Effective April 24, 2013: The Doctor of Physical Therapy Program at Lynchburg College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia
PREFACE

The Doctor of Physical Therapy Program offers a professional, entry-level DPT degree program for persons desiring to become a physical therapist. This DPT Student Handbook describes specific academic policies and procedures that are applicable to students within the Doctor of Physical Therapy (DPT) program. Additional policies and procedures applicable to all students at Lynchburg College can be found in the Lynchburg College Student Handbook, The Hornet. Additional policies and procedures applicable to graduate students can be found in the Lynchburg College Graduate Catalogue. The policies and procedures described in this DPT Student Handbook supersede The Hornet and the Graduate Catalogue; however, where not specifically addressed, the policies and procedures as described in The Hornet and Graduate Catalogue will remain in effect. The Doctor of Physical Therapy Program regularly evaluates and modifies the curriculum, policies, and procedures in an effort to achieve and maintain quality within the DPT program; therefore the Program reserves the right to modify this handbook as necessary.
LYNCHBURG COLLEGE
DOCTOR OF PHYSICAL THERAPY PROGRAM
STUDENT HANDBOOK

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Doctor of Physical Therapy Program
The Doctor of Physical Therapy Program exists to support the mission of Lynchburg College.

Lynchburg College Mission and Vision:
The Doctor of Physical Therapy program exists to support the mission of Lynchburg College, “To develop students to have strong character and balanced perspectives, to prepare them for intelligent and wholehearted participation in a global society and for effective leadership in the civic, professional, spiritual, and social dimensions of life.” Therefore, the mission of the Program supports and augments the mission of Lynchburg College and the College of Graduate Studies.

The Mission of the Doctor of Physical Therapy program is to educate entry-level physical therapists prepared to assume the role of an ethical health care practitioner through the provision of competent, evidence-based practice in a variety of clinical settings; and to promote active participation and effective leadership in all aspects of personal and professional life.

Doctor of Physical Therapy Program Vision Statement
The Doctor of Physical Therapy program at Lynchburg College reflects the institution’s commitment to teaching, scholarship, and service to the greater community; achieved through the preparation and development of physical therapists who possess a strong character and balanced perspective, prepared to assume the role of health care practitioner through the provision of evidence-based practice, and through effective leadership in their civic, professional, spiritual, and social dimensions of life.
The Lynchburg College Doctor of Physical Therapy Program has an eclectic philosophical foundation, and is consistent with the philosophy of the Lynchburg College community.

“The Doctor of Physical Therapy program will consistently go above and beyond to challenge, engage, and inspire the physical therapists of tomorrow. Our philosophy will be executed through educational programming designed with teaching and learning principles shown to maximize student learning, and carried out by faculty dedicated to being exemplary role models. The faculty will be leaders in physical therapy and in society, who promote the profession and Lynchburg College, produce and utilize evidence in teaching and practice, and are committed to student success. Together, the faculty, staff, students, and graduates will promote improved health related quality of life, maintain a thirst for advancing and continuing knowledge, and work to better society as a whole.”

This philosophy statement has been produced through a collective effort of faculty and staff associated with the program.

We believe that the educational process is best achieved through active learning strategies, where students are actively participating in their own education. Additionally, we believe that students retain and assimilate information best when contextual learning methods are employed. Combined, these two teaching-learning strategies will best serve the teacher and student to maximize learning. The curriculum and teaching strategies support these principles, allowing the student the opportunity to experience learning from many facets and levels, and through repetition.

The program values are congruent with the profession of physical therapy and the College’s mission and values.
LYNCHBURG COLLEGE
DOCTOR OF PHYSICAL THERAPY PROGRAM
STUDENT HANDBOOK

SECTION
Program

POLICY NUMBER
P-3

SUBJECT:
Goals and Objectives

FORMULATION DATE: 01/01/10

REVISION DATE:

Program Goals
To support the mission, the following program goals guide the design and implementation of the program:

Students
1. The student will synthesize and apply the skills necessary to function as an ethical and competent practitioner of physical therapy in a variety of clinical settings.
2. The student will accept personal responsibility for their own learning and seek out sources of information beyond the normal classroom and instructor supplied resources in order to meet or exceed the expected student learning outcomes.
3. The student will demonstrate the skills necessary to critically evaluate and implement physical therapy services based on credible evidence that will support practice decisions.
4. The student will actively engage in community action events that promote the profession of physical therapy and the mission and values of Lynchburg College.

Faculty
1. The faculty members will provide a role model of active participation and effective leadership to their community and profession.
2. The faculty members will be actively engaged in scholarly activity, promoting evidence-based practice in their teaching and clinical service.
3. The faculty members will demonstrate a strong commitment to student learning and retention through mentorship and teaching practices.

Program
1. The program, through faculty and students, will demonstrate a commitment to the community and profession through active participation in activities that advance health related quality of life, continuing education, and professional service.

Expected Program Outcomes Linked to Program Goals
Upon completion of the program, graduates will be able to:
1. Demonstrate entry-level competence in all written, practical, and clinical assessments.
2. Demonstrate the desire and ability to seek out sources of information beyond the normal classroom and instructor supplied resources.
3. Demonstrate entry-level competence in determining a clinical research question and seeking out credible evidence to support treatment decisions.
4. Design and implement a community based action event that promotes Lynchburg College and the profession of physical therapy.

Faculty of the program will consistently:
5. Provide evidence for the efficacy of methods, procedures, and theories taught throughout the curriculum.
6. Be actively engaged in a progressive scholarly agenda that promotes the practice of physical therapy.
7. Demonstrate a commitment to every student's success through the use of innovative yet validated teaching and mentoring techniques.

The education program will produce:
1. Physical therapists that are leaders, highly respected for:
   a. Giving back to their community and profession
   b. Demonstrating superior skill in clinical decision making
   c. Maintaining a high level of professionalism
Resources:
Minimum Required Skills of Physical Therapist Graduates at Entry Level
(APTA Publication BOD P11-05-20-49) Appendix 1.2
Accreditation Compliance
The LC DPT program recognizes the importance of compliance with accreditation procedures and strives to comply with all Commission on Accreditation in Physical Therapy Education criteria at all times. The Program Director will ensure timely submission of all required fees and documentation, and will report outcomes to accrediting agencies as required; including reports of graduation rates, performance on licensure exams, and graduate employment rates. Additionally, the Program Director will ensure that all accrediting agencies will be notified in a timely manner of any required or substantive changes within the program. Any facets of the program deemed to be out of compliance will have corrections made to come into compliance with any and all accreditation criteria within 2 years of being determined to be out of compliance.

Licensure Compliance
The LC DPT Program compiles with all state and federal laws governing the practice of physical therapy. As a student in the LC DPT program, you are also subject to the rules and regulations governing the practice of physical therapy, and ultimately will be subject to those same rules and regulations when seeking licensure.

1. You must comply with all rules and regulations in order to complete your internships.
2. It is your responsibility to know the rules and regulations governing the practice of physical therapy in the state in which you seek licensure.
The Doctor of Physical Therapy Program at Lynchburg College, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the Americans with Disabilities Amendments Act of 2008, does not discriminate against qualified individuals with disabilities. Student physical therapists must be able to perform, with or without reasonable accommodations, each of the Essential Functions in order to effectively participate in our program and successfully fulfill the requirements of the professional curriculum.

An offer of admission may be withdrawn and or a student may be dismissed from the program if it becomes apparent that the student cannot complete the Essential Functions even with reasonable accommodation; the needed accommodations are not reasonable and would cause undue hardship to the College; or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

Essential Functions are applicable in classroom, laboratories, and clinical settings. Lynchburg College Doctor of Physical Therapy Program uses independent clinical education sites that may or may not be able to offer the same reasonable accommodations that are made available by the College.

Individuals who have questions regarding reasonable accommodations should contact the Support Services Coordinator in the Academic and Career Services Center at 434-544-8419.

**ESSENTIAL FUNCTIONS**

All Essential Functions should be able to be completed in highly complex and distracting environments and within time frames consistent with current clinical practice.

**Cognitive Functions (Knowledge)**

1. Comprehend, retain, recall, and apply complex information learned in required prerequisite course to the program’s professional course work.

2. Read, comprehend, integrate, critically analyze, interpret, and apply information from written materials, demonstrations, lectures, laboratory sessions, and research literature, and other pertinent sources to develop and support the
rationale for appropriate patient examinations, evaluations, assessments, interventions, discharges, and or referrals.

3. Collect, organize, prioritize and document information to make safe, appropriate and timely decisions regarding patient care for the purposes of examination, evaluation, assessment, intervention, discharge, and or referral for any patient.

4. Demonstrate management skills including planning, organizing, supervising, and delegating.

Affective and Communication Functions (Professional Behaviors)
1. Interact effectively and sensitively using appropriate verbal, nonverbal, and written communication skills with faculty, peers, other members of the health care team, and patients/clients, and caregivers.
2. Read, write and interpret written and nonverbal communication at a competency level that allows one to safely function in classroom, laboratory, and clinical settings.
3. Recognize the impact and influence of age, lifestyle, family or peer support, socioeconomic class, culture, beliefs, race, and abilities on faculty, peers, other members of the health care team, and patients/clients, and caregivers.
4. Recognize the psychosocial impact of movement dysfunction and disability on the client and caregivers and integrate these needs into patient examinations, evaluations, assessments, interventions, discharges, and or referrals.
5. Efficiently organize and prioritize multiple tasks, integrate and critically analyze information, and formulate applicable decisions.
6. Practice in a safe, ethical, and legal manner, following guidelines for standard practice as established by federal, state, and local law, the College, clinical facilities, the APTA, and related professional organizations.
7. Accept personal responsibility for all actions, reactions, and inactions.
8. Demonstrate responsibility for self-assessment, professional growth and development.
9. Effectively and consistently manage personal stress and appropriately respond to the stress of others.
10. Speak and write effectively in English to convey information to other individuals and groups.

Psychomotor Functions (Skill)
1. Possess sufficient mental and physical stamina, postural and neuromuscular control, and eye-hand coordination for extended periods of time in order to perform patient care tasks in a manner that does not compromise patient or therapist safety.
2. Safely, reliably, and efficiently perform required physical therapy examination and intervention procedures to evaluate and treat the functional skills & limitations
and gross motor system of patients across the lifespan. These include but are not limited to:

a. Cognitive, mental, emotional status
b. Cardiopulmonary status
c. Segmental length, girth, volume.
d. Skin Integrity & wound care
e. Sensation
f. Strength
g. Joint mobility, motion and play
h. Muscle tone and reflexes
i. Coordination & Balance
j. Development skills & movement patterns
k. Functional abilities
l. Posture & Gait
m. Endurance
n. Pain
o. Therapeutic exercises
p. Prosthetics & Orthotics
q. Adaptive devices & Assistive technology

3. Demonstrate the ability to perform CPR and emergency first aid.
4. Safely and reliably read meters, dials, printouts, and goniometers.
5. Demonstrate the ability to manipulate and operate physical therapy equipment and monitoring devices.
6. React safely and appropriately in a timely manner to sudden or unexpected situations involving persons and or equipment.

Sources:
As adults and professionals, student physical therapists have responsibility for their actions. It is the student’s responsibility, therefore, to become familiar with and abide by all academic policies of the Doctor of Physical Therapy Program and Lynchburg College.

Students within the Doctor of Physical Therapy Program are expected to abide by and uphold the Lynchburg College Honor and Student Conduct Codes and Regulations (Honor Code) as found in the LC Student Handbook, The Hornet.

Additionally, Doctor of Physical Therapy students are expected to abide by the American Physical Therapy Association Code of Ethics to the same extent as a licensed physical therapist. Therefore, student behaviors that are incongruent with or in opposition to the APTA Code of Ethics are classified as A-Level sanctions and addressed in accordance with Lynchburg College policies for A-Level violations.

The LC Student Handbook, The Hornet, outlines disciplinary procedures, judicial boards, rights of the charged student, sanctions, and appeal procedures.

Any student who witnesses, is aware of, or suspects another student of violating the honor code is obligated to report the information to DPT faculty. Failure to report any known violations of the Honor Code is in and of itself a violation of the Honor Code.
Successful retention and progression in the Doctor of Physical Therapy program is dependent on the student meeting minimally acceptable criteria within the realms of knowledge, skill, and behavior at both the course and program levels. Acceptable standing in the DPT program is evidenced by appropriate professional behaviors and course grades of A’s and/or B’s.

The following information outlines consequences of violating the retention policy.

**Graduate College**
A quality point average of 3.0 (B) is required for graduation for all graduate programs.

**Program Level**
Either of the following concerns will result in a student being referred to the Student Success Program:
1. Course grade of C+ or lower
2. Unacceptable professional behaviors
   a. Please refer to the DPT Policy on Honor Code, Academic Integrity, Personal Integrity, & Student Conduct for further details.

Any one of following will result in immediate suspension from the College:
1. Earning a cumulative quality point average of less than 3.0 in the semester immediately preceding the final internship
2. Earning one course grade of F (Or Fail in Pass/Fail courses)
3. Three course grades of C+ or lower throughout the entire curriculum
4. Failure of a re-take of a practical
5. Failure to obtain a score of 70% or higher on a subsequent practical after passing a retake practical in the same course

Unacceptable behaviors may lead to referral to the Student Success Program and/or immediate suspension or expulsion from the College at any time in the curriculum. Please refer to the DPT Policy on Honor Code, Academic Integrity, Personal Integrity, & Student Conduct for further details.

**Course Level**
**Written Examination (Knowledge)**
In order to obtain a course grade of C or higher, a student must obtain a weighted mean of 70% or greater on written examinations by the end of a course.
Students who earn a score of 79% or less on an individual written examination will be considered at risk and referred to the Student Success Program. Please refer to the program and course levels schematics for details of the student success program.
A student who fails to earn a weighted mean of 70% or greater on written examinations by the end of a course will earn a course grade of F

Practicals (Skills)
In order to obtain a course grade of C or higher, a student must pass all practical examinations at 70% or greater.
If a student earns a score of 79% or less on a practical, the student will be considered at risk and referred to the Student Success Program. Please refer to the program and course levels schematics for details of the student success program.
If a student fails to earn 70% or greater on a practical, the student will be considered at risk and be both:
1. Referred to the Student Success Program, and
2. Permitted one practical re-take per course
   a. Students who pass the re-take with a score of 70% or greater will be assigned a score of 70% for the practical.
   b. Students who fail to obtain a score of 70% or higher on the re-take will fail the practical and earn a course grade of F
   c. Students who fail to obtain a score of 70% or higher on a subsequent practical after passing a retake practical in the same course will earn a course grade of F

Projects (Knowledge & Skills)
In order to obtain a course grade of C or higher, a student must obtain a weighted mean of 70% or greater on course projects by the end of a course. Students who earn a score of 79% or less on an individual project will be considered at risk and referred to the Student Success Program. Please refer to the program and course levels schematics for details of the student success program.
A student who fails to earn a weighted mean of 70% or greater on course projects by the end of a course will earn a course grade of F.

Professional Behaviors
Unacceptable behaviors may lead to immediate suspension or expulsion from the College at any time in the curriculum. Please refer to the DPT Student Handbook Policy on Honor Code, Academic Integrity, Personal Integrity, & Student Conduct for further details.

For a schematic representation of the Retention and Progression Policy, see below:
For a schematic representation of the Course Retention Policy, see below:
Please refer to the Lynchburg College Graduate Catalogue for Grade Review policy.
Students may be suspended from the College due to failure to meet the minimally acceptable criteria for retention in the DPT program or for violations of the DPT policy on Honor Code, Academic Integrity, Personal Integrity, & Student Conduct.

Please refer to the Lynchburg College Graduate Catalogue for policies regarding suspension and reapplicantion.
The Lynchburg College Faculty strongly believes that professional behavior patterns begin during the student’s academic preparation and that the educational process of a professional should not be taken lightly. It is expected that each student in the DPT program has made a commitment to themselves and to their future patients to acquire and master all information and skills possible, therefore learning opportunities are to pre-empt any extra-curricular activities in which the student may be involved (e.g. work, athletics, club activities). Absences are likely to contribute to a student’s inability to meet minimum academic and professional requirements of the curriculum and therefore are not supported by the faculty.

Consistent attendance, promptness, and readiness to participate in class are prime indicators of mature and professional behavior. Non-Compliance with these policies may result in a reduced grade or failure in a given course. Repeated non-compliance of attendance policies will be considered a violation of Professional Behaviors.

**Course Hours**

Students are required to be available on campus from 7 a.m. - 6 p.m. Monday through Friday. In some instances, students may be required to be present on weekends and evenings. Last minute changes may be necessary in some instances. All attempts will be made to provide sufficient notice to students of any schedule changes.

**Promptness**

Each student is required to be prompt to all scheduled appointments (including but not limited to lectures, instructional demonstrations, laboratory sessions, guest speakers, course assignments, advising meetings, internships and examinations).

**Clinical Education**

Please refer to the Clinical Education Policy on Attendance in this handbook regarding promptness and absences during internships.
Course work

Grades for assignments and coursework will be assigned by the faculty member responsible for the course based on the following scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Letter Grade</th>
<th>Quality Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.00-100.00</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90.00-92.99</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87.00-89.99</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83.00-86.99</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80.00-82.99</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77.00-79.99</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>70.00-76.99</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>&gt;69.99</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Each student will be assigned an Academic Advisor upon entering the program. The advisor will counsel the student in their academic and clinical progress within the program and review the student’s professional development as a physical therapist practitioner using the Professional Behaviors Assessment.

Please refer to the Student Success Handbook for guidelines regarding academic advising meetings.

**It is the responsibility of the student to contact their advisor to initiate meetings**
LC DPT CLINICAL EDUCATION MISSION STATEMENT
The Doctor of Physical Therapy program faculty recognizes that Clinical Education is an essential element in the development of a physical therapist, playing an important role for merging the knowledge gained in the academic environment to practice. Therefore, it is the Mission of Clinical Education

1. To provide all students with internship opportunities that contain clinical faculty who will provide superior role models of evidence-based practice and exemplary clinical and ethical behavior through a collaborative partnership of Lynchburg College and affiliating sites;
2. That every student be immersed in internship experiences that cover the continuum of practice and afford opportunity to manage patients across the lifespan;
3. That every site and student receives regular evaluation consisting of valid and reliable evaluative techniques that provide an avenue(s) for all parties to achieve and maintain excellence.
The clinical education philosophy is an adjunct to and is built upon the Doctor of Physical Therapy Program’s Mission and Vision and Lynchburg College’s Mission.

We are committed to preparing student physical therapists to become competent generalist practitioners who enter contemporary practice equipped to adapt to the ever-changing health care environment while maintaining professionalism, ethical standards, and evidence-based care across all settings and regardless of location. We believe in providing a thorough, diverse, balanced, quality clinical education to all student physical therapists in preparation of becoming leaders in the multifaceted roles of patient-client manager, educator, critical inquirer, consultant, and administrator. Clinical education serves the purpose of integrating didactic learning and practical application while socializing the student to culture and values of professional practice. We value close partnerships with affiliated clinical sites that share our mission and philosophy and respect the broad diversity that exists in physical therapy practice. Thus, we commit to developing lasting relationships with high quality clinical sites across the nation in order to provide each student a better understanding of the scope of physical therapy practice and our society’s health care needs.

We recognize that each student physical therapist has unique experiences, learning styles, strengths, needs, and interests for internships. Thus we believe in an individualized site selection process that is collaboration between the individual student and the DCE, which will provide for unique experiences that build on personal attributes and knowledge. The breadth and depth of a student’s overall clinical education is the priority during site selection. The ultimate responsibility for learning rests with each individual student; the academic and clinical faculty serve as facilitators to the student’s development of knowledge, skills, attitudes, behaviors, and meaningful application of these abilities.
Clinical internships are structured to afford each student a wide exposure to a variety of patient populations and practice settings across the nation.

**Internship Availability**
Students will be provided a list of available internship locations prior to the internship assignment process.

**Advising Sessions**
Prior to internship assignment the DCE and Clinical Education Team will post available advising times. Advising sessions are optional unless determined otherwise by the DCE.

**Specialty Internships**
Specialty internships are determined by the DCE and/or Internship site for various reasons including but not limited to knowledge base, skill performance, area of interest, and professional behaviors.

Selection criteria for specialty internships vary from specialty internship to specialty internship. Please refer to the Clinical Education Moodle site for Specialty Internship criteria and procedures.

**Internship Assignment**
Internship assignment involves collaboration between the individual student and the DCE. The DCE makes the final decision of internship assignment.

There are times that a student may have to be re-assigned to a different internship location. If re-assignment is deemed necessary the DCE will determine a new internship location. When possible the DCE will collaborate with the student regarding the reassignment.

**Setting Requirements:**
Every student will be required to participate in at least one internship in the inpatient environment, which includes the hospital, home health, or a traditional rehabilitation setting, and one in an outpatient/private practice setting.
Placement Restrictions:
1. Students may not choose to return to a prior place of employment or place of volunteer/shadow experience
2. Students may not choose to be placed with a relative for an internship
3. Students may not choose to complete more than one internship with any entity
4. Students may not choose to complete an internship with any company in which they are under contractual agreement for employment following graduation

Travel:
Students are expected to travel out-of-town and/or out-of-state for internships. Determining housing locations based on internship assignments is the sole responsibility of the student. It is not unusual for students to choose to drive up to an hour and a half to an internship based on their preferred housing location.

Extenuating Circumstances:
Students with extenuating circumstances may request special consideration for placement in a specific geographic area. One example of an extenuating circumstance would be a serious, acute illness of an immediate family member. The presence of a spouse and/or minor children does not necessarily qualify a student for special consideration. Financial need alone does not provide a sufficient reason for special consideration.

Students desiring to request special consideration must do the following:
1. Fill out the Special Consideration for Clinical Placement Form
2. Submit the form to the DCE no later than 2 weeks prior to the established internship assignment date

The Clinical Education team will review the request and determine if special consideration will be given to the student. The student will be notified in writing of the final decision.

Internship Related Costs:
Transportation, housing, and meal costs incurred during completion of internships are the sole responsibility of the student. Students will not be paid or receive stipends for internship experiences.
Students are required and responsible for timely completion of all necessary clinical education forms and requirements. Students will not be permitted to participate in internships unless all forms and requirements are completed by established due dates. Students who do not complete forms or requirements will fail the internship.

Clinical Education requirements include but are not limited to:

1. Health Information Form (updated)
2. Immunization forms (updated)
3. Personal health insurance
4. TB testing (annually)
5. Influenza Vaccine (annually)
6. Current CPR
7. Drug Screening
8. Criminal Background Check
9. HIPPA training
10. Blood Borne Pathogen training
11. Pre-Internship forms
12. Internship assignments specified in the syllabus

**Student Identification**

Students are required to identify themselves to patients and staff as a student. Patients have the right to refuse treatment offered by students.
Internships are scheduled for a minimum of 38 hours per week. The student is expected to assume the work schedule of his/her clinical instructor, which may result in internships being scheduled for greater than 38 hours/week. This work schedule may include holidays, weekends, and scheduled Lynchburg College breaks. Additional time outside of internship hours may be required to enhance the learning process.

Absences are not permitted during internships.

1. Under no circumstance is a student to miss time from internships due to personal matters.
2. Repetitive tardiness and unexcused absences will result in failure of the internship.
3. In the event an emergency prevents the student from arriving at the internship on time, the student should notify the CI/CCCE and DCE immediately.
4. Extenuating circumstances resulting in disruption to the internship will be handled by the DCE on an individual basis.

**Inclement Weather Policy**

Students are required to follow the inclement weather policy of the internship facility. This should be discussed with the CI during the orientation phase of the internship.
Mobile phones and other electronic devices are to be silenced during clinical hours.

Students should not receive or place any personal phone calls during clinical hours.

Students must abide by any and all policies of the internship site regarding use of mobile phones and electronic devices while on site.
Student Injury
In the event of a student accident or injury during internship, the student should:
1. Seek medical care if needed
2. When medically stable, the student should contact the DCE. If the DCE is unreachable the student should contact the Program Director or another faculty member.

Reporting Incidents/Injury of Patients or Others
Incidents or injuries to patients or persons in the workplace are to be reported as required by the policies and procedures of the facility. Incidents involving a DPT student should be reported to the DCE by the student and/or CI.
<table>
<thead>
<tr>
<th>SECTION</th>
<th>POLICY NUMBER</th>
<th>SUBJECT:</th>
<th>FORMULATION DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Education</td>
<td>CE-8</td>
<td>Establishing New Clinical Contracts</td>
<td>01/01/10</td>
</tr>
<tr>
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<td>REVISION DATE:</td>
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<td>5/4/2012</td>
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</tbody>
</table>

Establishing new internship sites is the responsibility of the DCE and Clinical Education Team.

Students’ and/or family members are not to contact a potential clinical facility to establish an agreement unless specifically directed by the DCE.

Students may refer to the Clinical Education Moodle Page for instructions on recommending new internship sites.
<table>
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<tr>
<th>SECTION</th>
<th>POLICY NUMBER</th>
<th>SUBJECT:</th>
<th>FORMULATION DATE:</th>
<th>REVISION DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>GI-1</td>
<td>Academic Calendar of Events</td>
<td>01/01/10</td>
<td>5/4/2012</td>
</tr>
</tbody>
</table>

The Doctor of Physical Therapy Program establishes an academic calendar in order to meet the needs of the program. Whenever possible, the Program will attempt to follow the Lynchburg College Academic Calendar. The Program reserves the right to modify and amend the DPT program’s academic calendar as necessary.
Tuition
The DPT program tuition will be established as an annual tuition. The College will determine the annual tuition amount.

Room and Board
Room and board is not included in tuition and is the responsibility of the student.

Text Books and Computer Requirements
All students must supply or purchase a comparable laptop computer or tablet to the specified model as described by program requirements. (See www.lynchburg.edu/dpt for computer minimum specifications/recommendations).

Students are expected to purchase their laptop computer or tablet, required computer programs, textbooks, and other non-tuition items (such as laboratory items).

Incidental Costs
The student is responsible for any and all costs associated with coursework, including those involving clinical internship experiences.

Clinical internship costs to each student may include transportation, room and board, criminal background checks, drug screens, CPR certification, uniforms, health insurance (many clinical facilities require the student to be covered by valid major medical insurance), and other expenses.

Room and Board
Room and board is not included in tuition and is the responsibility of the student.
A physical therapist is a highly respected professional in the medical community, and student physical therapists should portray an outward appearance of that professionalism in their dress. Students are required to conform to a professional image at all times when representing the LC DPT program, and the profession, in the classroom, clinic, and community. *Minimally appropriate* dress is described in relation to the setting below.

**General Appearance**
Hair should be kept neat and trimmed, with styles that are not extreme in color. No hats may be worn during normal business hours in the classroom, laboratory, or clinic. Nails must be kept short and clean. No excessive use of makeup is allowed.

**Identification Badge**
The Lynchburg College Identification badge must be displayed and visible at all times.

**Perfume/Cologne**
Perfume, cologne, and other body fragrances should be kept to a minimum at all times.

**Classroom attire**
All clothing should be appropriate for bending, reaching, and stooping, without restricting movement or exposing undergarments, stomach/back region, or cleavage. **Jewelry:** is limited to a watch, small rings, bracelets, necklaces, and earrings and should not be worn in excessive amounts. Female students may wear two sets of earrings that are discrete and tactful. Male students may wear one set of earrings that are discrete and tactful. Spacer earrings are not permitted for any student. Metal jewelry associated with other body piercing may not be visible on any student. **Footwear:** footwear follows the same requirements as the dress code in that they must be business attire. Appropriate shoes are a dress shoe with small heel, flats, or clean athletic shoes for females and any dress shoe or clean athletic shoes for males. Shoes may be open toed in the classroom settings. **Women:** Dress slacks, khakis, or cropped slacks that are below the knee. Dresses and skirts are also acceptable as long as length is no shorter than 2 inches above the knee. Blouses or shirts may be short or long sleeved. No backless or strapless tops, no cropped shirts or shirts with spaghetti straps. Tights and leggings should only be worn with tops, skirts, or dresses that meet the 2 inches above the knee length requirement. **Men:** Dress slacks or khakis with shirt (short or long sleeved), or Polo-style shirts with
Professional Clinical attire
All clothing should be appropriate for bending, reaching, and stooping, without restricting movement or exposing undergarments, stomach/back region, or cleavage. **Name tag:** A name tag, either the Lynchburg College or one provided by the facility, should be worn at all times during the internship unless specified by the clinic site. A clinic coat may be required attire during the student’s clinical observations, experience, or internships. **Jewelry:** Any jewelry worn in the clinic should be small and discrete and pose no risk to the patients or yourself. Please refer to classroom attire for jewelry guidelines. Clinical policies regarding wearing of jewelry will supersede DPT policies. **Footwear:** footwear worn in the clinic should be sturdy, clean, and comfortable with closed toes. High-heeled and or open toed shoes are not acceptable in the clinic even though they are acceptable in the classroom. **Site Requirements:** Any dress code or student attire requirements of internship sites will supersede any program attire policies. **Women:** Dress slacks or khakis. Capri’s or cropped pants are not appropriate clinic attire. Blouses or shirts may be short or long sleeved. No backless or strapless tops, no cropped shirts or shirts with spaghetti straps. **Men:** Dress slacks or khakis with short or long sleeved shirt with collar.

Laboratory and off schedule but on campus (5PM-8AM) attire:
Loose fitting gym shorts of sufficient length to completely cover the buttocks or warm up pants. Loose fitting t-shirt without excessive advertisement, vulgar descriptions, pictures or gestures, and must contain no holes, tears, or be tattered. Shoes may be of an athletic type. For laboratory classes, females should make preparations for disrobing the upper body for observation of the spine, posture evaluation, etc. by wearing a sports bra or bathing suit top. Any jewelry should be kept to a minimum in the lab. Lab attire must be replaced by classroom attire before returning to the classroom.

Anatomy Lab Attire:
All attire worn in the anatomy lab may become soiled and therefore should be old clothing that can be discarded at the end of the semester. Long pants sufficient to cover the entire leg, closed toe shoes, and long sleeved shirts should be worn. Any jewelry should be kept to a minimum in the anatomy lab. LC DPT will supply each student with an apron to be worn over clothing during lab. Anatomy attire must be replaced accordingly prior to returning to the classroom or skills lab.

Special Course Requirements:
A DPT faculty member may require deviations from the attire policy for a particular class experience or situation. Following completion of the class meeting, students must return to minimally appropriate attire before attending their next class.

Dress Code Violations
Attire that does not meet the minimally appropriate standard is unacceptable professional behavior and will result in the instructor counseling the student for the first infraction. Subsequent infractions will place the student at risk and result in referral to Program Director.

LYNCHBURG COLLEGE
DOCTOR OF PHYSICAL THERAPY PROGRAM
STUDENT HANDBOOK

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Health Insurance
Consistent with LC policy, all students are expected to have health insurance. Student should have a current insurance card (including prescription card) available for emergency or other off-campus medical care.

Health Information File
A completed Health Information File must be returned to LC Student Health Services two weeks before your scheduled orientation date. The required form with additional information can be found at: http://www.lynchburg.edu/x23250.xml and does require a physical.

Immunizations
Students must be up to date on all required immunizations prior to the beginning of internships, or complete a waiver that will satisfy the internship clinical site. Immunization information should be submitted with the Health Information File to the LC Student Health Services. LC Student Health Services will provide the DCE with a copy of all DPT students’ immunization records. Immunization information is routinely provided to clinical sites. It is the responsibility of the student to seek out and secure a qualified health care provider for any immunizations. Any costs associated with immunization requirements are the responsibility of the student.

Tuberculosis Testing (TB Test)
All clinical sites require that students have a TB test that is updated yearly. For this reason, all DPT students must undergo TB testing on campus at the start of the first semester of each academic year. The DPT program will coordinate and pay for TB testing for DPT students with the LC Student Health Services.
Patients put their health and trust in the hands of health care professionals when they are most vulnerable. It is vital that health care professions take all the steps necessary to ensure that this trust is not violated. Physical therapy licensure in some states is dependent on successful completion of a clear criminal background check. Health care organizations routinely require criminal background checks on employees and student interns as a contingency of employment or placement.

Lynchburg College Doctor of Physical Therapy Program requires acceptable criminal background check results for admission into the program, retention in the program, and placement in certain internship sites. The purpose of this policy is to:

1. Bolster the public’s continuing trust in the physical therapy profession
2. Enhance the safety and well-being of patients
3. Ascertain the ability of accepted applicants and enrolled DPT students to eventually become licensed as physical therapists
4. Minimize the liability of the LC DPT program and its affiliated internship facilities.

Requirements

Admissions:
All offers of admission to the LC DPT program are contingent upon completion of a criminal background check that yields acceptable results. The LC DPT program determines the acceptability of criminal background check results for admission into the LC DPT program based on current Virginia regulations, current College policies, and current standards of the physical therapy profession. Applicants must complete the required criminal background check through company designated by LC DPT.

Retention:
Retention in the LC DPT program is contingent upon completion of an annual criminal background check that yields acceptable results. The LC DPT program determines the acceptability of criminal background check results for retention in the LC DPT program based on current Virginia regulations, current College policies, and current standards of the physical therapy profession. Students must complete the required criminal background check through company designated by LC DPT.

Internship:
Internship sites may require students to complete additional criminal background checks. Students are required to comply with the criminal background check policies of the internships that they attend. An internship site has the right to deny a student an internship based on their own policy and procedure for determining the acceptability
criminal background check results. Students denied an internship site due to unacceptable criminal background check results may not be able to be reassigned to another internship. If a student fails an internship site’s criminal background check, the DCE will make no more than two additional attempts to place the student in an established LC DPT internship site. If after two attempts, the student cannot be reassigned to an internship, the student will not be retained in the LC DPT program.

Cost:
*The cost of all criminal background checks is the sole responsibility of the student.*

Notification of Results Status:
The LC DPT program will notify all applicants and students if criminal background check results have been deemed acceptable or unacceptable. The LC DPT program will provide students on instructions on how to proceed dependent on the status of the results of the criminal background check. LC DPT does not accept responsibility for any student’s eligibility for retention in the program, eligibility for internships, or licensure as a health care professional after a criminal background check produces unacceptable results.
Students are required to report to the Director of the LC DPT program, within 15 days of any criminal incident or any interaction with the police that results in an arrest or in being brought before the criminal justice system.

This requirement is independent of whether or not there is a conviction involved.

Failure to report any incident will result in disciplinary action for the student up to and including expulsion from the college.
Drug Screenings may be required by facilities that provide clinical education. Students are expected to follow the instructions for the facility to obtain these checks. Students are responsible for any expenses required for Drug Screening.
CPR certification is required in most facilities to practice physical therapy.

Students are required to obtain and maintain CPR certification at their own expense.
It is the expectation of the program that students will obtain all required textbooks for all courses. Because courses build on each other it is expected that students will retain all textbooks for the entirety of the program.

All students will supply a laptop computer as part of the required equipment needed for classes. As the curriculum of the Physical Therapy Program advances into the future, technology requirements continue to grow. Computer-based learning materials and exams are part of the curriculum.
LYNCHBURG COLLEGE
DOCTOR OF PHYSICAL THERAPY PROGRAM
CLINICAL EDUCATION

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Lynchburg College provides professional liability insurance (malpractice insurance) for all students during their clinical education.
Contact Information
Each student MUST provide the program with current local contact information including phone number and address. It is the student’s responsibility to provide the DPT Administrative Assistant, Registrar, Business Office, and other appropriate offices when any change in address or contact information occur.

Change of Name
Any student changing their name must notify the DPT Administrative Assistant, Registrar, Business Office, and other appropriate offices when a change of name occurs. Until a change of name becomes official with the College, student should expect to continue to be listed/identified in courses and program materials by their original name.

Students who have changed their names and wish to obtain a new student name tag must:
1. Submit a written request, identifying how the name should appear on the name tag, to the Administrative Assistant
2. Pay for the cost of the new name tag
The DPT copier in the main office is to be used for faculty purposes only.

Students are given an allotment by Lynchburg College of $20.00 per semester for printer and copier usages.

Students are able to print and scan documents in the DPT Student Lounge and Lynchburg College Library.

**Graduate Assistants**
Graduate Assistants may use the copier to make copies related to research or teaching assignments they have been given to complete. Graduate Assistants should not use the copier for course work related purposes.

**Fax Options**
Students are allowed to fax information to their clinical site using the DPT fax machine.

**Lynchburg College Print Shop**
Class Treasurers may use funds from the class accounts to make copies at the Print Shop as appropriate. The procedure is as follows:
1. Give class account number and order information
2. Print Shop will send an invoice to the treasurer for the charges.
Overview and Rationale
Electronic social media such as blogs, personal websites, media posting sites, and networking sites have become popular communication tools in recent years. These social media allow for the development, maintenance, and enhancement of both personal and professional relationships but as with any type of social interactions they also provide opportunities for lapses in professionalism. Physical therapists have a professional obligation and social contract with society. As such, student physical therapists (and licensed physical therapists) must be acutely aware of the public nature of these forums and the permanence of online postings. Privacy may be implied on these sites but postings and other data should be considered public and freely visible by many people. Thus, LC DPT has adopted the following guidelines to assist students in safely and responsibly participating in these sites.

Scope
These guidelines are “best practice guidelines” for student physical therapists at Lynchburg College; however, these guidelines apply to all persons who participate in social mediums. Regardless of the nature of participation (personal or professional) and regardless of the means of participation (personal equipment or Lynchburg College Equipment), these guidelines should be followed at all times.

Definitions
1. Electronic Social Media: Can take the form of websites, blogs or online journals, phone applications, sites for posting media (Flicker, YouTube) and networking sites. May incorporate any or all of the following: text, audio, visual images, video clips, and any other type of media.
2. Social Networking Sites: Internet sites that allow users to create a profile, and link their profile to other profiles (individuals or entities), in order to create a personal network. Examples include Facebook, and Linked-In.
3. Posts: Any information (in any format: text, visual images, audio, video, or any type of media) that is shared within social mediums.

Guidelines
1. Professionalism
a. Accountability: Postings are subject to the same professionalism standards as any other personal interactions, though are subject to more scrutiny due to the permanence of their written nature. Standards of professionalism for student physical therapists can be found in the LC DPT Student Handbook and within the Lynchburg College Student Handbook, The Hornet. Posts made by student physical therapists within online networks will be treated as if they were made verbally in a public place.

b. Reflection on LC DPT and Lynchburg College: Once you have identified yourself as a Lynchburg College Student Physical Therapist within a social medium, your words and actions will reflect upon LC DPT and Lynchburg College. Those who have access to your social medium will form perceptions and opinions about LC DPT and Lynchburg College based on the information that you post. All content should be consistent with your position at the school and the values and professional standards established by LC DPT and Lynchburg College.

c. Postings by Others: Unprofessional postings by others on your page reflect negatively on you. Monitor all posts connected to you to ensure that content would not be viewed as unprofessional. It may be necessary to block individuals from posting on your page if they consistently post inappropriate information. Other’s may also post photo’s or video of you and “tag” you. It is your responsibility to make sure that these postings are appropriate and not professionally compromising. It is advisable to “untag” yourself from any photos as a general rule, and to refrain from tagging others unless you have their explicit permission from them to do so.

d. Sexual Harassment: Relationships online with faculty, clinical faculty, staff, and fellow students are all governed by the Lynchburg College’s Human Rights Policy which includes stipulations about sexual harassment. Cyber stalking, inappropriate requests to engage in activities outside of school, and inappropriate postings to or about any individual within LC DPT or Lynchburg College can all be considered forms of sexual harassment.

e. Health or Medically Oriented Posts: Any posts by Student Physical Therapists of a medical or health related nature should include a disclaimer that the posts are your own and do not necessarily represent the positions, strategies, or opinions of LC DPT or Lynchburg College. Careful attention should be paid to differentiating between medical opinions and facts. Ultimately, Student Physical Therapists must avoid giving specific health or medical advice.

f. Copyrighted or trademarked materials: If you post content, photos or other
media, you are acknowledging that you own or have the right to use these items. Do not violate copyrighted or trademarked materials.

g. Legal Ramifications: Posts regarding the care of patients or that portray you or a colleague in an unprofessional manner can be used in court or other disciplinary proceedings.

h. Future Employment: Any posts are potentially viewable by future employers, at times, even after they have been deleted. Images can be downloaded by and forwarded to others. It is not uncommon for potential employers to search for social network profiles of potential hires, and there are many examples of people not being offered a job because of findings on social networking sites.

2. Privacy
   a. Settings: Social mediums continuously change so it is important to monitor your privacy settings of social mediums on a regular basis to ensure your privacy and security. Privacy settings should be set so that only those people to whom you provide permission can access information and media about you.
   
b. Information Sharing: Avoid sharing personal identification numbers within social mediums (telephone numbers, social security numbers, passport numbers, driver’s license numbers, birthdates, or any other data that could be used to obtain your personal records).
   
c. Maintaining other’s privacy: Do not violate the privacy of fellow students, staff, clinical faculty, or faculty when referring to them in a professional capacity unless they have given permission for their name or likeness to be used.

3. Confidentiality
   a. HIPAA: Posts on social mediums are still subject to and under the regulation of HIPAA. Violators are subject to the same prosecution as with other HIPAA violations.
   
b. Patient Privacy Measures: The same patient privacy measures that are employed in public forums should be applied to social mediums.
   
c. Online Discussions of Patients: Refrain from online discussions of patients even if all identifying information is excluded. Patients may still be identified based on context of situations alone.
   
d. Media of Patients: Specific written permission to post photos online must be obtained from patients before any photos of patients or photos depicting the body parts of patients may be displayed. Even if you have permission, such photos may be downloaded and forwarded by others, and patients should be made aware of this.
4. Patient Contact
   a. Patient Interactions: Interactions with patients within these mediums is strongly discouraged. A dual relationship can be damaging to the provider-patient relationship and can have legal ramifications.
   b. Patient’s Medical Records: Patient information gathered via social mediums should not be entered into the patient’s medical record without their consent.

5. Social Media in Clinical Settings
   a. Access: Refrain from accessing personal social mediums while in clinical settings.
   b. Clinical Site Policies: It is your responsibility to be aware of and abide by any social networking policies of the internship sites which you attend.
In an effort to provide students with a secure location for after-hours study, any student enrolled in the LC-DPT program will be granted access to the Health Sciences Building during hours outside the normal class schedule. These hours may vary due to various factors involving safety, and will be determined jointly between the Program Director and the Director of LC Safety & Security. The hours the building will be available will be readily available to all students, faculty, and staff. All attempts will be made to allow unlimited 24 hour access, however, student, faculty, and staff safety as well as property security must be considered.

Entrance and exit after hours must occur through the designated after hours entry point. Once inside, limited room access will be available. The student lounge and library areas will be available for study use after hours. There may be instances that allow an instructional laboratory to remain accessible after hours, and should be arranged with the course coordinator. The human dissection (cadaver) lab will be made available for access after-hours during course schedules involving use of this facility, however, there MUST be a minimum of two persons in the human dissection lab for after hour use. NO STUDENT MAY UTILIZE THE HUMAN DISSECTION LABORATORY DURING AFTER HOURS UNACCOMPANIED.

Students, faculty, and staff are to utilize the facility after hours only for educational purposes. The building is designed for educational use; overnight stays, temporary residence, storage of personal belongings except as permitted in the student locker, social gatherings, or any other action determined to be outside the intended use of the building will not be tolerated.

Any persons violating this policy shall face disciplinary action as described in The Hornet Student Handbook: Honor and Student Conduct Codes and Regulations (Students) or Faculty Handbook (Faculty) or Staff Handbook of Personnel Policies and Procedures (Staff).
It is expected that DPT students will maintain a neat and orderly environment within the DPT classrooms, laboratories, and common areas.

**Personal Belongings**
Students are assigned a locker for storage of personal belongings. Personal belongings should not be left in classrooms, laboratories, or common areas.

**Book bags**
Storage shelves have been placed in each classroom for the placement of personal items that may need to be readily available during or between classes. Fire code requires that no items be placed on the floor under or around the student desks in classrooms.

**Beverages**
Beverages are allowed in the classroom. However, they must be kept in a container with a lid that also has an open and closing mechanism. This is in order to prevent spills and leaking. All precautions must be met in order to ensure the cleanliness of the DPT building.

**Laboratories**
Food and beverages are not permitted in laboratories.
No footwear is to be worn on laboratory plinths and mat tables.
Plinths and mat tables should be returned to an appropriate low height, with all components in a neutral position.
All pillows should have a pillowcase and be placed on plinths or mat tables.
Dirty linen should be placed in the appropriate receptacle.
Any spills that occur should be promptly cleaned.
Any items used in the lab should be returned to appropriate storage locations.
No personal items should be left in the lab.
Nothing sharp should be placed on the plinths.
Any problem noted with the Health Science Building, Suite A that requires immediate attention should be reported to the Administrative Assistant or Program Director during regular business hours.

Problems that occur outside of normal operating hours should be immediately reported to Campus Security (434-544-8100). They, in turn, will notify the necessary parties to repair or correct the issue.
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Equipment owned and operated by the Doctor of Physical Therapy Program at Lynchburg College will be inspected annually, or more frequently as indicated in the specified owner’s manuals, to ensure safety during use. Equipment will be inspected and maintained by a contract company appropriately qualified to certify the safety and function of the equipment being inspected.

A core faculty member will be appointed by the Program Director to serve as the Program’s Safety Officer. A master log will be kept that indicates dates for inspection of all equipment. The Safety Officer will ensure that all equipment is inspected as appropriate and that inspections reports are kept on file.

Any student noting a problem or malfunction of Program equipment should immediately notify the Administrative Assistant who will notify the Program Safety Officer.
All students will comply with safety policies of Lynchburg College. All laboratories within the Doctor of Physical Therapy Program will be inspected by the College Safety Officer to ensure that they are safe for use by faculty and students.

In order to ensure safety for students during laboratory portions of courses, the program will maintain a ratio of no less than 1 faculty member to 30 students at all times.

No student shall enter a laboratory setting for any reason prior to being instructed by the course coordinator/instructor in specific safety precautions and procedures related to the laboratory setting.

Students are responsible for abiding by safety precautions and procedures at all times.

Cadaver Dissection Lab: The cadaver dissection lab is operated solely for educational and research purposes. Students are warned that their behavior in the cadaver lab must be restrained and reserved. Absolutely, under no circumstances, is a student to be in the cadaver lab alone, unless tending to a directive issued by a DPT core faculty member. Students may be granted access after normal working hours to avail themselves of the learning opportunities that dissection provides. This access is considered a privilege and will be removed if any impropriety of the cadaver dissection lab rules (as described by the anatomy instructor) occurs.