ATHLETIC TRAINING/DOCTOR OF PHYSICAL THERAPY PROGRAM

Boston University
College of Health and Rehabilitation Sciences: Sargent College
Department of Physical Therapy and Athletic Training
Athletic Training/Doctor of Physical Therapy Program

AT/DPT Students:

The following academic and clinical policies and procedures reflect the requirements of the AT/DPT program. It is assumed that all persons enrolled in the AT/DPT program have read and accept these policies and procedures. These policies are in addition to those established by Boston University and the College of Health and Rehabilitation Sciences: Sargent College.

You are responsible for knowing and understanding the contents of this document. If there are issues or items that are not clear to you, it is your responsibility to seek clarification.

Review this manual. Any updated information or additions will be given to you as necessary.

Sara D. Brown, MS, ATC
Director, Programs in Athletic Training

Diane M. Heislein, PT, DPT, MS, OCS
Director, Programs in Physical Therapy


Information in this manual is not intended to be fully comprehensive. Students should also refer to policies, data, or listings that are found in: BU Sargent College Graduate or Boston University Bulletin, Academic Conduct Code, Mugar Library Guidelines for Preparation of Theses and Dissertations, Boston University or BU Sargent College websites.

While every effort is made to keep all of these sources accurate, up-to-date, and in agreement with one another, occasional discrepancies may occur and will be resolved by consultation with your Program Director.
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1. **Welcome to Boston University College of Health & Rehabilitation Sciences: Sargent College**

**Mission of Boston University**

Boston University is an international, comprehensive, private research university, committed to educating students to be reflective, resourceful individuals ready to live, adapt, and lead in an interconnected world. Boston University is committed to generating new knowledge to benefit society.

We remain dedicated to our founding principles: that higher education should be accessible to all and that research, scholarship, artistic creation, and professional practice should be conducted in the service of the wider community—local and international. These principles endure in the University's insistence on the value of diversity, in its tradition and standards of excellence, and in its dynamic engagement with the City of Boston and the world.

Boston University comprises a remarkable range of undergraduate, graduate, and professional programs built on a strong foundation of the liberal arts and sciences. With the support and oversight of the Board of Trustees, the University, through our faculty, continually innovates in education and research to ensure that we meet the needs of students and an ever-changing world.

**Mission of BU Sargent College**

The mission of Boston University College of Health and Rehabilitation Sciences: Sargent College is to advance, preserve, disseminate, and apply knowledge in the health and rehabilitation sciences. BU Sargent College strives to create an environment that fosters critical and innovative thinking to best serve the health care needs of society.

**Introduction to BU Sargent College**

Boston University College of Health and Rehabilitation Sciences: Sargent College became part of Boston University in 1929. It originally was founded as a School of Physical Training in Cambridge, Massachusetts by Dr. Dudley Allen Sargent in 1881. Dr. Sargent built an international reputation as an innovator in health promotion and physical conditioning. With the expansion of knowledge about health and the increase in complexity of society’s health care needs, BU Sargent College continuously improves our degree programs to meet the needs of future professionals in health fields.

**Academic Programs**

Undergraduate programs include Athletic Training, Health Science, Health Studies (undergraduate portion of the Doctor in Physical Therapy program), Human Physiology (pre-med), Dietetics, Nutritional Science (pre-med), Speech, Language and Hearing Sciences, and Behavior & Health (undergraduate portion of the Occupational Therapy program). Graduate programs are offered in Human Physiology, Nutrition, Audiology, Occupational Therapy, Physical Therapy, Rehabilitation Sciences and Speech-Language Pathology.
Massachusetts law and Boston University policy requires faculty and staff to accommodate students who are absent due to religious observance.

Massachusetts General Law Chapter 151C, Section 2B, states:

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

The University implements this law as follows:

1. Students are permitted to be absent from class, including classes involving examinations, labs, excursions, and other special events, for purposes of religious observance. Class and other work shall be made up in consultation with the student’s instructors. All religious observances, within all religious traditions, are subject to this accommodation. A list of religious groups currently active on campus may be found at the Religious Life link on the University’s website.

2. When preparing syllabi, instructors should be mindful of major days of religious observance. Please refer to [http://www.bu.edu/chapel/religion](http://www.bu.edu/chapel/religion).

3. It is recommended that instructors provide students with the dates and times for examinations and other major course obligations at the beginning of the semester or summer session and that students inform instructors of conflicts due to religious observance very early in the semester, so that accommodations can be made.

4. Once a student informs an instructor of a conflict due to religious observance, the instructor and student should seek to arrive at mutually acceptable alternative arrangements for class work and examinations. In general, the student must be given the opportunity to do appropriate make-up work that is equivalent to the original examination, assignment, or other academic exercise. This could be the same work with a different due date, or a substantially similar exercise at another time. Make-up examinations and work should be arranged so as to not create an unreasonable burden upon either the student or the instructor or school. To avoid misunderstandings, the agreed-upon arrangement should be put in writing. If, after discussion, the instructor and student cannot agree on an accommodation, the advice of the college Dean’s office should be sought.

5. Students or teachers who would like advice or counsel about religious observance may call or email the Dean of Marsh Chapel (Robert Alan Hill, 617-358-3394, rahill@bu.edu) or the Director of Marsh Chapel (Raymond Bouchard, 617-358-3390, dymphna@bu.edu) for help in the administration of this policy.
ATTENDANCE

Students are expected to attend each class session unless they have a valid reason for being absent. Students may be required at any time to account for undue irregularity in attendance. Any student who has been excessively absent from a course may be required to withdraw from that course without credit. Students who expect to be absent from class for more than 5 days should notify the dean promptly.

Students absent from classes more than 2 days for illness should be under a physician’s care. Students who are absent 5 days or more for illness should present to BU Student Health Services a certificate of fitness from their physician, or be examined at BU Student Health Services.

ACADEMIC PROBATION, SUSPENSION AND REINSTATEMENT

The university policy on academic probation can be found here: http://www.bu.edu/academics/policies/academic-standing-for-undergraduate-students-in-full-time-programs/. Students on probation are encouraged to seek advice from their academic advisor and/or an academic counselor at the college.

A letter is sent to each student informing him/her of academic probation status. Copies of this letter are sent to the faculty advisor, and it is recorded at the Registrar’s Office on the University Record System.

Specific program policies may be more stringent than the college policy.

SUSPENSION OR DISMISSAL

Boston University, through its various faculties and committees, reserves the discretionary right to suspend or dismiss any student from the University for failure to maintain a satisfactory academic record, acceptable personal behavior, or for other reasons of health, safety, or welfare of the University community. It is University policy that no progress can be made toward a degree during a period in which the student is suspended from the University for disciplinary reasons. Hard copies of Boston University’s Academic Conduct Code are available from the Office of the Dean of Students, East Tower, George Sherman Union, 775 Commonwealth Avenue, Boston, MA 02215.

SEXUAL MISCONDUCT / TITLE IX

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits sex-based discrimination in federally funded education programs and activities. This law makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at http://www.bu.edu/safety/sexual-misconduct/.
**DISABILITY ACCOMMODATION**

Boston University provides reasonable accommodations to eligible individuals with disabilities in conformance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. Requests for disability accommodations must be made in a timely fashion to the [BU Office of Disability Services](mailto:), 19 Deerfield Street, Boston, MA 02215; 617-353-3658 (Voice/TTY). Students seeking accommodations must submit appropriate medical documentation and comply with the policies and procedures of the BU Office of Disability Services.

**LATIN HONORS**

Calculation of Latin honors includes all semesters at Boston University:

- summa cum laude – top 5% of graduating class
- magna cum laude – next 10% of graduating class
- cum laude – next 15% of graduating class

**3. BU SARGENT COLLEGE CORE POLICIES**

**PROFESSIONAL BEHAVIOR**

BU Sargent College strives to create an environment that fosters critical and innovative thinking to best serve the health care needs of society. This environment is made possible only through full participation of all members of the BU Sargent College community. A key expectation of this community of scholars, educators, practitioners and students is the adherence to the highest standards of professional and ethical behavior.

Academic performance is one indicator of success for BU Sargent College students. Students are also expected to demonstrate professional behavior, to accept responsibility for their actions, and to expect the same from their peers. Professional behavior is expected across environments, whether the student is engaged in clinical practice, classroom instruction, peer or faculty interaction, research or laboratory activities. Students are expected to know and comply with the specified rules for each of their academic and clinical experiences.

Students are evaluated on professional behavior in addition to academic performance. Failure to meet the standards for professional behavior may result in dismissal from the program. The specific responsibilities of students are outlined in this manual. (adopted by SAR Faculty, 12/98)

**INTRA-UNIVERSITY TRANSFER**

Intra-university transfer applicants to BU Sargent College programs should make an appointment to speak with an academic counselor in the Academic Services Center (ASC). Transfers into the AT/DPT program are accepted on a space available basis.
**DEAN’S LIST**

Full-time students are named to the Dean’s List for excellence of scholarship upon achieving a grade point index of 3.5 in any one semester with no incomplete grades and at least 12 credits of letter grades; P/F grades are not considered.

**ENGLISH REQUIREMENT**

All BU Sargent College students are required to complete a college-level English composition course. Advanced placement units and/or exemption by SAT scores may not be used to meet this requirement.

**POLICIES ON ACADEMIC DISHONESTY**

Boston University College of Health and Rehabilitation Sciences: Sargent College is committed to creating an intellectual community in which both faculty and students participate in the free and uncompromising pursuit of learning. This is possible only in an atmosphere of mutual trust where the discovery and communication of truth are marked by scrupulous, unqualified honesty. The college expects all students to adhere strictly to the accepted norms of intellectual honesty in their academic and clinical work. It is the responsibility of the student to abide by the BU Academic Conduct Code.

**GRADUATION DEADLINES**

A graduation application must be submitted to the ASC by February 1 for May or September degree dates or by October 1 for January graduation. Students are responsible for the accuracy of their graduation applications. BU Sargent College baccalaureate degree requirements must be completed within 8 years of the initial date of matriculation at Boston University.

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**4. WELCOME TO THE ACCELERATED ATHLETIC TRAINING/DOCTOR OF PHYSICAL THERAPY PROGRAM**

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**DEPARTMENT OF PHYSICAL THERAPY AND ATHLETIC TRAINING MISSION STATEMENT**

The mission of the Department of Physical Therapy and Athletic Training is to advance, disseminate, and apply knowledge in health and rehabilitation sciences. The department strives to develop critically thinking, innovative, and evidence-based professionals who engage in life-long learning and leadership in the areas of clinical practice, research and community service.
ATHLETIC TRAINING PROGRAM
MISSION STATEMENT

The mission of the athletic training program is to prepare its students to function as critical thinkers in a changing society. Our students will develop supervisory, management, communication, and critical thinking skills to become effective team members, life-long learners, and advocates for patients, the public, and health care professionals.

PHYSICAL THERAPY PROGRAM
MISSION STATEMENT

The mission of the physical therapy program at Boston University College of Health and Rehabilitation Sciences: Sargent College is to educate physical therapists who will meet the challenges posed by the evolving health care system by being lifelong learners, critical thinkers, evidence based practitioners, ethical care givers and effective clinicians. Graduates, who are prepared as generalists, will be ready to autonomously promote health and quality of life, and to restore, maintain and promote optimal physical function to those with, or at risk for, movement dysfunction.

By taking advantage of the overlap between the athletic training and physical therapy professions, this program leads to a Bachelor of Science (BS) degree in athletic training and a Doctor of Physical Therapy (DPT) degree in six years of study.

ATHLETIC TRAINING EXPECTED STUDENT OUTCOMES

Graduates of the athletic training program from Boston University: Sargent College will:

1. Practice independently as athletic trainers.
2. Incorporate ethical, moral, and legal behavior into the practice of athletic training.
3. Use patient/client values and circumstances, research findings, outcomes, and clinical expertise to guide clinical decision-making.
4. Recognize the role of the athletic trainer as a healthcare provider within the larger context of a changing healthcare system.

EDUCATIONAL PHILOSOPHY OF THE PHYSICAL THERAPY PROGRAM

The physical therapy curriculum of Boston University emphasizes a conceptual framework for clinical practice across all clinical content areas which is a combination of the Patient/Client Management model of practice described by the Guide to Physical Therapist Practice, both the International Classification of Functioning and Disability and the Nagi models of disablement, and the systems model of motor control to drive a hypothesis-oriented examination based on function and a task-based approach to intervention. We believe that altered human movement is best understood using a functional approach. It is the examination of function that drives the subsequent comprehensive physical therapy examination and intervention. Evidence based practice is a core value of the
physical therapy program, is emphasized in all aspects of this conceptual framework and is included in all courses. In addition, health promotion, wellness, and prevention of injury or disease that insures quality of life to all are pivotal to our program.

The physical therapy curriculum at Boston University is designed to educate physical therapists as generalists. Specialization is encouraged following graduation and after gaining some clinical experience. The nature of clinical practice suggests that a logical way to study function, disability and its contributing impairments is to divide the approach into the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems. Clinically based courses are organized accordingly. The effects of development and aging on the behavior of physiologic systems are highlighted throughout the program. Basic science courses and foundation courses introduce the knowledge base necessary for the exploration of the relationship of function and ability.

The role of the physical therapist in the health care system is constantly evolving. The physical therapist is expected to be an autonomous practitioner, to take on a greater role as a leader in defining the roles of the profession and insuring quality care in a cost effective system. This trend has influenced the curriculum with themes of health care management, clinical decision-making, health promotion and wellness and professional issues that are essential elements in our program.

The educational principles that guide the design of the overall curriculum emphasize 1) professional and ethical behavior as an intrinsic element of the curriculum, 2) the progression from the acquisition of knowledge in basic sciences to application in evidence based practice, 3) the use of a similar thought process for problem solving across the curriculum and 4) the use of a variety of teaching and testing methods to adequately and accurately assess the educational process.

In sum, the key components of the curriculum plan include a strong foundation in the basic life sciences, synthesis of a body of applied scientific knowledge, adoption of a professional code of ethics, demonstration of a commitment to professional values, possession of the ability to communicate effectively, solve problems creatively, and to administer and evaluate treatment effectively and efficiently based on a functional examination. The expected student outcomes are derived from these essential components.

Using input from program faculty, graduates, and employers of our graduates, we have developed a contemporary curriculum that prepares students to be critical thinkers in a changing society. The curriculum design and content reflect our commitment to that goal.

**Physical Therapy Program Goals**

1. Students will be prepared as generalists to practice autonomously in any practice setting.
2. Students, graduates, and faculty will demonstrate commitment to professional development.
3. Students and faculty will use critical inquiry skills and evidence-based practice in all educational experiences.
4. Core faculty will demonstrate commitment to the profession through participation in service, scholarly, and advocacy activities.

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PHYSICAL THERAPY PROGRAM EXPECTED STUDENT OUTCOMES

Graduates of the DPT program will:

1. be prepared as generalists who are capable of working in any practice setting as autonomous practitioners by:
   a. achieving 100% ultimate pass rate on the NPT exam.
   b. achieving an employment rate of >95% within 6 months of receiving licensure of those who seek employment.
2. maintain competence and strive for excellences in clinical practice by:
   a. participating in activities that promote life-long learning and professional development.
   b. Incorporating evidence from a variety of sources into practice.
   c. Incorporating tools that examine quality of care into practice (e.g. outcome measures).
3. practice in a professional manner by internalizing the core values of the profession as described in the document: Professionalism in Physical Therapy: Core Values (APTA)
4. adhere to the ethical and legal practice standards.
5. respect and treat each patient as an individual, without regard to gender, race, color, sexual orientation, or religious affiliation.
6. invest in and promote the profession of physical therapy by:
   a. remaining active members of the APTA.
   b. educating physical therapy students.
   c. advocating for changes in laws, regulations, standards, and guidelines that affect physical therapist service provision.
7. assume leadership roles in their practice setting (e.g. participation in program development and needs assessments, leading journal clubs or other new initiatives, assuming supervisory level positions, taking on the role of CCCE).
8. address primary and secondary prevention, wellness, and health promotion needs of individuals, groups, and communities.

ACCREDITATION

The AT program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Completion of the program leads to eligibility to take the Board of Certification examination.

CAATE
6836 Austin Center Blvd., Suite 250
Austin, TX 78731-3193
(512) 733-9700

The DPT program is accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) and leads to eligibility to take the National Physical Therapy Examination (NPTE).

The Department of Accreditation
American Physical Therapy Association
1111 North Fairfax Street
Alexandria, VA 22314
(703) 706-3245
The only mechanism through which the Commission on Accreditation in Physical Therapy Education (CAPTE) can act on a student’s concerns is through the formal complaint process. Students should be aware that the complaint MUST be related specifically to one or more of the Evaluative Criteria, to the Statement on Integrity in Program Closure, or to the Statement of Integrity in Accreditation. In other words the student will need to link the complaint to violation of the Criteria or the Statements. The Criteria can be found in the Accreditation Handbook. Also, in order for CAPTE to consider the complaint to be bona fide, the student MUST have exhausted all avenues for redress at the institution. The student will need to understand that CAPTE cannot function as an arbiter between them and the school. Should CAPTE find that the complaint has merit and that the program is out of compliance with the Evaluative Criteria or the Statements, CAPTE can only require the program to come into compliance with the Evaluative Criteria. If the student wishes to pursue filing a complaint against a program, please contact the Department of Accreditation and they will provide the appropriate forms and information for doing so.

5. **ACCELERATED AT/DPT PROGRAM CURRICULUM AND REQUIREMENTS**

### PROGRAM CURRICULUM

**First Year/Freshman Fall**

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<tr>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
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<td>CAS BI 105</td>
<td>Intro to Biology for Health Sciences</td>
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<td>CAS CH 171</td>
<td>Life Sciences Chemistry I</td>
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<td>SAR HP 151</td>
<td>Intro to Health &amp; Rehabilitation Professions</td>
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**First Year/Freshman Spring**

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<td>Life Sciences Chemistry II</td>
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<td>Athletic Training Practicum I</td>
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### Second Year/Sophomore Fall

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<tbody>
<tr>
<td>CAS BI 211</td>
<td>Human Physiology</td>
<td>4</td>
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<tr>
<td>CAS PS 211 or CAS MA 113 or CAS MA 115 or CAS MA 213</td>
<td>Statistics</td>
<td>4</td>
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<tr>
<td>SAR AT 304</td>
<td>Athletic Training Practicum II</td>
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<td>SAR AT 355</td>
<td>Foundations of Athletic Training</td>
<td>4</td>
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<tr>
<td>SAR HP 412</td>
<td>Abnormal Behavior in Rehabilitation</td>
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### Second Year/Sophomore Spring

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<td>SAR AT 305</td>
<td>Athletic Training Practicum III</td>
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<td>SAR AT 356</td>
<td>Exam &amp; Diagnosis of Orthopedic Conditions</td>
<td>4</td>
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<tr>
<td>SAR HP 252</td>
<td>Health &amp; Disability Across the Lifespan</td>
<td>4</td>
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<tr>
<td>SAR HS 369</td>
<td>Gross Human Anatomy</td>
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<td>Humanities elective</td>
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### Second Year/Sophomore Summer

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<tr>
<td>CAS PY 105</td>
<td>Elementary Physics I *</td>
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<tr>
<td>CAS PY 106*</td>
<td>Elementary Physics II *</td>
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### Third Year/Junior Fall

<table>
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<tbody>
<tr>
<td>SAR AT 404</td>
<td>Clinical Athletic Training I</td>
<td>4</td>
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<td>SAR HP 353</td>
<td>Organization &amp; Administration of Health Care in the U.S.</td>
<td>4</td>
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<tr>
<td>SAR HP 531</td>
<td>Clinical Medicine I: Physical Agents</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAR HS 342</td>
<td>Exercise Physiology</td>
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### Third Year/Junior Spring

<table>
<thead>
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<th>Course #</th>
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<tbody>
<tr>
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<td>Clinical Athletic Training II</td>
<td>4</td>
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<tr>
<td>SAR AT 430</td>
<td>Orthopedic Rehabilitation</td>
<td>5</td>
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<td>SAR HP 532</td>
<td>Clinical Medicine II</td>
<td>4</td>
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<tr>
<td>SAR HP 560</td>
<td>General Medicine Practicum</td>
<td>1</td>
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<tr>
<td>SAR HP 572</td>
<td>Principles of Evidence-Based Practice</td>
<td>3</td>
<td>X</td>
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*May substitute CAS PY 101: Physics for Health Sciences and SAR HP 565: Biomechanics to meet this requirement.*
### Third Year/Junior Summer

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<th>Course #</th>
<th>Course title</th>
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<tr>
<td>SAR PT 515</td>
<td>Physical Therapy Examination</td>
<td>4</td>
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<td>SAR PT 520</td>
<td>Functional Anatomy</td>
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<tr>
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<td>SAR PT 511</td>
<td>CV and Pulmonary System I</td>
<td>6</td>
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<tr>
<td>SAR PT 521</td>
<td>Musculoskeletal System I</td>
<td>6</td>
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<tr>
<td>SAR AT 432</td>
<td>Organ &amp; Admin of AT</td>
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### Fourth Year/Senior Spring

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<tr>
<td>SAR HP 505</td>
<td>Clinical Athletic Training IV</td>
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<tr>
<td>SAR PT 551</td>
<td>Neuroscience for PT Students</td>
<td>4</td>
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<tr>
<td>SAR PT 565</td>
<td>Integrated Clinical Experience II</td>
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### Fourth Year/Senior Summer

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<tr>
<td>SAR HP 791</td>
<td>Clinical Education Experience I</td>
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### Fifth Year Fall

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<tr>
<td>SAR PT 550</td>
<td>Scientific Basis of Human Mvmt</td>
<td>2</td>
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<tr>
<td>SAR HP 662</td>
<td>Evidence Based Practice II</td>
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<td>SAR PT 634</td>
<td>Diagnostic Procedures for Rehabilitation Professionals</td>
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<td>SAR PT 652</td>
<td>Neurological System I</td>
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<tr>
<td>SAR PT 691</td>
<td>Clinical Education Seminar I</td>
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### Fifth Year/Spring

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<tr>
<td>SAR PT 681</td>
<td>Academic Practicum I</td>
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<td>SAR PT 623</td>
<td>Musculoskeletal System III</td>
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<td>SAR PT 653</td>
<td>Neurological System II</td>
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<td>SAR PT 692</td>
<td>Clinical Education Seminar II</td>
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<td>SAR HP 725</td>
<td>Foundations of Health Education and Promotion</td>
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## Fifth Year/Summer

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<tr>
<td>SAR PT 792</td>
<td>Clinical Education Experience II</td>
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## Sixth Year/Fall

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<tr>
<td>SAR HP 770</td>
<td>Health Care Management – PT</td>
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<td>SAR PT 756</td>
<td>Pediatrics</td>
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<td>SAR PT 773</td>
<td>Comprehensive Clinical Reasoning</td>
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<td>SAR PT 794</td>
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## Sixth Year/Spring

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<tbody>
<tr>
<td>SAR PT 793</td>
<td>Clinical Education Internship</td>
<td>0</td>
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</table>

## Elective Requirements

- 2 Humanities electives (in addition to WR 100) (8 credits)
- 1 PDP (1 credit)

## Study Abroad

With adequate planning, study abroad is available during the summer after the freshmen or sophomore year.

## Participation in Intercollegiate Athletics

Students participating in intercollegiate athletics must consult the program director before enrolling in this major. Significant restrictions apply that may preclude or delay successful completion of the program by intercollegiate athletes. Participation in club and intramural activities provides a good alternative for some.

## Course Substitutions

Program approval must be secured for any course requirement, repetition or substitution at Boston University or elsewhere. Credit may not be granted if such approval has not been received in advance. Course Equivalent Approval and Petition forms are available in the ASC.

In recognizing credit for transfer from other institutions, the college does not accept toward degree requirements any courses in which the student has received grades lower than C (undergraduate students) or B- (graduate students).
Any courses that are to be taken at another university must be pre-approved following the procedures prescribed by the ASC. A maximum of 8 credits of prerequisite courses (identified in the Program Curriculum section of this document) may be taken outside of Boston University.

If a course transferred from outside the university is on a different credit system, the course content will be accepted as equivalent, but the credits cannot be converted to Boston University's 4-credit hour system (ie, 3-credit courses taken elsewhere will remain as 3 credits when transferred to Boston University). Additionally, for courses taken at colleges or universities structured on the quarter system, credits will be transferred with one quarter hour being equivalent to 0.6-credit hours (example: 4 quarter hours = 2.4 credit hours).

While a 3-credit hour course will usually fulfill a 4-credit hour requirement, a 4-quarter hour course will only be accepted as fulfilling the requirement at the discretion of a student's advisor.

While credits taken at other institutions are recognized by Boston University, grades achieved at other institutions are not calculated into the overall GPA.

Advanced Placement (AP) credits

AP credits or transfer credits from other colleges may be used toward elective courses (eg, humanities). After consulting with their advisor, students must petition PT/AT CAPP to waive BI 106, BI 211 and CH 172 with AP credits.

6. Transfer Requirements

Intra-university students may transfer into the accelerated AT/DPT program until the first semester of their junior year. Transfer students are accepted on a space available basis. Transfer by the completion of the freshman year is recommended for timely completion of the program. Transfer during or at the completion of the sophomore year may require additional time to complete the requirements. All athletic training and physical therapy professional courses must be completed at BU Sargent College. For consideration to transfer into the program, students must be on track to complete the baccalaureate degree by September 2019.

General Requirements for Transfer

- A cumulative GPA of 3.0 (without rounding).
- No D grades in prerequisite courses
- Grades of C or better in all professional courses

7. Undergraduate Registration Procedures

Prior to course registration, students meet with their academic advisor to review course selection and credit hours. Once the semester schedule is approved by the advisor, an advising code is given. This advising code allows students access to register for courses online at the Student Link.
**COURSE ADJUSTMENTS**

Changes in a student's course or section enrollment involve dropping and adding courses. A student should consult with his/her advisor prior to dropping or adding a course, except where the drop/add consists merely of a change in section within the same course. The course adjustment forms are available in the ASC. The instructor of the course must sign a Course Adjustment form for an addition, but need not when a student is dropping a course.

*A student's financial assistance may be affected by the withdrawal from a course. Students should check the university policies regarding the credit hour requirement to continue receiving financial aid.*

**Important Dates to Observe**

- No course may be added after the first 2 weeks of classes.
- A course dropped during the first 5 weeks of classes will **not** appear on the student’s permanent record.
- A course dropped after the first 5 weeks will appear on the student's record as a W (withdrawal). All courses must be dropped by the published date.
- The final date to drop a course is 8 weeks prior to the last day of class.

Withdrawal and refund policies can be obtained from the ASC or at the University Registrar.

**AUDITING A COURSE**

Students are permitted to audit BU Sargent College courses only at the discretion and permission of the instructor. A student who audits a course does not earn credits or a grade. Audited courses do not count toward completion of degree requirements. *An auditor may not change his or her status after the fifth week of classes.*

Auditors must attend classes regularly, do assigned readings, and participate in discussions, but they are excused from exams. Auditors are subject to the full tuition and fees of the course. Required courses may not be audited.

**COURSE OVERLOAD POLICY**

All seniors may take up to 20 credits at no extra charge. Other students, who have a 3.3 GPA or higher, may take up to 20 credits with written permission from their faculty advisor. Students who do not have a 3.3 GPA are required to secure the permission of their faculty advisors and to pay the additional tuition, assessed at the part-time rate, for credits in excess of 18.

**PASS / FAIL POLICY**

All students wishing to take a course pass/fail, which is regularly a graded course, must petition the instructor within the first 2 weeks of the semester. The petition must be approved by the instructor and the student's academic advisor. *No professional or prerequisite course may be taken as pass/fail.*
Most MET Courses with the same number, title, and description as their CAS counterparts are considered equivalent to CAS courses for the purposes of concentration or divisional studies credit. Other MET courses do not have CAS equivalents but offer unique academic content. Students are advised to have all MET courses approved as equivalent to CAS courses or appropriate for their degree programs by their faculty prior to registration.

8. DPT Graduate Registration Procedures

Registration Process

Juniors in the accelerated AT/DPT program will register for courses to begin the PT professional curriculum (begins the summer between junior and senior year) in the spring academic semester of their junior year. Juniors should obtain their advising codes from their advisors in order to register for summer and fall semester of the first professional year.

The first professional year fall and spring semesters, AT/DPT students will register for courses as undergraduates due to the university’s classification system. Registration for the remainder of the DPT program will proceed as outlined in below.

During the registration period, students will be provided a list of courses that they should register for the following semester. If that upcoming semester does not contain 18 credits, students may choose to also register for courses outside the DPT curriculum. Schedules will also be posted under Program Info on the ongoing PT Blackboard site.

As with the undergraduate registration, graduate students need an advising code, which is available on the ongoing PT Blackboard website in the Student Tools section. All pertinent information regarding registering for classes is posted on the ongoing PT Blackboard website as soon as the information is available. It is the student’s responsibility to register for the correct amount of credits and classes. To register for classes students should go to the Student Link.

Students will register for summer DPT clinical education experiences in the spring semester of each year.

For problems with registering, please contact the Senior Program Coordinator or visit the ASC.

9. Leave of Absence/Withdrawal Policies

A student may apply for a leave of absence or withdrawal from the university/college after notifying their faculty advisor and the Program Director. Any student who requests a leave of absence (LOA) from the AT/DPT program must petition that request via PT/AT CAPP, as this will extend the length of
time to complete the degree requirements (see Section 14). Exceptions to this petition process include approved medical LOA or professional course failure. The process to apply for a LOA or withdrawal from the university/college can be found at:

Undergraduate Process:  [www.bu.edu/sargent/current-students/forms/leave-of-absence-or-withdrawal/](http://www.bu.edu/sargent/current-students/forms/leave-of-absence-or-withdrawal/)


A student may not apply for a leave of absence to avoid either probation or dismissal for academic reasons.

**Withdrawal from a DPT Professional Course**

Any student wishing to drop or withdraw from a professional course must petition the Physical Therapy and Athletic Training Committee on Academic Policy and Procedures (PT/AT CAPP) because this will extend the length of the professional program. This generally requires that the student drop back a year in the curriculum. A student may not withdraw from a regular semester course within 2 weeks of the end of the regular semester or within 1 week of the end of the summer term. The form for course withdrawal should be obtained from the ASC and completed. Refer to Course Adjustments, for important dates to observe regarding course withdrawal and refund policies.

Withdrawal from a course in the professional program that results in a W grade is equivalent to a course failure.

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**10. Academic Policies and Standards**

**Matriculation Requirements**

**Required Courses**

All required courses must be completed as indicated in the curriculum in section [Accelerated AT/DPT Program Curriculum and Requirements](#). Completing courses in a sequence other than the one identified may prolong the time needed to complete the program. All courses identified as freshmen, sophomore or junior level classes in the curriculum must be completed by the end of the junior year, prior to beginning the summer school session preceding the senior year.

**Cumulative GPA**

The cumulative GPA must be at least 3.0 (without rounding) by the end of spring semester sophomore year and at the end of the spring semester junior year for students to continue matriculation in the program. Students who do not achieve the required GPA will be terminated from the accelerated AT/DPT program. The cumulative GPA includes all course work (including repeated courses) taken to that point at Boston University.
Prerequisite Courses
All prerequisite courses listed below must be completed with a grade of C- or higher by the end of the spring semester junior year.

- CAS BI 105, BI 106
- CAS CH 171, CH 172
- SAR HP 252, HP 412
- CAS PY 105*, PY 106* (May substitute CAS PY 101)
- CAS PS 211, MA 113, MA 213, or MA 115

If a student receives below a C- in any prerequisite course he/she will be required to repeat the course. Matriculation will be terminated if the student does not achieve a grade of a C- or better the second time. Enrolling in any course and receiving a “W” constitutes having taken the course once. Up to 8 credits of prerequisite courses can be taken at institutions other than Boston University. See also Course Substitutions section.

Other Courses
Students can apply a grade of D in an elective course (not a prerequisite or professional course) toward the 128 credit undergraduate degree requirement. While there is no limit on this, the student must continue to maintain the required 3.0 GPA at the end of the sophomore and junior year to continue toward matriculation in the program.

AT Courses with Clinical Education Components
A letter grade will be given for the following courses with clinical education (CE) components: AT 304, AT 305, HP 560, AT 404, AT 405, HP 504, HP 505, and HP 791. AT 205 and HP 791 are graded on a pass/fail basis. Each course with a CE component must be passed in sequence to continue on to the next one. The minimum required grade (for a non-pass/fail course) is a C. Students who get below a C (or fail a pass/fail course with CE) must retake the course the next time it is offered. This delay in sequence will postpone the graduation date.

Students are permitted to retake a course with CE components only once. Failure to achieve a grade of C or better in the repeated course will result in termination from the program.

DPT Professional Courses and Professional GPA

The professional grade point average (GPA) is defined as the cumulative GPA of those courses that are applied to the DPT degree. **Accelerated AT/DPT students take some of these courses earlier in the curricular sequence than DPT-only students.** When a student is required by academic policy to repeat a professional course, only the grade obtained on the retake is computed in the professional GPA although both grades will be on the university transcript and both grades will be part of the university’s cumulative GPA calculation.

A 3.0 professional GPA is required to maintain good academic standing in the professional program. The professional GPA is a calculation used by the physical therapy program. The professional GPA does not appear on the university transcript and may be different from the university’s cumulative GPA. Students must achieve a minimum grade of C in all professional courses. Courses listed as professional PT courses will be calculated in the professional GPA.
GRADUATION REQUIREMENTS – BS IN ATHLETIC TRAINING

- A minimum grade of C in all professional courses, including BI 211, HS 201, HS 342, HS 369, AT 355, AT 356, AT 432, HP 531, HP 532, HP 572, and AT 430. Professional courses may be retaken only once to meet the requirements.
- Satisfactory completion of all courses with clinical education components: AT 205, AT 304, AT 305, AT 404, AT 405, HP 560, HP 504, HP 505, and HP 791 (as per the criteria indicated above).
- A minimum of 128 credits. BU Sargent College requires that a minimum of 48 credits be taken at Boston University to fulfill requirements for graduation.

CALCULATION OF GPA AND GPI INVOLVING UNSATISFACTORY GRADES

The unacceptable grade shall appear on the student's permanent academic record and shall be included in the calculation of the grade point index (GPI) for that semester and cumulative GPA computed for graduation. No repetition or substitution of the course concerned can remove this grade from the permanent record.

If an acceptable grade is later achieved by repetition of the course or by substitution of a course at Boston University, the course grade is entered in the permanent academic record and is included in calculating the GPI for that semester in which the grade is earned. Subsequent calculations of the cumulative GPA shall be made including the acceptable grade.

If an acceptable grade is later achieved by repetition of a course, or by substitution of a course at another college or university, the course shall be entered on the permanent academic record but the grade will not be calculated into the GPI or the GPA.

GRADUATION REQUIREMENTS – DOCTOR OF PHYSICAL THERAPY

- A minimum grade of C in all professional courses must be achieved. Professional courses may be retaken only once to meet the requirements.
- A professional GPA of 3.0 must be achieved.
- All summer and senior year courses must be successfully completed prior to HP 791 Clinical Education Experience (CE) I; all second year courses must be successfully completed prior to PT 792 Clinical Education Experience (CE) II; all professional coursework must be successfully completed prior to PT 793 clinical internship.
- All clinical experiences must be successfully completed prior to awarding of the degree.

TIME ALLOWED TO ACHIEVE REQUIREMENTS

Students entering the accelerated AT/DPT program as undergraduates have a maximum of six years to complete all AT and DPT degree requirements. The accelerated AT/DPT program is a full-time program; part-time study is not permitted.
All requests to extend the course of study in the AT/DPT program must be petitioned to the Department of Physical Therapy and Athletic Training Committee on Academic Policy and Procedures (PT/AT CAPP). Approval of such a petition by the Committee requires appropriate documentation and justification of the request. The reasons to extend the length of study include but are not limited to: withdrawing from a course, a leave of absence from the University for any reason, and program deferrals (continuing to take courses within the University, but not within the AT/DPT program).

**Course Failure Doctor of Physical Therapy Professional Program**

A grade of C or better in all professional courses is required. A grade of C- or below or a W in a professional course, or failure to pass a clinical education experience constitutes a course failure. If a student is meeting all academic requirements including the stated professional GPA and is in good academic standing (professional GPA ≥ 3.0), the course must be repeated at its next offering. This will extend the time needed to complete the degree requirements. A student is permitted to repeat a given failed professional course only once. The student will be terminated from the physical therapy program if a grade of C or better is not achieved upon repetition of the failed course. The student may not take other courses in the professional program until the course is successfully repeated. Courses passed with a C or better cannot be repeated to improve the professional GPA.

If the student is not in good academic standing at the time of the course failure, he/she will be terminated from the physical therapy program.

- Unsatisfactory completion (a grade of C- or below, or W, or failure to pass a clinical education experience) of one course if it is in combination with failure to meet the professional GPA requirements of 2.6 at the completion of summer II or 3.0 at the completion of fall semester year one and each subsequent semester will result in termination from the program.

Any student who fails the first professional course in the curriculum (SAR HS 581/HS 369, Gross Human Anatomy) will be allowed to repeat the course despite not achieving the 2.6 professional GPA, however a minimum grade of C+ must be obtained upon repetition in order to remain in the program.

**Academic Probation – Doctor of Physical Therapy Professional Program**

- Students must achieve a minimum of 3.0 cumulative professional GPA to maintain good academic standing in the program.
- Students who achieve a professional GPA of <2.6 at the end of summer II semester following the junior year, will result in automatic academic probation which will require the attainment of a professional GPA of ≥2.9 by the end of the fall semester year one. For AT/DPT students, the grades in the following classes are used in the calculation: HP 369, HP 531, HP 532, HP 572, PT 515, and PT 520. Failure to achieve this requirement will result in termination from the program.
- All students are required to achieve the 3.0 professional GPA by the completion of the fall semester year one and at the completion of each semester thereafter. Failure to meet this standard will result in automatic academic probation which allows for one additional semester to meet the minimum 3.0 GPA. Failure to meet the 3.0 GPA standards at the completion of that subsequent semester will result in termination from the physical therapy program.
If at any time it is not mathematically possible to achieve the required 3.0 GPA by the completion of the following semester, no probationary period will be provided and the student will be terminated from the physical therapy program,

If the 3.0 GPA standard is met after one semester on probation, the student will be removed from academic probation and continue in the program in good academic standing.

**Note:** Students will be notified in writing of their academic status at the end of each semester.

### Termination of Enrollment for Academic Reasons

- If the cumulative 3.0 GPA requirements are not met by the end of the sophomore year and end of the junior year, the student will be terminated from the program.

- Failure to meet the standards imposed by an academic probation as described above or as stipulated by a Committee on Academic Policy and Procedure (PT/AT CAPP or SAR CAPP) will result in termination from the program.

- Unsatisfactory completion (a grade of C- or below, or W, or failure of a clinical education experience) in two or more professional courses (including clinical education experiences) will result in termination from the program.

- Unsatisfactory completion (a grade of C- or below, or W, or failure to pass a clinical education experience) of one professional course if it is in combination with failure to meet the professional GPA requirements of 2.6 at the completion of Summer II (after Junior Year) or 3.0 at the completion of fall semester professional year one and each subsequent semester will result in termination from the program.

- Failure to meet degree requirements in the specified time frame will result in termination from the program.

A student whose matriculation has been terminated has the right to petition PT/AT CAPP for reconsideration if he/she can present pertinent evidence that may affect the decision. In general, personal, health, social or emotional problems not brought to the attention of the student’s advisor or instructor(s) at the time of the poor performance are insufficient grounds for a reconsideration of academic status.

### Professional Behavior

Students are expected to demonstrate professional behavior in both the academic and clinical settings. Students are expected to use documents contained here and elsewhere to provide guidance into what these behaviors are for the profession of physical therapy. Failure to meet the standards of professional behavior may result in course failure or dismissal from the program.

SARGENT SENIOR THESIS FOR DISTINCTION

The Senior Thesis for Distinction is an opportunity for an undergraduate senior enrolled in the College of Health and Rehabilitation Sciences: Sargent College to complete an in-depth research experience within his/her major or minor field of study. Expectations for participation in this opportunity will require careful planning as the senior year curriculum consists of the first year of the DPT professional program. More information can be found at: http://www.bu.edu/sargent/admissions/undergraduate/thesis-for-distinction/

11. Grading Policies

GRADE CHANGES

Once officially recorded, grades may be changed only by the instructor through the filing of an official grade change form. Students have responsibility for checking with the instructor and with the University Registrar to be certain the grade change has been recorded. No grades can be changed once the student officially graduates.

INCOMPLETE COURSE WORK

No incomplete grades will be reported (in CAS or SAR courses) unless the instructor and the student have conferred, the student has presented a sufficient reason why the work of a course cannot be completed on schedule, and the instructor has assigned a date within the succeeding 12 months by which time all course requirements must be completed. No degree credit for incomplete courses will be granted unless the work is completed by the date assigned, which must be no later than one calendar year of the date on which the incomplete date is reported.

Incomplete grades must be resolved prior to continuing with other professional courses in the AT/DPT program, including courses with clinical education components.

In the event that coursework remains incomplete on the assigned date or 12 months after the I grade has been awarded, whichever comes first, the I grade will be changed automatically and permanently to an F grade.

DISPUTING A GRADE

A student who questions the final grade in a Department of Physical Therapy and Athletic Training course must bring his/her concerns to the course instructor within 6 weeks of issuance of grade reports.
**Grading Scale**

The AT/DPT program follows the BU Sargent College grading policy outlined below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.5 or above</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>89.5 - 92.4</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>86.5 - 89.4</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>82.5 - 86.4</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>79.5 - 82.4</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>76.5 - 79.4</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>72.5 - 76.4</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>69.5 - 72.4</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>59.5 - 69.4</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>59.4 or below</td>
<td>0</td>
</tr>
</tbody>
</table>

**12. Exam Policies**

**Missed Examinations**

Students who are unable to attend an examination must provide the instructor with a valid reason for the absence PRIOR to that exam. Acceptable reasons for absence may include illness, religious holiday, death in the family, natural disaster, or travel with a team. Documentation may be required. Failure to follow this procedure will result in a grade of zero for the missed exam.

Students must take immediate responsibility for arranging a make-up exam with the instructor. Make-up exams are not necessarily automatic, and are given at the discretion of the instructor. Failure to make acceptable arrangements within 1 week will result in a grade of zero for the missed exam. The format of the make-up exam is up to the instructor.

**Illness During Exams**

Students who become ill during an exam must notify the instructor DURING the exam. Make up exams and alternate considerations for illness are given at the discretion of the instructor.

**Practical Exams**

Policies regarding practical examinations are described in each course syllabus. In some classes, the practical examination must be passed (as defined in the syllabus) in order to pass the course. A failed practical exam may be retaken once.

**Exam Grade Justification**

A student who wishes to question the accuracy or justification of an exam grade must do so within 2 weeks of receiving the grade. Requests received after that time need not be considered by the instructor.
Final Examinations

Schedule
The examination schedule is determined by the Office of the University Registrar in accordance with the semester class schedule. Adjustments in the final examination schedule shall be cleared by the program through the ASC. Adjustments for individual students are made by the faculty member(s) if appropriate.

Policies
No student shall take more than 2 examinations per day during the examination period. In the event that a student is scheduled to take more than 2 examinations in 1 day, he/she will be allowed to reschedule one of the examinations to another examination day chosen in conjunction with the instructor, to be taken at a central, proctored location provided by the university.

No written examinations may be held outside the designated final exam period, with the exception of those courses that do not follow the usual university semester calendar.

13. Evaluation of Academic Components

Course Evaluations
The department requires that all department-taught courses be evaluated by students each semester. A computer-scored standard form is used. The Department of Physical Therapy and Athletic Training further requires that students be offered the opportunity to submit in writing additional comments on the course and instructor(s).

Course evaluations are used by instructors to improve both their own teaching skills and the design and implementation of their courses. The evaluations are further used by the department and college to assess the instructor's performance for such issues as contract renewal, merit, promotion, and tenure.

Procedure for Course Evaluations

- Course evaluations will be conducted within the last 2 regularly scheduled meeting times for the class.
- All course evaluations, including any written comments submitted by the class will be collected (either written or on-line) and delivered to the program coordinator for the Department of Physical Therapy and Athletic Training staff. Faculty will receive evaluations only after final grades for the semester have been submitted.

14. Student Advising
Students are assigned to an AT/DPT program faculty member for assistance and advice throughout their academic careers. Students who feel that a different advisor will improve their advising situation may ask the program director or department chair for a change.

In the spring of the senior year, AT/DPT students will transition to a PT faculty advisor.

Faculty advisor responsibilities are to:

- Be available by appointment and during office hours.
- Provide professional and academic guidance.
- Advise students of available university counseling services if they need that assistance.
- Meet with advisees at each registration period to approve courses selected by each student.
- Advise students regarding petition processes.
- Advise and assist students interested in the study abroad program.

To supplement student advising through the appropriate departmental faculty, the BU Sargent College Academic Services Center (ASC) offers advising concerned with University academic and registration processes; general program and degree requirements; transfer within the College, University, or to other institutions, and accuracy of the individual student's academic record.

This center offers students a variety of seminars on studying and test-taking, as well as individual coursework tutoring. The student can either be self-referred or referred by the advisor for services.

Any student seeking variance from a program or department policy or procedure may obtain a petition form from the ASC. The petition form should be completed and discussed with your academic advisor. The petition should include, when necessary, a written letter describing the reasons the student believes a variance in policy is indicated in his/her case. The petition should also provide documented evidence in support of the petition if necessary. The student must submit the petition to the Chair of the Physical Therapy and Athletic Training Committee on Academic Policy and Procedure (PT/AT CAPP). The Chair of the Committee will inform the student of the decision. If the issue remains unresolved or the student believes he/she has not received due process, the
student may appeal the decision to BU Sargent College’s Committee on Academic Policy and Procedure (SAR/CAPP).

**BU Sargent College’s Committee on Academic Policies and Procedures (SAR/CAPP)**

The purpose of the SAR/CAPP is to assure that the standards set by the college at large and academic policies set by the faculty of individual programs are consistently applied in a non-prejudicial and non-discriminatory manner.

Therefore, SAR/CAPP will consider petitions that involve academic standards and policies if students have pertinent additional information not previously presented; if there are extenuating circumstances that justify deviation from, or exception to, stated rules; or if students feel that the departmental committee or a faculty member has not dealt with them in a fair manner.

Petitions to SAR/CAPP to reconsider academic or disciplinary actions against a student must be submitted at least one week prior to the start of the semester following the initial departmental action. The committee must schedule the hearing to act on the petition no later than 14 days after the completed petition is received.

SAR/CAPP will inform the student of the scheduled hearing date. The student will be requested to submit all pertinent materials to the committee in advance of the hearing. The student has the right to present his/her case in person if so desired. The committee may request the attendance of other individuals who may speak to the issue(s) under consideration. The student will be notified of the committee's decision in writing within 5 days after the hearing.

If the student is not satisfied with the decision of SAR/CAPP, the student may petition the dean of the college for reconsideration.

*All academic conduct and standards cases are subject to the review and final determination, including determination of sanction, by the provost of Boston University or his or her designated representative.*

Matters relating to a course taken by a student in a school or college other than the one in which the student is enrolled are subject to the determination of the school or college in which the course is offered. Disciplinary or academic actions against a BU Sargent College student by other segments of the university will be reviewed by the dean of BU Sargent College. Any student terminated from a program within BU Sargent College for disciplinary reasons is automatically terminated from the college.

Students may petition SAR/CAPP to consider non-academic issues such as charges of discrimination or sexual harassment by faculty, staff or students. Students are urged to seek redress within the appropriate department(s) whenever possible, but SAR/CAPP will hear unresolved issues, or those which might cross departmental lines. As in all cases, due process as described by the Boston University Code of Student Responsibilities will be followed.
16. REQUIRED VERIFICATIONS: TECHNICAL STANDARDS, IMMUNIZATION, COMMUNICABLE DISEASE POLICY, TUBERCULOSIS STATUS

Accreditation requirements necessitate that students in the AT and AT/DPT programs verify the following:

(1) ability to meet the program’s technical standards (available on the program Blackboard site and on the Sargent College website).

These technical standards are necessary for full participation in the curriculum and it is expected that students will function independently, which generally means, without the aid of an intermediary, to achieve proficiency in all curricular areas. Applicants and students should review the technical standards for the AT/DPT program carefully. A student who has a disability may request reasonable accommodations. Students who feel they may require accommodations in order to complete the curriculum due to a disability, must work with the BU Office of Disability Services (http://www.bu.edu/disability/) to discuss possible accommodations.

(2) that they have read and understand the program’s communicable disease policy;

(3) that they have accessed and understand their program’s policy and procedure manual.

Students must also annually get screened for tuberculosis.

The processes for these verifications are provided to each student upon entering the program.

17. ADDITIONAL COSTS ASSOCIATED WITH THE AT/DPT PROGRAM

We make every attempt to minimize extraneous costs associated with the program. Students are, however, responsible for the following additional expenses:

- **Emergency Cardiac Care certification (renewal required annually)** Initial certification is part of AT 205: Athletic Training Practicum I at no cost. Recertification courses are offered annually through the AT program.

- **Hepatitis B vaccination**, required by MA state law.

- **Clothing**: Students are given several shirts. Additional sports medicine clothing may be purchased from the Athletic Training Services at cost. Students must have khaki (tan or black) pants/shorts to wear during their clinical experience.

- **Transportation**: Some off-campus athletic training and physical therapy affiliations are associated with travel costs, which may include public transportation costs or the need for access to a car. Access to a car broadens the number of clinical education opportunities.

- **Annual tuberculosis test** (Mantoux or other verification).
- Fingerprint analysis for criminal background check
- Additional costs, including housing and meals, are associated with the clinical experiences. Clinical sites may or may not be located near family or friends with whom students can stay.
- Clinical education fees are associated with all full-time PT and PT/AT clinical experiences associated with the program, including HP 791.

### 18. Program Communication & Work Study Opportunities

#### Program Communication

We require that each student have an electronic mail account and assume that accounts are checked every 2 to 3 days. Please use your BU account (@bu.edu). You may forward this account to another email account if desired.

Also, students should visit the ongoing Athletic Training Program Blackboard site and the ongoing Physical Therapy Program Blackboard site (both located under the “ongoing” tab on Blackboard) once each week. Among other things, these sites store documents (such as this one) for easy access.

#### Work-Study Opportunities

Work-study positions are available both through the Athletic Training Services and the Department of Physical Therapy and Athletic Training. Interested and qualified students should apply for these positions in March of the preceding academic year. (See the Director of Athletic Training Services for the Athletic Training Services positions and the Department of Physical Therapy and Athletic Training Assistant to the Chair for positions in the educational program.) These jobs are primarily clerical in nature and are open to all qualified students.

### 19. Scholarship/Award Availability & Association Memberships

#### Scholarships & Memberships

The NATA, EATA and ATOM provide undergraduate and post-graduate scholarships to deserving individuals. NATA membership is required for eligibility for these awards. Please see your advisor for further information.
Past BU Winners

- Emma Gay (NATA undergraduate scholarship)
- Allison Moyes (NATA undergraduate scholarship)
- Sharon Sharpe (NATA graduate scholarship)
- Meg Murai (NATA undergraduate scholarship)
- Benjamin Turshen (EATA scholarship)
- Kate (McLellan) Kenworthy (NATA graduate scholarship)
- Kate McLellan (NATA undergraduate scholarship)
- Sara Burnham (EATA scholarship)
- Kristen Sangrey (NATA scholarship)

Other scholarships are available through the physical therapy program. Students are required to join the APTA beginning with the senior year.

**ANTHONY A. SCHEPSIS & DAVID W. ZIMMER AWARD**

This award was established in 1994 to honor exemplary performance as an athletic training student.

| 2014-15          | Emma Gay                         |
| 2013-14          | Ryan Birchall                    |
| 2012-13          | Natalie Morales, Jackie Bayer    |
| 2011-12          | Antigone Matsakis                |
| 2010-11          | Emily Alano                      |
| 2009-10          | Stacey Hardin                    |
| 2008-09          | Kristina Califano                |
| 2007-08          | Jamie Phelps                     |
| 2006-07          | Mariel Yakuboff                  |
| 2005-06          | Luke Ross                        |
| 2004-05          | Kate Perlsweig                   |
| 2003-04          | Rachel Schneiderman              |
| 2002-03          | Lindsay Strickland               |
| 2001-02          | Aileen Chang                     |
| 2000-01          | Sean Hanrahan                    |
| 1999-00          | Marc Norcross                    |
| 1998-99          | Jeff Breese                      |
| 1997-98          | Kim Katz                         |
| 1996-97          | Sara Burnham                     |
| 1995-96          | Roseanne Ashooh                  |
| 1994-95          | Dominic Julian                   |
| 1993-94          | Allison Gray                     |

**20. ATHLETIC TRAINING CLINICAL EDUCATION**

We have developed relationships with preceptors at the sites listed below. Your preceptor is responsible for guiding your learning experience.

- Bentley College
- Boston Public Schools
- Chelsea High School
- Harvard University
- Boston College
- Dana Hall Academy
- Mt. Ida College
- Tufts University
- Boston University
- Thayer Academy

- Emerson College
- Pine Manor College
- Massachusetts Institute of Technology
- Milton Academy
- Cambridge Rindge & Latin
- Buckingham, Browne & Nichols
- Brookline High School
- Northeastern University
- Simmons College
Access to a car is necessary if you are assigned to some of the above off-campus sites. Many are accessible via public transportation.

The philosophy of the program is to provide students with a quality, personalized clinical experience that will prepare the student to effectively practice as an athletic trainer.

Dually-oriented preceptors (AT/PT) provide guidance for the final AT and Initial PT full-time experience. These preceptors work at facilities around the United States.

**STUDENT EXPERIENCE**

The initial course with a CE component is in the second semester of your freshman year (AT 205). AT 205 is designed to expose you to the roles of the athletic trainer and the structure of the program. You will spend around 2 hours weekly in the athletic training facility. During this course, you will become certified in Emergency Cardiac Care (ECC) at the professional rescuer level.

The sophomore courses with CE components (AT 304/305) are designed to coordinate with the concurrent AT 355 and AT 356 and require a minimum of 80 and a maximum of 120 hours of clinical education experience over the course of the semester.

Class time is scheduled throughout the semester (for all courses with CE) for instruction on new material, competency assessment, and CE debriefs. The courses with CE in the junior and senior years (AT 404/405 & AT 504/505) include intensive, hands-on coverage that is increasingly more independent and assimilative. Juniors and seniors complete a minimum of 156 hours and a maximum of 244 hours during each semester’s clinical experience. If at any time during a semester the time commitment for your clinical experience is too great and is negatively affecting your academics, consult with your preceptor to arrange a new schedule.

Juniors and seniors get a week off during their clinical experience each semester. At the beginning of each clinical experience, sit down with your preceptor and determine what week this will be. You may want this week to coordinate with a particularly demanding academic period.

Throughout the clinical education experience, juniors and seniors are assigned to learn with a preceptor for a designated period of time. Preceptor assignments are based on several factors, including your level, your perceived strengths and needs for improvement (as determined by the staff and faculty), and the need to provide you with a well-rounded experience. Although we cannot always accommodate specific preferences, if there is an experience you prefer, you should discuss this with the program faculty. We will also solicit your preferences.

Supervision is inherent in our clinical education model. Supervision means that your preceptor is immediately accessible at the venue where you are. Supervised travel is included in coverage in the later stages of experience. Travel with a team is non-compulsory.

You may be offered the opportunity to continue or begin your clinical experience when school is not in session (eg, pre-season, winter break, spring break). Again, participation in this experience is non-compulsory. We encourage students to engage in at least one pre-season experience.
The Professional Behaviors Assessment (PBA) and Clinical Proficiency and Skill Development (CPSD) items have been developed to identify the expectations of students at varying levels of experience. The PBA identifies those less-tangible behaviors that are critical to your development as a professional. The CPSD is a concrete description of the skill sets for which you need to demonstrate mastery during the experience. At the beginning of each experience, you and your preceptor should establish a plan for you to review and master the skill sets identified in the CPSD.

**PROFESSIONAL BEHAVIOR IN ATHLETIC TRAINING CLINICAL EDUCATION**

Not adhering to the policies set forth in this manual, the Code of Student Conduct and the BOC Standards of Practice may be cause for failure of that semester’s course. If your behavior is identified as being in non-compliance, you will be informed about the areas of deficiency. For some behaviors, within a one-week period following this meeting, you must submit a written proposal of steps to be taken to solve the problem(s), a time frame for resolution, and the penalty associated with continued deficiency. Following approval of the plan and implementation time by the involved athletic trainers, you will start this probationary period. At the end of this period, a re-evaluation will occur. Other behaviors, such as those that compromise safe patient care or confidentiality, may necessitate immediate removal from the clinical experience and subsequent course failure or referral to SAR CAPP. Students may appeal these decisions, as described in the appeal process.

PT clinical education includes similar expectations that are defined in the PT Clinical Education Manual.

**DOCUMENTATION OF HOURS**

Documentation of hours is not required for eligibility for the BOC certification exam. However, we require this to ensure that course requirements are met. Each week, document your hours and a brief summary of coverage for the week. Countable hours include those spent preparing a team for practice or competition, attending that practice or competition and any post-practice/competition treatments. Hours spent traveling with a team should not be included in your weekly tally.

**COMMUNICABLE AND INFECTIOUS DISEASE POLICY**

If you are sick and suspect that the disease may be communicable or infectious, you may not engage in patient care. Please call your clinical instructor to discuss your situation. You must annually have your tuberculosis status assessed.

**PATIENT CONFIDENTIALITY/HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)**

HIPAA provides those receiving health care with the right to control the manner in which sensitive personal information is used and to whom it is disclosed. To ensure compliance with this act, BU Sargent College has the policy of requiring all students engaged in clinical education to undergo training. All students are required to complete this training, which is available on the ongoing Blackboard site, prior to beginning their clinical experience.

During clinical education experiences, students will have access to patients’ confidential personal and medical records. Students shall only access patient information as necessary for the purposes of direct patient care and/or when specifically directed to do so by their clinical instructor for the
purposes of clinical education. Abuse of this access will result in immediate expulsion from the AT/DPT program.

**Criminal Background Checks**

All AT/DPT students are required to receive a criminal background check, or CORI (Criminal Offender Record Information) check, before participating in the clinical education experience. Fingerprint analysis may also be included. History of a criminal background may disqualify students from participating in these experiences which are required for successful completion of the degree program. Specific procedures will be dictated by the clinical site and will be facilitated by the Coordinator of Clinical Education.

**Potential Risks**

Participation in the clinical experience exposes you to potential risks from the athletic environment (eg, dugout, bench, sidelines). Because of your close proximity to the action of the sport and the duties associated with your educational experience, you are at risk for being injured. Some of the risky situations you may encounter include but are not limited to:

- being struck by a flying object (ball, puck, bat, stick, shot-put),
- colliding with participating athletes,
- contacting harmful chemicals (bleach, Virex, etc.),
- contacting blood or other bodily fluids, and/or
- falling/slipping on playing surface.

Steps you can take to minimize these risks and protect yourself from harm will be discussed both in the classroom and by your preceptor at the beginning of each experience. An awareness of situations that are potentially harmful is crucial in this process.

**21. General Athletic Training Clinical Experience Guidelines**

**What to Wear**

- Daily – athletic training shirt, **tucked in**; khaki or black pants or shorts that are not frayed or torn or hanging on the ground or too short; hair pulled back; clean-shaven unless mustache and/or beard is established; shoes that you can run in (exceptions below)
- Events - khaki shorts/pants for outside events; basketball - functional business casual clothes; ice hockey, outdoor events and track – uniforms
- Travel – As per preceptor's instructions
- Name tag
- Watch with a second hand

Click on any header to return to the table of contents.
WHAT NOT TO WEAR

- Unacceptable Attire (you'll be asked to go change, so please adhere to below):
  - drawstring sweat suits
  - jeans
  - dangling jewelry (should have no danger of catching or causing injury)
  - long fingernails (must be suitable for manual therapy)
  - tank tops
  - high heels
  - sandals (of any type)
  - tongue and lip jewelry (may interfere with ECC)
  - fake fingernails (associated with disease transmission)

22. PHYSICAL THERAPY CLINICAL EDUCATION

Clinical education experiences are an integral component of physical therapy professional preparation. It is in the clinical setting that students have the opportunity to apply knowledge and skills in real-life patient situations and to learn to think and function as a physical therapist in patient management.

Once matriculated into the DPT professional program, a separate manual for policies and procedures relating to clinical education will be provided.

Failure of a clinical education experience constitutes a professional course failure.

23. EMERGENCY CARDIAC CARE CERTIFICATION

Everyone completes an Emergency Cardiac Care (ECC) course as a requirement for AT 205. Everyone is also required to maintain current ECC certification when engaged in any subsequent clinical experience. The course must include: adult, pediatric and infant CPR, airway obstruction management, 2-rescuer CPR, AED use, use of barrier devices, and use of ventilation bags. A record of certification is maintained by the Clinical Education Office, who should be notified when you renew your ECC certification. It is your responsibility to be sure that your certification is renewed annually.

You may not participate in clinical experiences without current ECC certification. We require that each student renew ECC certification annually, regardless of the duration of certification provided by the course.

24. FACILITY CONTRACTS
When affiliating within the BU system, a formal contract does not need to be signed. A contract is required, however, for all other affiliations. The contract is available from the Coordinator of Clinical Education in its entirety; a summary of the contract is provided here:

The University will

1. Select only students who have completed all prerequisites for clinical education.
2. Inform the Facility about the clinical education goals and objectives and evaluation forms.
3. Inform the Facility of the level of training of the student.
4. Cover the student with Student Professional Liability Insurance while participating in a University-sanctioned curricular activity.
5. Coordinate the clinical experience with academic aspects of the educational program.
6. Notify the Facility immediately in the event of a cancellation or change in student assignment.
7. Withdraw the student if progress, achievement or adjustment does not justify continuation.

The Facility will

1. Provide a supervised program of clinical education compatible with the goals and objectives of the University.
2. Submit names, resumes and professional credentials of all clinical supervisors, and information regarding the Facility.
3. Orient the student regarding policies and procedures of the facility.
4. Utilize an infectious disease policy that conforms with the most recent CDC recommendations for health-care settings.
5. Retain full responsibility for care and welfare of patients.
6. Determine the number of students to be accepted and inform the University of any changes in staffing or service that might affect these numbers.
7. Evaluate the student and inform the University of the student's abilities.
8. Suspend or request withdrawal of any student whose performance is detrimental.
9. Permit inspection of its facilities, records, or other items that pertain to the student program.
10. Maintain a comprehensive General Liability policy for all staff.

The Student will

1. Respect and guard the confidentiality of information regarding patients.
2. Adhere to the policies and procedures of the University and Facility.
3. Be under the Facility's supervision and control.
4. Provide appropriate uniforms when necessary.
5. Arrange transportation when necessary.
6. Obtain meals and housing when not arranged by the Facility.
7. Provide to the Facility evidence of a physical examination and other medical tests, if required.
8. Provide to the Facility evidence of health insurance, if required.
9. Obtain prior written permission from the University and the Facility before publishing any material relating to the clinical experience.
10. Obtain medical care at own expense as needed.
25. **Exposure Control Procedures**

As a health care professional you are at risk for exposure to infectious diseases that are borne by blood and other bodily fluids. Following OSHA guidelines, these regulations are designed to protect those who might come in contact with another’s bodily fluids and should be followed throughout your clinical experience.

Blood borne pathogens (BBP) training occurs annually prior to the beginning of your clinical experience. All students are required to take the course as it is presented on the Blackboard site. Passing a quiz (also available on-line) is required.

### Standard Precautions

1. **Wash your hands or use antiseptic hand sanitizer before and after giving direct care to a patient.** If contaminated with blood or other bodily fluids, hand washing is required.
2. **Wear gloves if there is any contact or chance of contact with blood, body fluids, mucous membranes or non-intact skin.** Wash hands or use antiseptic hand sanitizer immediately after gloves are removed.
3. **Take care to prevent injury from needles, scalpels or other sharp instruments.** Disposable syringes, needles, scalpel blades, and other sharp instruments should be placed in puncture-proof containers for disposal. Do not recap, break or crush these items.
4. **Tables used for care of patients in which there is contact with blood or bodily fluids should immediately be washed with an appropriate disinfectant.** Whirlpools should be cleaned and disinfected daily.
5. **Obtain a portable pack and wear it.** The pack should include gloves, gauze and a Laerdle mask.
6. **If you think you have been exposed to a blood borne pathogen (BBP), immediately report the incident to the designated individual to initiate the appropriate medical care.**