations, and notes on examinations, papers or class assignments. Cheating also includes the unauthorized copying of examinations.

Professional Behaviors

The faculty of the Physical Therapy Program at the University of Connecticut has made a commitment to providing opportunities for its students to develop the entry-level skills, knowledge and attitudes needed for exemplary physical therapy practice. An important part of developing into a respected professional is developing a set of behaviors and values that, together with good content knowledge and hands-on skills, position graduates for success in their clinical environment. The Physical Therapy Program uses a Professional Behaviors Evaluation Instrument as one means of guiding the student's development of professional behaviors.

Student Employment

While it is recognized that students may have financial need during their educational career, it is recommended that due to the academic demands of the DPT program that students limit employment commitments. Students who work or volunteer part-time in a hospital or physical therapy clinics are not considered to be representing the Physical Therapy Program or the University of Connecticut. Students who work or volunteer in physical therapy clinics outside of regularly scheduled clinical education experiences are not covered by the Student Liability Insurance policy.

Necessary Skills

Motor skills: The student must have sufficient motor capabilities to execute the movements and skills required to provide safe and effective physical therapy patient/client management. These include, but are not limited to:

- Performance of moderately strenuous physical activities.
- Coordination, speed and agility to assist and safely guard (protect) patients who are walking, exercising or performing other rehabilitation activities.
- Adjust, move and position equipment and patients, which involves bending or stooping freely to floor level, reaching above the head, lifting, carrying, pulling, and pushing.
- Provide cardiopulmonary resuscitation.
- Manipulate small devices used in physical therapy; this involves adjusting gauges, dials, small nut/bolts, and equipment settings.
- Elicit information from patients by palpation, auscultation, percussion and other examination procedures.
- Legibly record/document all records required for academic and clinical coursework.

Sensory/Observational Skills: The student must be able to demonstrate the functional use of vision, hearing and other sensory modalities.

These include but are not limited to:

- Observe demonstrations and participate in laboratory coursework.
- Obtain an appropriate medical history directly from the patient or guardian.
- Determine the physical needs of any patient with potential emergency medical conditions.
- Palpate a pulse and detect changes or abnormalities of surface texture, skin temperature, body segment contour, muscle tone, and joint movement.

- Sufficient position, movement and balance sensations to assist and safely guard (protect) patients with movement dysfunctions.

Communication skills

Students must be able to utilize effective and efficient communication with peers, faculty, administrators, patients and their families, and other health care providers. These include but are not limited to:

- Read at a competency level that allows one to safely carry out all academic and clinical assignments.
- Effectively communicate verbally (interpret and express) information regarding the comfort and well-being of patients, and to communicate with patients/families, health care professionals and third-party payers.
- Recognize, interpret and respond to nonverbal behavior of self and others

Behaviors

Students must be capable of behaviors required for the successful conduct of physical therapy in all environments. These include but are not limited to:

- Developing empathetic and therapeutic relationships with patients
- Tolerating close physical contact with other students, colleagues, and patients
- Working appropriately with patients, other students and co-workers in stressful situations
- Prioritizing multiple tasks, integrating information and making decisions.
- Acting safely and ethically during all academic and clinical environments
- Establishing rapport with patients, students, and coworkers from a variety of ethnic and cultural backgrounds.
- Exercising sound judgement

III. ACADEMIC POLICIES

Entering Requirements

Admission to the DPT Program in the Department of Kinesiology of the College of Agriculture, Health, and Natural Resources is competitive. Admission decisions are based upon grade point average in all studies and the specific science prerequisites (see below), Graduate Record Examination scores, the quantity and scope of the applicant's experiences in physical therapy or other health related areas, and evidence of leadership skills with a potential to contribute to the profession. The College of Agriculture, Health, and Natural Resources and the Physical Therapy Program actively pursue and support students with diverse backgrounds. Applicants to the DPT program are expected to demonstrate outstanding ability and to show record of previous scholarship and experience that indicates the likelihood of superior performance in their professional preparation. Meeting minimum requirements does not assure acceptance into the program.

Students are advised to complete the Graduate Record Examination and applications by December 1 of the year prior to their expected matriculation date. Prerequisites may be taken after the application deadline, but

satisfactory performance with completion prior to the start of the program is required. Students must complete their baccalaureate degree within one month of their matriculation in the program.

Pre-requisite courses for admission into the Doctor of Physical Therapy program:

- General Biology with lab
- General Chemistry I & II with lab
- General Physics I & II with lab
- Human Physiology & Anatomy I & II* with lab
- Psychology (2 courses)
- Statistics

Public Engagement Programmatic Requirement

Students are required to participate in a minimum of 30 hours of public engagement activities across the first two years of the DPT Program. These hours are in excess of the requirements for PT 5465. Students are responsible for tracking and documenting hours to meet this requirement.

Research Project Requirements

The practice of evidence-based physical therapy requires knowledge of clinical research. Thus, students in the Doctor of Physical Therapy program are expected to participate in a scholarly endeavor involving one or more faculty mentors and one or more physical therapy students.

Students must present their project at the end of their third spring semester and complete a written report by the end of that semester in the program. The paper must be in a form and of a quality that is consistent with submission to a professional journal in accordance with the "Instructions to Authors". (e.g., Physical Therapy, Archives of Physical Medicine and Rehabilitation etc.)

The curriculum will help students to prepare for this project, but it is the students' responsibility, in collaboration with their faculty mentor(s), to see that the presentation and paper are ready at the required time. A passing grade on the project, awarded in (PT 5448) is required to graduate from the DPT program. The paper can take one of the three forms that are described below.

A. Systematic Review

A systematic review can be conducted in association with one or more faculty mentors and physical therapy students. Only reviews for which there is a prior agreement of collaboration from a University of Connecticut faculty member are allowed. While publication of the review is not required, it is expected that the review will be of such a quality that it could be submitted for publication. The review must be systematic. A mere summary of the literature on a topic is not satisfactory. Topics for systematic reviews should be developed with and approved by the faculty mentor prior to beginning the research project.

B. Research Report

A research project is conducted in association with one or more faculty mentors and physical therapy students. Only research projects for which there is a prior agreement of collaboration from a University of Connecticut faculty member are allowed. To facilitate such collaboration, project topics and ideas with which faculty are willing to involve students will be conveyed to students. Although more than one student may be involved in a project, each student must participate in data management and preparation of a paper conveying substantive findings. While publication of the report is not required, it is expected that the paper will be of such a quality that it could be submitted for publication.

C. Major Case Report

In the unlikely event that a student fails to meet the research requirements as delineated above, as deemed to be through no fault of the student, a student may complete this requirement through the development and preparation of a major case report. The student will select a real case from his or her clinical affiliations and a faculty member is recruited to assist the student in the selection of an appropriate case and who will supervise the student's writing of the case report. The case should be unique or illustrative so as to expand the knowledge or understanding of those who read it. Reports are to be written with the APTA's "Writing Case Reports" (McEwen, 2009) as a guide and should describe patient management using the format of the "Guide to Physical Therapy Practice".

Arrangement for students to work with one or more research mentors is generally completed by the end of the first fall semester and no later than the first spring semester.

Role of the Research Mentor:

A research mentor is responsible for guiding the student in a research initiative approved by the Program Director of Physical Therapy. Their role is to direct the student and help ensure a successful completion of a presentation of their work, and a written report in a format suitable for submission in a professional journal as a component of PT 5448.

Cumulative Exam

Prior to the start of full-time clinical practicum courses, each student must pass a cumulative examination. The examination is a comprehensive review of all curricular content. The exam consists a written examination and case-based practical examinations content areas: Medical/surgical and orthopedic/musculoskeletal. The students complete a practical examination and appropriate documentation for each case. Students must meet the standard as required by the faculty in each content area in order to enter full time clinical training. If a student fails to demonstrate competency in one or more content areas, he or she will be permitted to retake the practical exam up to 2 times at the discretion of the Academic Advisory Committee. Additional remediation may be required to satisfy the requirement of successful completion of the cumulative examination. Remediation is at the discretion of the collective faculty based upon cumulative exam results. Examination retakes will be conducted in a 2-week period following the cumulative exam, and students should plan to be available during this time.

Academic Requirements for Graduation

In order to receive the Doctor of Physical Therapy (DPT) degree from the University of Connecticut the student must:

- Achieve a minimum overall GPA > 3.0.
- Satisfactorily Complete all Physical Therapy coursework with a grade of C- or above.
- Complete a total of 33 weeks of Full time Clinical Education with credit.
- Students must follow all University guidelines for applying for graduation. This is accomplished through the student record management system (PeopleSoft) during the final spring semester according to the graduate school requirement.
- Application for the Degree
 - The formal application must be filed on the official form provided by the Graduate Records Office. If filing is not timely, conferral is delayed to the next conferral period, even though all other degree requirements may have been completed on time.

Curriculum Overview

The entry level DPT is undertaken after students have received a bachelor's degree in a relevant field and completed all prerequisites. Students are required to complete a highly structured program of study over a total of 6 regular semesters and 3 summer sessions which includes coursework in: basic and clinically applied sciences, clinical medicine, evidence-based practice and research, rehabilitation, management, and clinical practical. Students are educated to work in and with a variety of patients and clinical settings. There is no emphasis on one area of physical therapy practice. Areas covered include acute care, subacute care, long term care, orthopedics, and neurological rehabilitation.

The program is designed to prepare entry level practicing physical therapists. Emphasis is placed on developing the knowledge, skills, and attitudes necessary to function in the complex, dynamic, health care environment. The program prepares students for the licensure examination and autonomous practice as a generalist. The curriculum exposes students to areas of specialty practice within physical therapy, but students must recognize that additional training is required for specialty certification.

Related Costs

[2024-2025 Graduate Physical Therapy Tuition and Fees | Office of the Bursar \(uconn.edu\)](#)

1. Tuition for Academic Years and Summer sessions for all three years.
2. Books and course materials
3. Travel expenses for integrated clinical experiences and full-time clinical practicums.
4. Housing, food, and other living expenses during the program.
5. Costs to maintain compliance (physician and lab fees, background checks and drug screens)

The DPT Plan of Study/Course Sequence

UNIVERSITY OF CONNECTICUT DOCTOR OF PHYSICAL THERAPY PROGRAM
Curriculum Sequence

Summer 1						
PT 5410	Human Anatomy: Trunk & Upper Extremity	4		PT 5412	Human Anatomy: Pelvis & Lower Extremity	4
PT 5440	Evidence-Based Practice in Physical Therapy	3		PT 5414	Clinical Human Physiology	3
PT 5480	Interaction For Health Care and Society	3			Total credits	17
Fall 1			Spring 1			
PT 5416	Clinical Neuroscience	5		PT 5451	Acute Care Management	5
PT 5460	Introduction to Clinical Education	1		PT 5469	Integrated Clinical Experience, Acute Care	1
PT 5420	Foundation in Clinical Pathology	3		PT 5422	Cardiopulmonary Pathology	2
PT 5430	Functional-Biomechanical Relationships	3		PT 5434	Foundations for Systems Review	2
PT 5450	Fundamentals of Physical Therapy Examination	5		PT 5432	Motor Control & Its Clinical Applications	4
				PT 5418	Clinical Pharmacology	3
	Total credits	17			Total credits	17
Summer 2						
PT 5424	Musculoskeletal Pathology	4				
PT 5437	Education & Communication for Physical Therapist	3				
PT 5452	Therapeutic Interventions I	2				
PT 5438	Professionalism for the Physical Therapist	2				
	Total credits	11				
Fall 2			Spring 2			
PT 5431	Prevention, Health Promotion, Fitness & Wellness	2		PT 5456	Neuromuscular Rehabilitation	4
PT 5465	Public Engagement in Prevention, Health Promotion, Fitness & Wellness*	1		PT 5466	Integrated Clinical Experience - Neuromuscular	2
PT 5458	Pediatric Physical Therapy	2		PT 5455	Essentials of Rehabilitation Practice	3
PT 5481	Therapeutic Interventions II	2		PT 5446	Evidence-Based Practice Seminar	2
PT 5453	Musculoskeletal Rehabilitation- The Spine	3		XX XXXX	Elective (see below for internal program options)	3
PT 5454	Musculoskeletal Rehabilitation-The Extremities	3				
PT 5463	Integrated Clinical Experience - Musculoskeletal	2				
PT 5433	Management for the Physical Therapist	3				
	Total credits	18			Total credits	15
Summer 3						
	Cumulative Examinations (May)	0				
	Total credits	0				
Fall 3			Spring 3			
PT 5461	Clinical Education I (10 weeks)	8		PT 5467	Clinical Education III (12 weeks)	8
PT 5464	Clinical Education II (11 weeks)	8		PT 5448	Capstone Scholarly Report Preparation	2
	Total credits	16			Total credits	10
Electives Offered (Spring 2)						
PT 5471	Manual Therapy in the Management of Musculoskeletal Disorders	3				
PT 5472	Advanced Pediatric Physical Therapy	3				
PT 5473	Geriatric Physical Therapy	3				
PT 5474	Leadership and Action for Health Professionals	3				

*Semester may vary based upon availability

<https://physicaltherapy.cahnr.uconn.edu/plan-of-study/>

Grading and Performance Evaluation

The Doctor of Physical Therapy program adheres to the Policies on grading and performance evaluation as specified by the Graduate School.

Policies on academic regulations from the Graduate School can be found here:

<https://gradcatalog.uconn.edu/grad-school-info/academic-regulations/>

An excerpt from the Graduate School Academic Regulations Policy on Grades is included here for your reference:

Course Credit and Grades

Any student who is regularly registered for a course and who satisfies the course requirements shall receive credit for that course. A student is regularly registered for a course only if that student has conformed to all university or college regulations or requirements when applying to register. Note that course credit by examination is not allowed as a means of accumulating credits to meet the requirements for advanced degrees.

Instructors are required to file grades with the Office of the Registrar for all credit-bearing courses taken by a student. Although instructors are free to set the standard of performance expected in their courses, the uniform scale below is published to encourage general agreement on the meaning of grades. Students are required to maintain in their course program at least a “B” (3.0) average, for which a grade point average will be computed using the chart below.

Instructors grade graduate courses based on the following letter and point system.

Explanation	Final Grades	Grade Points
Distinction	A	4.0
	A-	3.7
Good Quality	B+	3.3
	B	3.0
	B-	2.7
Below Expected Standard	C+	2.3
	C	2.0
	C-	1.7
Unsatisfactory Quality	D+	1.3
	D	1.0
	D-	0.7
Failure	F	0
Satisfactory (Good Quality)	S	N/A
Unsatisfactory/(Failure)	U	N/A
Withdrawal	W	N/A
Non-Credit Registration	R	N/A

Final grades of “S” (Satisfactory) or “U” (Unsatisfactory) are associated only with certain courses designated as such by the Executive Committee of The Graduate School. An “S” is a passing grade and is not computed into the student’s grade point average. A “U” is viewed as a failing grade and is grounds for academic dismissal. For more information, refer to the Termination of Status and Academic Dismissal section.

With permission of their major advisor, graduate students may convert any course, undergraduate or graduate, to a Pass/Fail basis. A course that has been converted to a Pass/Fail cannot be used to meet the requirements for a graduate degree or certificate and cannot be included on a student’s final Plan of Study. For graduate students converting a course to Pass/Fail, a passing grade is defined as a grade of C- or higher. Students who are selecting a course for the Pass/Fail option or want to convert a Pass/Fail back to a graded basis must do so by the eleventh week of the semester. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

The grades “R,” “T,” and “W” on a transcript signify the following:

Letter	Explanation
R	Administrative symbol signifying that a student is registered. Any zero-credit course (e.g., GRAD 5997, 5998, 5999, 6998, or 6999) for which a student registers appears on the permanent academic record with the letter “R” as the grade.
T	Course credit has been accepted in transfer from another institution.
W	Withdrawal from a course after either the 10th day of a semester course or the first week of a summer session course. Except in extraordinary cases where academic factors or extreme or unusual circumstances warrant it, this mark is not deleted from the permanent academic record.

Note that an official transcript of an individual’s graduate academic career includes grade point average calculations based on all coursework completed during the student’s graduate career (including any 1000 -level courses). Plus and minus values that are assigned to grades are entered on the permanent record and are computed into the student’s grade point average. However, neither credits completed elsewhere and accepted in transfer by The Graduate School nor S/U or P/F grades affect the student’s University of Connecticut grade point average in any way.

Temporary Grades

Temporary grades signify that credit has not been earned in that course and may subject the student to scholastic probation or dismissal. Temporary grades shall not prevent the calculation of either the semester or the cumulative grade point average.

An instructor may assign one of the following temporary grades for a course when student work is not completed within the semester.

Temporary Grade	Conditions for Assigning a Temporary Grade
N No basis for grade	A student has completed few or no assessments and no make-up schedule has been agreed upon with the instructor; the instructor has no basis for a grade.
I Incomplete Grade	A student has not completed all of the assessments but work completed is of passing quality and a make-up schedule has been agreed upon with the instructor.
X Final assessment absence	A student did not submit a final assessment and might by means of a satisfactory performance on the assessment complete the course with a passing grade. If in the opinion of the instructor such a student would fail the course regardless of the result of the assessment, the student shall be given a grade of "F."

Unsatisfactory grades may delay progress in the program. Because the program curriculum is sequential and knowledge and application build from previous material, successful completion of all coursework each semester is a requisite for continuation in the program.

The members of the Physical Therapy faculty regularly monitor the performance of each student in all facets of the program (classroom, laboratory and clinic) at the close of each semester of their graduate education to determine their readiness to progress in the program. Performance evaluations are conducted by the Physical Therapy faculty in advance of confirmation of the first two clinical experiences and then again prior to confirmation of the final clinical experience specifically to determine the adequacy of each student's knowledge, proficiency level and their preparedness to interact safely with patients in their requested clinical education sites. This is done prior to confirming the clinical education site so that faculty can make changes to the site if faculty deems the student not adequately prepared for the PT environment requested. If at any time, a student's level of performance, progress in completing the academic requirements for the degree, or professional development/or suitability is considered to be unsatisfactory, the faculty and the Academic Advisory Committee may require remedial action on the part of the student or recommend dismissal to the Dean of the Graduate School.

Academic Performance and Professionalism

Student Academic Performance and Professionalism is monitored via the Academic Advisory Report. The following paragraphs describe the Report, categories that represent academic and professionalism concerns, process by which concerns will be addressed, and consequences.

Academic Advisory Report- Introduction:

All students of the UConn Doctor of Physical Therapy Program (DPT) are expected to maintain a high level of academic performance and professionalism. Substandard academic performance and unprofessional behaviors can predict poor outcomes during clinical experiences. Due to the importance of academic coursework mastery and professionalism on safe patient handling and treatment outcomes, the following Academic Integrity categories were developed so that faculty can monitor academic performance and professional behaviors and report them in real-time via the Academic Advisory Report.

Categories and Interpretations:

Along with the interpretation of the categories below are 1) related APTA Core Values and 2) specific concerns that these issues raise with advancement to the clinical phase of the program.

1. Cumulative GPA below 3.0, course grades of D, F or U, or semester grades suggesting a trajectory toward these marks.
 - a. Student received a grade or grades during the semester that will make achieving required end of semester benchmarks difficult.
 - i. Related APTA Core Values: Excellence, Professional Duty
 - ii. Concerns for advancement to clinical experiences: Student will not have knowledge and skills necessary to manage patients safely and effectively.
2. Demonstrates defensiveness and/or lack of accountability
 - a. Student does not assume responsibility for poor academic or clinical performance.
 - b. Student demonstrates a poor response to constructive feedback and/or blames others (other students, faculty, clinical instructors) in difficult situations rather than focusing on how they themselves may improve
 - i. Related APTA Core Values: Accountability
 - ii. Concerns for advancement to clinical experiences:
 - I. Student may not respond in a professional manner to feedback given by clinical instructors and patients. They may blame clinical instructors or patients when issues with the student's performance arises.
3. Arrives Late to Class or other required program events
 - a. Student arrives late to scheduled class session without prior notice and/or circumstance deemed acceptable by instructor
 - i. Related APTA Core Values: Accountability, Integrity
 - ii. Concerns for advancement to clinical experiences: Arriving late to clinical site, possibility preventing patients from receiving their care.
4. Submits Assignments Late
 - a. Student submits assignment past due date without prior notice and/or circumstance deemed acceptable by instructor
 - i. Related APTA Core Values: Accountability, Integrity

- ii. Concerns for advancement to clinical experiences: Student may not complete assignments from clinical instructor and therefore may not be ready to manage upcoming patients safely and effectively.

- 5. Demonstrates lack of respect for classmates, faculty, or patients during interaction/communication
 - a. Student interactions and/or communication (verbal or electronic) with classmates, faculty, and/or patients is viewed as impolite, sarcastic, or shows a disregard for the other person's individual differences and/or needs.
 - i. Related APTA Core Values: Compassion and Caring, Altruism
 - ii. Concerns for advancement to clinical experiences: Student will not be respectful of clinical instructors' time or needs, or may not be sensitive to individual differences of clinical staff, patients, or other clinical stakeholders.

- 6. Lacks integrity with regard to assignment submission or test taking
 - a. There is reasonable evidence to conclude that the student shared work for assignments intended to be completed individually, or that a student attempted to view others' work during an exam.
 - b. There is reasonable evidence to conclude that a student communicated about the details of a practical exam (or other work that is not completed simultaneously by all students)
 - i. Related APTA Core Values: Integrity
 - ii. Concerns for advancement to clinical experiences: Lack of integrity or honesty when communicating with and educating patients and families.

- 7. Fails to respond to and/or complete requests for information that is vital for program advancement or clinical placement (compliance-related medical testing, background checks or other pre-placement responsibilities).
 - a. The student does not respond in a timely fashion to requests for information. "Responding" entails acknowledging the responsibility of completing the request (even if it cannot be done immediately) and asking any pertinent questions via email or other communication within 1 week.
 - b. The student does not complete tasks requested by specified due date.
 - i. Related APTA Core Values: Accountability, Professional Duty
 - ii. Concerns for advancement to clinical experiences: Student may not respond to UConn DPT Program or the clinical site requests for information, preventing on-time start of clinical and causing disruption of patient care.

- 8. Lacks attentiveness, initiative, and/or interest in classroom, lab, or clinical experiences
 - a. Student use of technology or websites unrelated to classroom session (use of social media or unrelated websites during class time)
 - b. Student is not practicing appropriate skills during designated times during lab
 - c. During Integrated Clinical Experiences, student does not show interest, does not effectively interact with clinical staff and patients, and/or fails to initiate involvement with patients (as CI allows).
 - d. Student does not show up for assigned clinical or other patient-related experiences where patient care and outcomes may be negatively affected by student absence.
 - i. Related APTA Core Values: Altruism, Excellence
 - ii. Concerns for advancement to clinical experiences:
 - I. Student will not possess skills that will ensure safe management of patients.
 - II. Student absences will continue during clinical experiences and result in patients not receiving required care.

Possible Consequences:

Substandard academic performance and unprofessional behaviors may negatively affect general advancement in the DPT program. Consequences include having to repeat courses (which prevents progressing to subsequent semester), remediation (additional assignments, examinations, clinical hours, lab practice time, etc. depending on issues identified), disallowing the start of the full-time clinical phase of the program (Year 3), and dismissal from the program. In addition, identified issues with academic performance and/or professional behavior will be factored into the clinical placement process. Therefore, students without a history of issues may be placed ahead of those who have demonstrated sub-optimal academic and professional development. Consequences related both to general DPT program advancement and advancement to the clinical phase stem from the concern that issues with academics or professionalism may have negative effects on safe patient handling and outcomes.

Process Following Identified Issue:

Repeated issues with professional behaviors will necessitate draft of the Academic Advisory Notice and a meeting with the Academic Advisory Committee. The committee (possibly in collaboration with the UConn Graduate School) will determine which consequences are appropriate.

Student academic performance measures will be in the form of grades awarded for classroom and clinical work. In the absence of academic performance that falls below Program and/or Graduate School standards, students of higher performance will not necessarily be awarded affiliations over lower performing students. Rather, academic performance differences may serve to ensure more difficult or rigorous placements are matched with students who have demonstrated abilities and behaviors that support success in such an environment.

Policies Regarding Satisfactory & Unsatisfactory Grades

For the following three PT clinical practicum courses, (PT 5461, PT 5464, PT 5467), students receive a grade of either S (satisfactory) or U (unsatisfactory). Per policy of the Graduate School a grade of U signifies failure in the course and necessitates a recommendation by the advisory committee to the Graduate School as to whether or not the student shall be permitted to continue graduate study. Please see the Program's Clinical Education Manual for specific information regarding grading of full time clinical practicum courses.

Due Process

- Appeal of a Grade on a Paper or Test (must be made prior to end of course)
The student contacts the instructor for an appointment to review the paper or test in question. It is up to the instructor to make the decision in this situation. If the student is not satisfied, he/she may ask the Program Director to attend the meeting between the faculty member and student in which the paper or test is reviewed.
- Appeal of a Course or Outcome of a Cumulative Exam (must be made within 30 days of final examination)

The student should first discuss the reasons for his/her appeal with the instructor of the course or in the case of the cumulative exam the Program Director. If no satisfactory agreement is reached the student may submit an appeal in writing to the Program Director. The written appeal should contain the information and reasons the student believes the grade or the outcome of the cumulative exam is incorrect or should be changed. The Academic Advisory Committee will review the appeal and will recommend a course of action regarding the course grade or cumulative examination evaluation.

- **Appeal Process Related to Recommendation of Academic Dismissal**

In cases where a recommendation of dismissal from the Physical Therapy Program is made by the Academic Advisory Committee to the Graduate School the student will be notified by the Graduate School. A process to request a hearing and appeals procedures are described in the Graduate Catalog and thus are the policy of the Physical Therapy Program. Students should refer to the Graduate Catalog for complete information and may direct questions to the Program Director, Department Head, or the Graduate School.

- **Grievance Procedures**

The University of Connecticut's Graduate School policies regarding students who feel aggrieved or uncertain about whether or not they have been treated fairly by a faculty or staff member have several routes that can be taken to seek resolution or redress. Because many difficulties can result from misunderstandings, clear communication and informal mediation are believed to be the most effective and least anxiety-provoking mechanisms to resolve student grievances. Usually, the first approach is for the student to request a meeting with the faculty or staff member in order to state the problem and to attempt a direct solution.

If that proves unsatisfactory or should such a meeting seem undesirable given the particular circumstance, there are several choices. Sometimes appropriate mediation can be provided by other faculty or staff in the School or at other campus units such as the Women's Center or one of the cultural centers or religious institutions. Alternatively, the student may consult with the Program Director, the Department Head, or the Dean, usually in that order. It is the responsibility of the academic administrator, then, to gather the facts in the case and seek a mutually acceptable resolution. All faculty and staff in the School report ultimately to the Dean and formal action can be taken at that level, if appropriate. In the event that the initial collection of facts suggests a violation of law or of explicit university policy concerning prejudice or harassment, the administrator will immediately consult with appropriate staff in Human Resources or the Provost's Office regarding appropriate action.

The Doctor of Physical Therapy Program's Grievance Procedures are as follows:

Step 1. If a student has a grievance with faculty or staff associated with the program, the student should meet first with the person that is believed responsible for the grievance in an attempt to informally resolve the problem. It is believed that most student concerns can be resolved through direct and open communication between the parties concerned.

Step 2. If the student is not satisfied with the results of the informal meeting, s/he should submit a written complaint to the primary faculty, along with a request for a meeting with the primary faculty. One of the DPT faculty members, who is not involved in the grievance, will be selected to serve as a mediator. The written grievance should be presented promptly to the primary faculty and prior to the scheduled meeting. The student grievant may be accompanied by a representative of his/her choice at any step of the process. Subsequent to this meeting, the program director will return a written response to the

student grievant within ten working days. If the grievance is resolved, a copy of the written resolution should be included in the student's file.

Step 3. If the student grievant is dissatisfied with the results of Step 2, s/he may appeal in writing to the Director of the Physical Therapy Program within ten working days of the date of the Step 2 response. Upon receipt of the appeal, the Program Director will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. After the Step 3 meeting, a written response will be issued to both parties within fifteen working days.

Step 4. If either party is dissatisfied with the results Step 3, s/he may appeal in writing to the Associate Dean of Academics of the College of Agriculture, Health, and Natural Resources within ten working days from the date of the Step 3 response. Upon receipt of the appeal, the Associate Dean will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. A written response will be issued to both parties within fifteen working days. The Step 4 decision shall be deemed final and binding. A copy of the final grievance and results will be maintained in the students file for historical purposes.

Change in Research Project Faculty Research Mentor or Faculty Advisor

The student makes a written request through the Program Director to change their research mentor(s) of faculty advisor.

V. PROGRAM COMPLIANCE REQUIREMENTS

Students should review the Program's Clinical Education Manual of Policies and Procedures regarding all clinical education policies.

Compliance-related costs

Students are responsible for all of the fees and charges related to the Health and Immunization Requirements, CPR certifications, Criminal Background Checks, Drug Screenings and Health Insurance.

Academic Requirements for Enrollment in Clinical Practicum Courses

All students are reviewed by their faculty advisors and the faculty as a group to determine readiness for full-time clinical rotations. Students who have received below a C in any previous coursework or are not making suitable progress in meeting the academic requirements for the degree, or professional development will be reviewed by the program's advisory committee to determine whether they may progress to participation in full time clinical rotations. Specific policies and procedures regarding readiness for clinical education can be found in the Clinical Education Policy and Procedure Manual.

Health Insurance

All students are required to carry at least the minimum coverage of health insurance as stated in the University's student health policy. It is the student's responsibility to provide a copy of their health insurance card to their Complio account each year. The student will assume responsibility for any medical expenses incurred while participating in the clinical portion of their program.

All UConn students are eligible to enroll in the Student Health Insurance Plan (SHIP). Graduate students are automatically enrolled if they are not covered by another plan (under a parent or an employer-based plan). It is strongly advised that students review their fall fee bill to determine if they have been automatically charged for/enrolled in the plan (a separate line-item titled Health Insurance would appear under their Fall term fees). If they have been charged but have other coverage, they would need to complete an online waiver to waive/decline the SHIP.

See: <https://studenthealth.uconn.edu/fees-insurance/> for more information.

OSHA Training

The Department of Physical Therapy, in cooperation with the Office of Clinical Placement & Coordination (OCPC), and in compliance with the OSHA Blood Borne Pathogen Standard, will provide mandatory annual training sessions for all students via HuskyCT. All students must provide proof of completion of the course each year or they will not be allowed in any clinical environment. This policy must be adhered to for both integrated clinical experiences and for all full-time practicum courses.

HIPAA training

All students will receive online training in HIPAA (Health Information Privacy & Protection Act) Safety & Privacy during their initial summer of orientation via HuskyCT. Thereafter, students will be required by the individual clinics to undergo further HIPAA, Training as part of their pre-clinical requirements. The Office of Clinical Placement & Coordination (OCPC) will assist students in how to obtain this training.

Cardiopulmonary Resuscitation / Basic Life Support Certification

A current certificate for the American Heart Association Basic Life Support with CPR and AED training is required throughout the time the student is in the PT program. New students must submit a copy of a valid CPR cards during the first summer semester to their online Complio records management account. Continuing students must submit a copy of re certifications in advance of their expiration dates. On-line courses will not be accepted. Any student whose CPR expires before the end of a part-time or full-time clinical experience course will be pulled from the course in collaboration with the OCPC. Missed days for this reason will need to be made up at the discretion of the course instructor and clinical personnel at the clinical site.

Criminal Background Checks (CBC) and Drug Screenings (DS)

Incoming students will get a Criminal Background Check, a FACIS III clearance and a 12-panel drug screening in the first summer after orientation. Most clinical sites require an additional CBC and/or DS before a student is allowed to begin their final three affiliations. The OCPC will assist students in using the COMPLIO system to get these done and each student will be responsible for their own reports. The reports may be sent to a student's clinical site upon request of the site's coordinator.

The OCPC Clinical Case Manager oversees the CBC reports and will inform the DCE and Program Director if a negative result occurs. If the report is negative, the DCE is informed and meets with the student to discuss the effect this will have on clinical education courses and site selection. A negative return on a CBC or a failed DS result *WILL LIKELY* preclude participation in clinical experiences, as well as your ability to be licensed to practice in some or all states. Students are strongly encouraged to discuss ANY concerns either anonymously with the OCPC Clinical Case Manager at clinicalcasemanager@uconn.edu, or personally with the Program Director at the start of their training, since the nature and timing of criminal offenses are considered. Please note that clinical sites, not the DPT Program or OCPC have ultimate authority in permitting students to participate in clinical care at their facilities.

Student Consent & Attestation for Clinical & Field Placements Form

Every UConn student involved with clinical healthcare training is required to sign this waiver, which releases their health records, background screenings information, documentation regarding training and other individually identifiable records held by the participating clinical training department / program at UConn. These records are protected under the Family Educational Rights and Privacy Act (FERPA) and/or other relevant federal/state laws, and may not be disclosed without specific permission, except in limited circumstances as permitted or required by law.

Health and Immunization Requirements

Physical Therapy students must be free of communicable disease and in good health in order to be admitted to any clinical environment. Practice in clinical settings where actual patients will be seen requires that those patients be protected from communicable disease. Students will not be allowed to participate in any clinical education opportunity unless they can demonstrate that they have the following:

Annual Physical Examination and Immunization/Vaccine Requirements

- a. A Physical Examination must be completed in the first summer of the program, and annually thereafter, using the form found at: <https://ocpc.office.uconn.edu/physical/>
- b. Documentation of immunity via positive lab titers for:
 - Measles
 - Mumps
 - Rubella
 - Varicella
 - Hep B
- c. Annual test for tuberculosis, either Quantiferon blood test or PPD/Mantoux skin test, If results are positive, the record must include documentation of a chest x-ray and/or INH treatment.
- d. Annual Flu vaccine
- e. TDAP, Tetanus, diphtheria and pertussis shot at least every 10 years.
- f. Record of the COVID-19 vaccine series and subsequent boosters

Every student's health record is maintained by both UConn Student Health and Wellness (SHAW) and also the online health records management portal COMPLIO (through American DataBank), with assistance by the

OCPC. Relevant student health information will be provided to clinical sites where the student will provide patient management. The OCPC, along with the COMPLIO system will remind students of required health policies prior to clinical experiences. Students must complete all the necessary health data forms in a timely fashion. Failure to do so will result in delay of the experience.

Students are encouraged to inform the Program Director or DCE if they have a physical or mental health condition that might limit their ability to successfully complete didactic coursework or a clinical rotation. Concerns regarding a student's physical or mental health status are especially important for clinical rotations since health issues could also place patients at risk. The Program Director and DCE will work with the student, graduate school, clinical site, and any other campus resources if there are concerns about the student's physical or mental abilities at any stage of the DPT program.

V. ADMINISTRATIVE POLICIES AND GUIDELINES

The Kinesiology Building Keycard Access

Each student will be granted access to the building during set non-business hours. Students will utilize their University-issued identification card to access the building during these times. The point of entry is the keypad at the front door of the building.

Building hours:

The building is open Monday-Friday from 6:00 am to 11:00 pm. The students can access the building by using their identification cards during the following hours:

Monday-Friday from 6:00 am to 11:00 am and from 5:00 pm to 11:00 pm
Saturday and Sunday from 8:00 am to 5:00 pm

Student Access to Equipment

- Do not use gym equipment alone. Students assume responsibility for any risks associated with the use of the equipment.
- Do not bring any equipment or supplies home with you without express written permission of the program director.
- Respect the space and the equipment that you are given access to.

Lost & Found

- Lost and found items will be stored in the front reception area in the Lost & Found designated box. If items are not claimed by the end of the semester the items will be disposed of.

Maintain a suitable environment for learning

- As a community it is each individual's responsibility to maintain the areas of daily use in the building i.e. wash dishes you have used, clean up after using equipment and return items to the proper storage area, throw away any trash.

Physical Therapy Student APTA membership

Students are strongly urged to become student members of the American Physical Therapy Association (APTA), the American Physical Therapy Association of Connecticut (APTA of CT), and sections that are of particular interest to the students. Students are encouraged to attend national APTA meetings and APTA of CT meetings as part of their professional development.

Administrative Policies

- Students are not permitted in any faculty member's office without the faculty member being present, unless authorized by that faculty member or accompanied by another faculty member.
- Permission must be obtained from the Program Director, or other responsible person within the Program, prior to posting any notices on any of the bulletin boards.
- Absences from Final Examinations:
 - If, due to extenuating circumstances, a student cannot take a final examination as announced in the Final Examination Schedule, the student must ask permission from the Program Director to reschedule the examination. When the student has permission to reschedule, the instructor will schedule it at a time agreeable to both.
- Absences
 - Students must notify the course instructor or the Program Director as soon as it is known that a class or mandatory activity will be missed. Acceptable means of notification are telephone, or telephone message or email. In the situation of absences from a clinical education experience, the Clinical Instructor and Director of Clinical Education at the site must be notified as soon as possible, but no less than 60 minutes prior to the start of the workday. The student is responsible for arranging with the instructor for possible make-up of the missed class or laboratory material.

Students with Disabilities

If the need for accommodations is deemed appropriate, the **Center for Students with Disabilities (CSD)** will generate an academic accommodation request letter, which the student will present to the DCE before clinical placement. The DCE will work with the student during placements to find a site that offers the greatest potential for the student's success.

It is the responsibility of the student with a disability to inform the DCE and the clinical site regarding a disability if a reasonable accommodation is needed. Clinical sites are not required to provide an accommodation for a disability due to being outside the jurisdiction of the University. However, the DCE will attempt to find a site that can honor accommodations most sufficiently. Accommodations will be determined individually in consultation with the student, the DCE, the SCCE, and the CI. If the student chooses not to identify him/herself to the DCE or clinical site as having a disability requiring accommodation, no accommodation will be made. The student may not request accommodation after the course has begun. All accommodations will be considered however some may not be possible if it is determined that they may undermine the safety or effectiveness of treatment of patients (accommodations allowing for "extra time" that requires increased time away from the patient), or Health Insurance Portability and Accountability Act (HIPPA)

law (accommodations allowing for the use dictation devices or other software not under the jurisdiction of the clinical site and HIPAA).

Any student needing assistance is urged to contact:

Center for Students with Disabilities (CSD)
Wilbur Cross, Room 204 Storrs, CT 06269
(860) 486-2020 (voice/TDD) (860) 486-4412 (fax)
Email: csd@uconn.edu
Dept. Web Site: <http://www.csd.uconn.edu>

Please see all rights and responsibilities regarding students with disabilities here:

<https://csd.uconn.edu/policies/>

VI. CODE OF ETHICS

All Physical Therapists and Doctor of Physical Therapy students are expected to always abide by the APTA Code of Ethics.

https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf

APPENDIX

Core Faculty and Staff Contact Information

Professional Behavior Feedback Form

University Policies and Procedures

Voluntary Separation-Leaving UConn and Academic Leave of Absence

Important University Websites

Physical Therapy Department Faculty & Staff Contact Information
3107 Horsebarn Hill Road, Unit 4137, Kinesiology Bldg.

Name & Email	Phone	Title	Room
Maryclaire Capetta maryclaire.capetta@uconn.edu	486-0048	Assistant-Professor-in-Residence / Interim Program Director	007
Rachel Chasse-Terebo rachel.chasse@uconn.edu	486-1854	Clinical Compliance Coordinator	005
Cristina Colon-Semenza cristina.colon-semenza@uconn.edu		Assistant Professor	015
Laurie Devaney Laurie.Devaney@uconn.edu	486-1993	Associate Professor-in-Residence / Interim Department Head - Kinesiology	012
Steven Harrison steven.harrison@uconn.edu	486-8430	Assistant Professor	021
Jeffrey Kinsella-Shaw Jeffrey.kinsella-shaw@uconn.edu	486-0047	Associate Professor	017
Mary Beth Osborne Marybeth.Osborne@uconn.edu	486-5692	Assistant Professor-in-Residence / Associate Director of Clinical Education	006
Daniele Piscitelli daniele.piscitelli@uconn.edu	486-0052	Assistant Professor	014
Jon Rizzo jon.rizzo@uconn.edu	486-0020	Associate Professor-in-Residence / Director of Clinical Education	008
Katrease Sharavolli katrease.sharavolli@uconn.edu	486-1999	Program Assistant II-Admissions Coordinator	004
James Smith James.smith@uconn.edu	486-0052	Assistant Professor-in-Residence	014
Sudha Srinivasan sudha.srinivasan@uconn.edu	486-6192	Assistant Professor	016

Professional Behavior Feedback Form	Unacceptable 1 2	Meets Standards 3 4 5 NO*
1. Accepts responsibility for own actions.	1 2	3 4 5 NO
2. Is punctual and dependable.	1 2 3 4 5 NO	
3. Completes scheduled assignments in a timely manner.	1 2 3 4 5 NO	
4. Wears attire consistent with expectations of the setting.	1 2	3 4 5 NO
5. Demonstrates initiative.	1 2	3 4 5 NO
6. Abides by the policies and procedures of the program and university.	1 2	3 4 5 NO
7. Adapts to change.	1 2	3 4 5 NO
8. Maintains productive working relationships with classmates, instructors, and others involved in the course.	1 2	3 4 5 NO
9. Treats others with positive regard, dignity, respect, and compassion.	1 2	3 4 5 NO
10. Maintains confidentiality.	1 2	3 4 5 NO
11. Demonstrates behavior that contributes to a positive environment	1 2	3 4 5 NO
12. Accepts criticism without defensiveness.	1 2	3 4 5 NO
13. Manages conflicts in constructive ways.	1 2	3 4 5 NO
14. Makes choices after considering the consequences to self and others.	1 2	3 4 5 NO
15. Assumes responsibilities for choices made in situations presenting legal or ethical dilemmas.	1 2 3 4 5 NO	
16. Communicates, verbally and nonverbally, in a professional and timely manner.	1 2	3 4 5 NO
17. Initiates communication in difficult situations.	1 2	3 4 5 NO
18. Selects the most appropriate person(s) with whom to communicate.	1 2 3 4 5 NO	
19. Communicates respect for the roles and contributions of all peers, staff, faculty and others involved in the program from a variety of ethnic and cultural backgrounds.	1 2	3 4 5 NO

*NO = Not observed. All items are selected from the Professional Behaviors and Communication sections of the Clinical Performance Instrument with some adaptations to reflect the academic setting.

University Policies & Procedures

All university policies are available at <http://policy.uconn.edu>

University Policy Statement on Against Discrimination, Harassment, and Related Interpersonal Violence Including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Complicity, Retaliation and Inappropriate Amorous Relationships

A Printer-Friendly copy of this policy is available at: <https://policy.uconn.edu/wp-content/uploads/sites/243/2022/10/Policy-Against-Discrimination-with-updates-pursuant-to-PA-22-82-2022.10.03.pdf>

STATEMENT OF POLICY

The University of Connecticut (the “University”) is committed to maintaining a safe and non-discriminatory learning, living and working environment for all members of the University community – students, employees, and visitors. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of safety and mutual respect. All members of the University community are responsible for the maintenance of an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment or interpersonal violence. Discrimination diminishes individual dignity and impedes equal employment and educational opportunities.

The University does not unlawfully discriminate in any of its education or employment programs and activities on the basis of an individual’s race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), veteran’s status, prior conviction of a crime, workplace hazards to the reproductive system, gender identity or expression, or membership in any other protected classes as set forth in state or federal law. To that end, this Policy Against Discrimination, Harassment and Related Interpersonal Violence, Including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Complicity, Retaliation and Inappropriate Amorous Relationships (the “Policy”) prohibits specific forms of behavior that violate state and federal laws, including but not limited to Title VII of the Civil Rights Act of 1964 (“Title VII”), Title IX of the Education Amendments of 1972 (“Title IX”), the Violence Against Women Reauthorization Act of 2013 (“VAWA”), and related state and federal anti-discrimination laws. Such behavior may also require the University to fulfill certain reporting obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”), as amended by VAWA, and Connecticut state law regarding reporting suspected child abuse and neglect.

The University prohibits discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, intimate partner violence, stalking, sexual or gender-based harassment, complicity in the commission of any act prohibited by this Policy, retaliation against a person for the good faith reporting of any of these forms of conduct or participation in any investigation or proceeding under this Policy (collectively, “Prohibited Conduct”¹). These forms of Prohibited Conduct are unlawful and undermine the mission and values of our academic community. In addition, inappropriate amorous relationships with employees in positions of

authority can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority.

The University adopts this Policy with a commitment to: (1) eliminating, preventing, and addressing the effects of Prohibited Conduct; (2) fostering a safe and respectful University community; (3) cultivating a climate where all individuals are well-informed and supported in reporting Prohibited Conduct; (4) providing a fair and impartial process for all parties in the investigation and resolution of such reports; and (5) identifying the standards by which violations of this Policy will be evaluated. Disciplinary action may be imposed. In addition, the University conducts ongoing prevention, awareness, and training programs for employees and students to facilitate the goals of this Policy.

A student or employee determined by the University to have committed an act of Prohibited Conduct is subject to disciplinary action, up to and including separation from the University. Third Parties who commit acts of Prohibited Conduct may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn.

It is the responsibility of every member of the University community to foster an environment free of Prohibited Conduct. All members of the University community are encouraged to take reasonable and prudent actions to prevent or stop an act of Prohibited Conduct. The University will support and assist community members who take such actions.

Retaliation against any individual who, in good faith, reports or participates in the reporting, investigation, or adjudication of Prohibited Conduct is strictly forbidden.

This Policy applies to all reports of Prohibited Conduct occurring on or after the effective date of this Policy. Where the date of the Prohibited Conduct precedes the effective date of this Policy, the definitions of misconduct in effect at the time of the alleged incident(s) will be used.

Complaint Options for Reporting Prohibited Conduct

A Complainant may choose to report to the University and/or to law enforcement when alleged Prohibited Conduct may also constitute a crime under the applicable laws. These two reporting options are not mutually exclusive. Therefore, Complainants may choose to pursue both the University process and the criminal process concurrently. The University will support Complainants in understanding, assessing and pursuing these options.

The first priority for any individual should be personal safety and well-being. In addition to seeking immediate medical care, the University encourages all individuals to seek immediate assistance from 911, UConn Police, and/or local law enforcement. This is the best option to ensure preservation of evidence. The University also strongly urges that law enforcement be notified immediately in situations that may present imminent or ongoing danger.

A. REPORTING TO LAW ENFORCEMENT

Conduct that violates this Policy may also constitute a crime under the laws of the jurisdiction in which the incident occurred. For example, the State of Connecticut criminalizes and punishes some forms of Sexual

Assault, Intimate Partner Violence, Sexual Exploitation, Stalking, and Physical Assault. See Title 53a of the Connecticut General Statutes for the State of Connecticut’s Penal Code (https://www.cga.ct.gov/current/pub/title_53a.htm). Whether or not any specific incident of Prohibited Conduct may constitute a crime is a decision made solely by law enforcement. Similarly, the decision to arrest any individual for engaging in any incident of Prohibited Conduct is determined solely by law enforcement and not the University. Such decisions are based on a number of factors, including availability of admissible evidence. Complainants have the right to notify or decline to notify law enforcement. In keeping with its commitment to take all appropriate steps to eliminate, prevent, and remedy all Prohibited Conduct, the University urges Complainants (or others who become aware of potential criminal conduct) to report Prohibited Conduct immediately to local law enforcement by contacting:

- i. 911 (for emergencies)
- ii. University Police (for non-emergencies):
 1. **Storrs and Regional Campuses** (860) 486-4800
 2. **UConn Health** (860) 679-2121
- iii. State Police (for conduct occurring off campus in Connecticut) (800) 308-7633

Police have unique legal authority, including the power to seek and execute search warrants, collect forensic evidence, make arrests, and assist in seeking protective and restraining orders. Although a police report may be made at any time, Complainants should be aware that delayed reporting may diminish law enforcement’s ability to take certain actions, including collecting forensic evidence and making arrests. The University will assist Complainants in notifying law enforcement if they choose to do so. Under limited circumstances posing a threat to health or safety of any University community member, the University may independently notify law enforcement.

B. REPORTING TO THE UNIVERSITY

Complainants (or others who become aware of an incident of Prohibited Conduct) are encouraged to report the incident to the University through the following reporting options:

By contacting the Office of Institutional Equity by telephone, email, or in person during regular office hours (8am - 5pm, M-F):

Office of Institutional Equity (Storrs and Regionals)
Wood Hall, First Floor
241 Glenbrook Road
Storrs, Connecticut
(860) 486-2943
equity@uconn.edu
www.titleix.uconn.edu
www.equity.uconn.edu

Office of Institutional Equity (UConn Health)
16 Munson Road, 4th Floor
Farmington, Connecticut
(860) 679-3563
equity@uconn.edu
www.equity.uconn.edu

There is no time limit to report Prohibited Conduct to the University under this Policy [6]; however, the University’s ability to respond may diminish over time, as evidence may erode, memories may fade, and Respondents may no

longer be affiliated with the University. If the Respondent is no longer affiliated with the University, the University will provide reasonably appropriate remedial measures, assist the Complainant in identifying external reporting options, and take reasonable steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

The University will not pursue disciplinary action against Complainants or witnesses for disclosure of illegal personal consumption of drugs or alcohol where such disclosures are made in connection with a good faith report or investigation of Prohibited Conduct.

Nondiscrimination Policy

The University of Connecticut complies with all applicable federal and state laws regarding non-discrimination, equal opportunity, and affirmative action, including the provision of reasonable accommodations for persons with disabilities. UConn does not discriminate on the basis of race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disability, veteran status, prior conviction of a crime, workplace hazards to reproductive systems, gender identity or expression, or political beliefs in its programs and activities. Employees, students, visitors, and applicants with disabilities may request reasonable accommodations to address limitations resulting from a disability. For questions or more information, please contact the Associate Vice President, Office of Institutional Equity, 241 Glenbrook Road, Unit 4175, Storrs, CT 06269-4175; Phone: (860) 486-2943; Email: equity@uconn.edu / Website: <http://www.equity.uconn.edu>.

Voluntary Separation-Leaving UConn and Academic Leave of Absence

<https://grad.uconn.edu/graduate-students/voluntary-separation/>

Graduate students may need to step away from their academic studies or GA employment at some point during their graduate career. The information provided below can help guide students toward the best option for their circumstances. Please feel free to reach out to The Graduate School (Megan Petsa at gradseparation@uconn.edu) with any questions.

Completing the Voluntary Separation Notification Form

The process of separating from the university involves multiple phases.

In the first phase, the student provides information about their current enrollment and the type of separation they are considering. The student should be prepared to provide the name of their advisor, department/program head, and department admin/grad payroll processor on the form. Students can view the name of their advisor in their Student Center in Student Admin. The form is then sent to The Graduate School.

1. A representative from The Graduate School will contact the student to provide consumer counseling, which includes the financial and academic implications of withdrawing from the semester and the process to return to the program. The form is then returned to the student via

email so the student can make an informed decision about whether or not to cancel enrollment or withdraw from the semester.

2. The student must make a decision on the form to either stay enrolled or move forward with separation. This is the date of notification of the intent to withdraw, which will be used to calculate bill adjustment eligibility according to the University's [Full Withdrawal Tuition and Fee Adjustment](#) schedule. If a response is not received from the student within 10 business days, the separation will not be finalized and the student will remain active in the program. If a response is not received within 10 business days, the request for a voluntary separation will be canceled. Should the student then decide to voluntarily separate, the student will need to start a new request which will then determine eligibility for a bill adjustment according to the University's [Full Withdrawal Tuition and Fee Adjustment](#) schedule.
3. After the student has made a decision to either separate or remain enrolled, the form is either returned directly to The Graduate School for final processing or, in the case of academic leave of absence requests, routed to the major advisor and department head for approval before being sent to The Graduate School for final processing.
4. To return to their program from an academic Leave of Absence, students will need to follow the reinstatement procedures outlined in [The Graduate Catalog](#) to request reinstatement prior to the semester in which they wish to resume study. More information on this process can be found below.

IMPORTANT UNIVERSITY WEBSITES:

- ❖ [Graduate School:](https://grad.uconn.edu/) <https://grad.uconn.edu/>
- ❖ [Office of the Bursar:](https://bursar.uconn.edu/) <https://bursar.uconn.edu/>
- ❖ [Office of the Registrar:](https://registrar.uconn.edu/) <https://registrar.uconn.edu/>
- ❖ [Office of Student Financial Aid Services:](https://financialaid.uconn.edu/) <https://financialaid.uconn.edu/>
- ❖ [Student Health Services:](https://studenthealth.uconn.edu/) <https://studenthealth.uconn.edu/>