

TRINE UNIVERSITY

COLLEGE OF HEALTH PROFESSIONS

Doctor of Physical Therapy Program Student Handbook 2026 - 2027

Mission

The Doctor of Physical Therapy Program at Trine University, by providing high-quality, professionally focused, physical therapy education, enables its graduates and faculty to make a positive impact on the healthcare needs of their communities through service, leadership, and scholarship.

The University reserves the right to change and make exceptions to the provisions of this handbook at any time and to apply any change or to make an exception applicable to any student without regard to the date of admission, application, or enrollment.

This handbook is neither a contract nor an offer to enter a contract.

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Introduction

Doctor of Physical Therapy Program

Mission Statement

The Doctor of Physical Therapy Program at Trine University, by providing high-quality, professionally focused physical therapy education, enables its graduates and faculty to make a positive impact on the healthcare needs of their communities through service, leadership, and scholarship.

Vision Statement

The Doctor of Physical Therapy Program at Trine University will be recognized as a premier provider of physical therapy education, adding value to the lives of its graduates and community members.

Philosophy

Physical therapists have an obligation to their patients, communities, and profession to promote and maintain high moral, ethical, and clinical practice standards. A Doctor of Physical Therapy has a responsibility to promote evidence-based practice and to expand, evolve, and refine the profession's knowledge base. Students of physical therapy must assume the responsibility of learning, while faculty members must create and nurture an environment that motivates learning through active involvement. For this reason, the Trine Doctor of Physical Therapy Program endorses learning activities that bring real-world challenges into the classroom and students to the real world of physical therapy practice. We place a high value on faculty members who, as role models and mentors, help students cultivate self-awareness, interpersonal skills, professional behaviors, and a passion for service and lifelong learning.

"Education is not the filling of a pail, but the lighting of a fire." ~ W.B. Yeats

Program Goals

Goal 1: Upon completion of all requirements of the Trine University Doctor of Physical Therapy Program, students will be prepared for entry-level physical therapy practice in a variety of settings to make a positive impact on the healthcare needs of their communities through service, leadership, and scholarship.

Goal 2: Graduates of the Trine University Doctor of Physical Therapy Program will be engaged in ethical, competent, and professionally rewarding physical therapy practice.

Goal 3: The faculty of the Trine University Doctor of Physical Therapy Program will advance the profession and inform their teaching through service, leadership, and scholarship.

Goal 4: The faculty of the Trine University Doctor of Physical Therapy Program will demonstrate a commitment to the utilization of best practices in education, continuous professional development, and the promotion of evidence-based approaches to physical therapy practice.

Goal 5: The Trine University Doctor of Physical Therapy Program will continually assess, develop, and improve the curriculum.

Goal 6: The Trine University Doctor of Physical Therapy Program will demonstrate a commitment to the physical therapy profession by facilitating collaborative activities for continuous professional growth in its communities.

Program Student Learning Outcomes

Students graduating from the Trine University Doctor of Physical Therapy program will:

1. Demonstrate accountability, integrity, altruism, and adherence to legal/ethical standards, including patient confidentiality.
2. Engage in clinical reasoning and evidence-based practice, integrating evidence, expertise, and patient values, and adapting care based on outcomes.
3. Perform thorough physical therapy exams, including detailed histories, systems reviews, and tests/measures; identify impairments and screen for referrals.
4. Conduct comprehensive physical therapy evaluations, including interpreting findings and identifying patient needs and priorities, to inform plans of care.
5. Formulate PT diagnoses within the movement system framework.
6. Establish evidence-based prognoses and develop measurable, patient-centered goals.
7. Develop and implement care plans that include therapeutic exercise, manual therapy, functional training, and patient/family education.
8. Integrate wellness, fitness, risk reduction, and population health initiatives into the practice of physical therapy.
9. Select valid outcome measures, evaluate progress, and participate in quality improvement.
10. Communicate effectively with patients, families, and interprofessional teams, and advocate for patient needs.
11. Provide equitable care; adapts communication and interventions to cultural/social factors.
12. Engage in self-assessment, lifelong learning, and support the profession through advocacy.

Curriculum

The DPT Curriculum is available on the Trine DPT website: [DPT Curriculum](#)

The DPT Program Course Descriptions are available in the [Trine University course catalog](#).

Accreditation

Trine University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, www.ncahlc.org. Telephone: 312-263-0456.

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) is necessary for eligibility to sit for the licensure examination, which is required in all states. The Doctor of Physical Therapy Program at Trine University is accredited by CAPTE, 1111 North Fairfax Street, Alexandria, VA 22314. Email: accreditation@apta.org; website: <http://www.capteonline.org>. Telephone: 703-706-3245.

Admissions

Admission Policies

The Program's application is available online through [PTCAS](#). Prospective students are expected to submit their applications online along with other documentation as noted. All applications are reviewed by faculty, and decisions are conveyed to the applicant by email.

Admission Requirements

- Graduate Admission Requirements may be found on the Trine DPT Website: [Trine University Graduate Admission Requirements](#)
- Undergraduate Freshmen Admission Requirements for Trine University DPT 3+3 Path may be found at: [Trine University Undergraduate Freshmen Admission Requirements](#)
- The President of Trine University reserves the right to have executive authority over any admission decisions.
- If accepted, students who wish to postpone their start in the program must reenter the competitive admission process.
- A student who has received an offer of admission and submitted a deposit may request to delay their entry until the following year. If the request is approved, the deposit will be retained, and another one will not be required for the following year. A new application and deposit will be required if the student delays entry more than two admission cycles.

Conditional Admission

Please refer to the Graduate Information section of the current [Trine University Course Catalog](#).

Transfer of Credit

It is not anticipated that many students would have credits to transfer into the DPT Program, except under unusual circumstances. Students should refer to the University Handbook and Course Catalog for institutional policies on credit transfer and consult with the DPT Program Director. All potential DPT Program transfer credits must be submitted for approval prior to enrollment in the DPT Program. Students must provide transcripts and a course syllabus or catalog with a course description so a determination can be made regarding the specific transfer credit request. All credit transfers will be evaluated by the DPT Admissions Committee and the DPT Program Director. The DPT Program does not permit testing out of courses or credit by examination.

Technical Standards

Trine University does not discriminate based on race, color, national or ethnic origin, sex, disability, veteran status, or age in the administration of any of its educational programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs, or employment. However, students are informed that becoming a physical therapist requires completing a graduate education program, which is intellectually as well as physically challenging. The candidate should be able to perform in a reasonably independent manner and understand that reasonable accommodation does not mean that students with disabilities are exempt from certain tasks.

Student Compliance with Technical Standards

Graduates of Trine University's DPT program are prepared to serve as primary providers of physical therapy care. The program is a complex and intensive course of study that places specific demands on students, closely mirroring the physical and intellectual challenges that graduates will face as practicing physical therapists. To function effectively as clinical physical therapists, individuals must be able to meet certain physical, emotional, intellectual, and communication performance expectations.

The purpose of technical standards is to define the psychomotor, cognitive, and affective skills and abilities considered essential for admission, ongoing participation, and graduation from the educational program. Technical standards are necessary to establish clear expectations for student performance in the classroom, laboratory, and clinical settings. Students should familiarize themselves with these essential functions and determine whether they can perform the specified tasks. Technical standards must be met, with or without reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

- **Psychomotor Skills**

Gross and fine motor skills are essential for a physical therapy student to meet their responsibilities across various educational and clinical settings. Students must be capable of performing motor movements needed to deliver both routine and emergency care to all patients. These requirements include adequate endurance, strength, balance, and precision. Students must have sufficient motor function to gather information from patients through palpation, auscultation, percussion, diagnostic maneuvers, and other manual diagnostic procedures in a safe and effective way. They should be able to carry out general motor tasks such as transferring, gait training, positioning patients, physically restraining adults and children who lack motor control, and applying manual mobilization techniques.

- **Observation**

Observation is a crucial part of evaluation and assessment for a physical therapy student. Typically, this involves the effective use of vision, hearing, and somatic sensation, including the ability to perceive position, pressure, movement, weight, and vibration. A student must demonstrate the following observational skills: assessing non-verbal patient communication, skin integrity, radiographic findings, graphical data representations, changes in body position or movement, and gauges on equipment. In the classroom, a student should be able to independently observe and participate in laboratory dissection of cadavers, microscopic tissue analysis, and both lecture and laboratory demonstrations across all courses.

- **Communication**

A student must demonstrate effective and sensitive verbal, nonverbal, and written communication. This is necessary to elicit information, describe changes in mood, activity, and posture, assess nonverbal communication, and effectively and efficiently transmit information to patients, fellow students, faculty, and staff, and all members of the health care team.

- **Intellectual, Conceptual, and Integrative Abilities**

To effectively solve problems, a student must be able to measure, calculate, reason, analyze, integrate, and synthesize information quickly. A student needs to understand three-dimensional and spatial relationships of structures. Additionally, a student must combine knowledge and relevant patient history and examination findings to develop an accurate physical therapy diagnosis and create an effective treatment plan within reasonable time limits dictated by the patient's needs, the facility's requirements, and the standards of care.

- **Affective, Behavioral, and Social Capabilities**

Empathy, compassion, integrity, honesty, concern for others, effective interpersonal skills, interest, commitment, and motivation are essential personal qualities that a student must possess. A student must have adequate mental and emotional health

necessary for fully utilizing their intellectual abilities; demonstrate good judgment, academic honesty, maintain patient confidentiality, and complete all responsibilities related to patient care and course assignments promptly. Additionally, a student should develop mature, sensitive, and effective relationships with patients and others. They must also be able to handle demanding workloads, function well under stress, adapt to changing environments, show flexibility, and learn to operate in the face of uncertainties inherent in clinical situations. A student is expected to accept and reflect on appropriate suggestions and criticisms and, if needed, respond by adjusting personal behaviors. Furthermore, a student should always conduct themselves in a manner consistent with the American Physical Therapy Association Code of Ethics and Guide for Professional Conduct.

Academic Standards

Grading

Academic Grievances and Incomplete Grade Policy

The awarding of grades is the prerogative of the classroom instructor in accordance with Trine University policies. Please refer to [the Trine University Course Catalog](#) for information regarding academic grievances, incomplete grades, in-progress grades, and course repeat policies.

Grading System

A	Excellent	4.0	94% and above
B+	Very Good	3.5	88-93%
B	Good	3.0	82-87%
C+	Above Average	2.5	76-81%
C	Average (lowest passing grade)	2.0	70-75%
F	Failure	0.0	69% or below
S	Satisfactory	not figured into GPA	
U	Unsatisfactory	not figured into GPA	
I	Incomplete	not figured into GPA	
IP	In Progress (grade deferred)	not figured into GPA	
W	Withdrawal before completion of 80% of the semester		
WP	Withdrawal after completion of 80% of the semester, with passing work at the time of withdrawal		

Final Course Written Examination Policy

Many courses throughout the curriculum culminate with a final written examination. It is the policy of the Trine DPT Program that all students must achieve a minimum acceptable score (established by the course instructor) on each final written examination, in order to ensure competency regarding the course objectives. Students who do not achieve the minimum acceptable score are required to complete a remediation activity developed by the course instructor.

Lab Practical Remediation Policy

Multiple courses throughout the curriculum include hands-on lab practical examinations or skills checks to ensure competency and safety with the application of various physical therapy

skills, assessments, interventions, and techniques. Although each professor determines the minimum passing grade for their practical examinations, if a practical examination is not passed, remediation will be required. Students will be allowed up to two remediations per exam. If a student does not pass the second remediation, they will fail the course.

Progression Through the Curriculum

The curriculum follows a prescribed sequence of courses. Students in each class are expected to enroll full-time and take the courses in the same order. At the discretion of the faculty, a student may enroll part-time if unusual circumstances prevent them from proceeding with the same schedule as their classmates. The entire faculty must approve part-time status.

Comprehensive Examinations

Comprehensive written and practical examinations assess knowledge and competency in a given patient evaluation, treatment, and/or assessment skill. These comprehensive examinations are requirements of the curriculum and will be administered by the faculty at designated points throughout the curriculum. In addition, as an assessment concerning the actual performance of the skill, all comprehensive practical examinations will include assessment of communication skills, any required adaptations, appropriate professional behaviors, and decision-making skills. All comprehensive practical examinations **MUST** also include an assessment of critical safety. Safety must be weighed such that a student who is unsafe during the comprehensive practical examinations will not pass the examination. Students must achieve a passing grade as listed in the designated DPT course syllabi. If the student is unable to pass his/her comprehensive written or practical examination, he/she will receive an unsatisfactory grade in the course for that semester and be required to retake the course.

Retention Policies

Academic Requirements

Students admitted to the Doctor of Physical Therapy Program are required to meet the criteria of the Program as follows:

- Earn a minimum GPA of 3.0 each semester
- Earn a minimum cumulative GPA of 3.0
- Earn a grade of S in all courses graded S (satisfactory) or U (unsatisfactory)
- Earn a grade of C or better in all courses graded A through F
- Earn no more than 8 credit hours below a B
- Complete all requirements of the DPT Professional Development Plan
- Present results of Evidence-Based Practice scholarship project while participating in the DPT Student Research Celebration

Academic Probation and Dismissal

A student will be placed on **academic probation** under this condition:

- Earning a semester GPA below 3.0 once

A student will be **academically dismissed** under any of these conditions:

- Earning a grade below a C in any course graded A through F

- Earning more than 8 credit hours below a B
- Earning a grade of U in any course graded S (satisfactory) or U (unsatisfactory)
- Earning a semester GPA below 3.0 twice.
- Attaining a cumulative GPA below 3.0 for three consecutive semesters

A dismissed student may apply for readmission by immediately contacting the DPT Program Director and Associate Program Director. For consideration for readmission, a dismissed student must: 1.) complete a readmission form and 2.) provide a written statement which fully explains reasons for not meeting academic standards and outlines his/her plan for future success if readmitted. This plan must be discussed with the Program Director and Associate Program Director prior to submission to the Trine University Graduate Council.

If a student is dismissed for earning more than 8 credit hours below a grade of B, the student must retake a course in which he/she earned a C+ or lower to continue in the DPT program. A student may replace only one grade of C+ or lower in one course in the DPT program. If a student fails to improve his/her grade in that course to a B or higher, the student will be academically dismissed. The student may also elect or be required to audit additional courses to best ensure success in the program.

The Trine University Graduate Council will determine the outcome of the readmission request. If re-admitted, the student will be required to sign a Student Success Agreement outlining the plan for re-admission, including courses to be retaken for a grade and any courses to be audited.

If any additional coursework is repeated, and a student has already replaced one grade or chooses to retake a course but not replace the grade, the “N” designation will appear on the student’s transcript following the grade earned, indicating the grade will not be calculated into the cumulative GPA.

Remediation

Students who have completed the first five semesters of the Doctor of Physical Therapy program and have received at least nine but no more than twelve credit hours with a grade of C or C+ may be allowed to continue in the DPT program, contingent on meeting all the following criteria:

The student has:

- a. not been dismissed from the program.
- b. not withdrawn from a course or the program for academic concerns.
- c. not been required to sign a learning contract due to concerns about professional behavior or academic integrity.
- d. passed the program’s comprehensive exams.
- e. demonstrated an appropriate level of competence by completing an individualized remediation plan developed by the student success committee and approved by a vote of the core faculty.

Students must submit a letter to the program director requesting remediation. The director will provide guidance on the letter’s content. If the remediation request is approved, the

student success committee will develop a remediation plan that must be approved by a majority vote of the core faculty. The plan must be completed in one semester. Failure to do so satisfactorily will result in dismissal from the program.

Students should consider the planned academic leave policy as an option to retake classes prior to being placed on academic probation. Because of the full-time cohort nature of the DPT Program, a dismissal or a leave may have significant financial implications. Students are encouraged to talk with their advisor and the DPT Program Director/Associate Program Director to help form their best plan.

Planned Academic Leave

Trine University offers a Planned Academic Leave (PAL) program for students not on academic probation who need time away from campus and do not wish to have their enrollment interrupted. Students who plan to return to Trine University within one calendar year may apply for a PAL. This program provides the student with on-campus benefits during the leave period. For details and guidance, contact the Office of Student Success and Retention.

Withdrawal and Administrative Dismissal

Please refer to the Graduate Information section of the current [Trine University Course Catalog](#) for all information regarding Academic or Medical Withdrawal and Administrative Dismissal.

Medical Withdrawal

As a result of medical necessity, a student may be withdrawn from one or more classes. Such requests are made through the Dean of Students in conjunction with the coordinator for health services. Such withdrawals will be granted only upon appropriate medical documentation. Once approved by the Dean of Students, the student is withdrawn from all applicable classes and is assigned a grade of "W." The student's grade point average is not affected. Where appropriate and with an instructor's permission, a student could receive a grade of "I" (Incomplete).

A student in good academic standing who is granted a Planned Academic Leave (PAL) or medical withdrawal must return within one year. The DPT program student success committee may create a plan to help ensure the student's success despite the interruption. The student must notify the DPT Program Director in writing of their continued intention to return at least two months before re-enrollment. A student who withdraws from any required course without a formal request will be considered to have withdrawn from the Doctor of Physical Therapy Program.

Any student requiring leave longer than one academic year will be required to submit a request for an extension to the original leave of absence at least one month prior to the end of the initial request. Failure to request a continuation of the leave of absence will be considered as withdrawal from the Doctor of Physical Therapy Program.

Attendance

Philosophy

The Trine University DPT Program values active, experiential learning as foundational to professional identity. Because our curriculum emphasizes in-person simulations, collaborative learning, and community engagement, attendance at all scheduled sessions is essential and expected.

Required Attendance

Attendance at all classes, labs, and clinical experiences is expected. These sessions are considered essential professional responsibilities and cannot always be replicated.

Appropriate Uses of Excused Absences May Include

- Medical emergencies, hospitalizations, and non-routine medical appointments
- Contagious infection or illness
- Death in the immediate family
- Religious observances (with advance notice)
- Jury duty or military obligations
- Approved accommodations through disability services
- Post-graduate job interviews
- Personal or family emergencies

List of Unexcused Absences

- Vacations or leisure travel
- Weddings or personal events
- University sports events and practices
- Routine medical, dental, or vision appointments
- Oversleeping
- Transportation issues (must be communicated to faculty before class)
- Failure to notify the instructor in advance (except in emergencies)

Additional Guidelines

1. Students should notify the instructor by email as soon as possible. Requests made after the absence will be considered unexcused (except in emergencies).
2. Students are responsible for catching up on missed content.
3. Course materials from a missed class can be accessed on Moodle, and it is the student's responsibility to review them.
4. To get credit for prework assignments, they must be submitted before the course's scheduled start time. This rule applies to both excused and unexcused policies.
5. To earn partial credit for any missed assignments, the student must submit them within 48 hours of the excused or unexcused absence. After 48 hours, no credit will be given.
6. For excused absences, the student and the course instructor will work together to schedule a make-up exam, quiz, practical exam, or similar assessment.

7. For unexcused absences, making up an exam, quiz, or practical exam will not be permitted unless it is necessary to assess a student's competence. In that case, a make-up assessment will be scheduled. The student must earn a "passing" score on this make-up assessment to demonstrate competence and ensure they are adequately prepared to advance within the program. However, the student will receive partial or no credit for the make-up assessment.
8. Absence requests will not be approved if they fall on a program-required event, such as orientation, CPR, or other mandatory events. These events are required.
9. For health-related absences longer than three days, and for missed quizzes, exams, or assignments, refer to Changes in Health Status in the Miscellaneous Policies section on page 28 of this handbook.

Unexcused Absences

Unexcused absences include not notifying before class and absences due to vacations, weddings, transportation issues, or routine appointments. If you miss more than one class period in a single day, it will count as one absence for program attendance purposes. However, each missed class may impact your grade in that specific course. The first unexcused absence could result in a deduction of up to 2% from the final course grade. The second unexcused absence might lead to a deduction of up to 5% and a referral to the Program Director. Three or more unexcused absences in a semester may lead to a review for dismissal.

Make-Up Policy

Make-up assignments are not guaranteed. Due to the nature of active learning, some missed experiences cannot be recreated. Faculty will provide alternative assignments when feasible, but missed experiences may be considered "unable to replicate" and could affect course progression.

Monitoring and Review

Frequent absences, whether excused or unexcused, could signal a problem and lead to a faculty review of professional conduct. All absences are documented.

Assessment

The academic assessment process at Trine University aims to evaluate students' abilities and knowledge across all degree programs. It also gauges student satisfaction with the program. Sometimes students are asked to complete surveys or questionnaires that assess the quality of instruction, satisfaction with career preparation, and the overall experience at Trine. Occasionally, anonymous samples of student coursework are used in the assessment process.

Trine University is committed to providing quality educational experiences for our students. The assessment process provides data for the continual improvement of our programs.

Graduation

Graduation Requirements

An “Intent to Graduate” form is filed through the Registrar’s office at the beginning of the DPT Program. This form will include an expected graduation date and other pertinent information. All degree requirements must be completed within five years.

Students are required to follow the Doctor of Physical Therapy plan of study. Students must comply with the conditions and requirements for graduation as set forth by the University.

Standards of Conduct

APTA Code of Ethics and Core Values

The American Physical Therapy Association (APTA) has established a Code of Ethics and Core Values for all physical therapists. It is the student's responsibility to uphold this code and these values in every situation. Failing to do so could lead to failure of a course or clinical experience.

The APTA is the professional organization for physical therapists in the United States. There are many benefits and resources for being a member, both as a student and as a professional. As a student, you may attend the state and national conferences and student conclave at discounted rates.

Trine University DPT students are expected to become APTA members. Students are highly encouraged to participate in the state chapter and national activities. Students with questions are encouraged to visit the APTA website (www.apta.org) and speak with their advisors for more information.

Professional Behaviors

Professional behavior is required without exception. It is expected that all students demonstrate behaviors consistent with those of healthcare professionals. It is required that all students exhibit these behaviors in the classroom and laboratory settings during site visits, CARE courses, clinical internships, and service-learning activities. Failure to demonstrate these behaviors could result in failure of a course or clinical experience.

Professional behaviors include the following:

1. Critical Thinking - The ability to question logically; identify, generate, and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument and to identify and determine the impact of bias on the decision-making process.
2. Communication - The ability to communicate effectively (i.e., verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

3. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
4. Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.
6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
7. Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. Stress Management—The ability to identify sources of stress and develop and implement effective coping behaviors; this applies to interactions with self, patients/clients and their families, members of the healthcare team, and in work/life scenarios.
10. Commitment to Learning – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

All Trine University DPT Students are expected to:

1. Demonstrate safe performance of activities, sensitivity to individuals, appreciation for alternate points of view, respectful communication, concern for self, cooperation with others, and acceptance of personal and corporate responsibility for the coursework.
2. Show respect for facilities and equipment in the School of Health Science and in the clinical education settings.
3. Present an appropriate personal appearance in classrooms, laboratories, and Clinical Education settings and at public meetings where their identity as physical therapy students is apparent. Please refer to the Dress Code for details.

Professional behaviors are evaluated by self-assessment, clinical instructors, peers, and faculty. Written clinical instructor comments and instructor observation of student performance provide the basis for counseling on professional behavior. It is expected that most cases of professional misbehavior can be successfully corrected by sensitive discussion and counseling between the faculty and the student. A plan for remediation will be developed and implemented.

Dress Code

Classroom dress code is analogous to wearing attire that most represents to your patient that you are a professional. In some cases, it is specifically directed as a condition of employment. Students are expected to appear professional and neat at all times while on campus. Because we share space with patients, clinicians, health care administrators, and distinguished visitors, it is important for students in a professional education program to be sensitive to their professional image and the reactions of others.

Examples of unacceptable garments include, but are not limited to: blue jeans, tattered jeans or any clothing with holes (even if artfully created), hats, overly casual clothing, or revealing clothing, including shorts, and sweatpants. If you have questions about presenting a professional appearance, please ask a faculty member.

It will be necessary to have lab clothes available for all labs that will require students to practice evaluation procedures and treatment techniques. Clothing must permit freedom of movement as well as visual inspection and palpation of body structures for assessment of posture, movement, and performance of special tests. For information on appropriate lab attire, refer to the course syllabi. Please note that lab clothing is not appropriate outside of the lab areas. Lab clothing is permitted in the labs, the hallway directly outside the labs, restrooms, lockers, and the student lounge.

Students will follow the dress code of the facility where they will be performing their clinical education experiences.

Laboratory and Classroom Use

The faculty members in the DPT Program encourage students to use every opportunity to practice competencies in all aspects of physical therapy. However, special concern must be given to the safety of students and/or equipment when any equipment or exercise techniques are used outside of class. For student safety, it is strongly recommended that students come in groups of at least two persons if they arrive or remain after dark. The following procedures and precautions must be practiced for the use of laboratory, classroom, and/or equipment outside of class:

- Students may not utilize any DPT program equipment other than equipment relating to past or current study, or for approved research endeavors.
- Students may only practice on one another. Students can serve as a "check system" for each other, thereby minimizing accidents relating to errors.
- Students will clean up after themselves and leave their spaces neat and organized so that they can be readily used by others.
- Under no circumstances is treatment to be provided for a pathological condition except for approved research endeavors or other specified occasions. This must adhere to the scope of physical therapy practice in the State of Indiana. For example, a licensed physical therapist must be available to supervise.
- If a student thinks a situation exists that may be exempt from one or more of the rules noted above, the circumstances must be described, and approval must be obtained prior to exercising the exemption. Approval will be granted by the responsible faculty member and by the DPT Program Director.

Use of Electronic Devices and Social Media

Appropriate conduct in every teaching environment in the DPT Program promotes an environment of academic achievement and integrity. Disruptive classroom behavior that interrupts either the instructor's ability to teach or student learning is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom.

Examples include, but are not limited to: ringing cell phones, text messaging, watching videos, playing computer games, accessing email, instant messaging, or surfing the internet on your computer. Students who participate in disruptive behaviors will be asked to leave the classroom. Students are expected to follow these simple regulations to avoid the inappropriate use of technology in the classroom:

1. All cell phones must be turned off or set to vibrate mode while in class and be stored away from the study space.
2. If expecting a critical health or family-related call, please inform the instructor prior to the start of class. Please sit in the last row of the class in order to avoid disturbing other classmates.
3. Laptop computers, iPads, etc., are to be used for notetaking only, unless specifically addressed by the instructor of record.
4. If electronic devices are improperly used, a verbal warning will be issued first, followed by a request from the instructor for the student to leave the class.

Best Practices That DPT Students Are Expected to Follow

1. Take responsibility and use good judgment. Students are responsible for the material they share through social media. Be courteous, respectful, and thoughtful about how others may perceive or be affected by what you share. Libel laws are in effect even when your social media accounts are set to "private."
2. Think before you post. Anything you post is highly likely to be permanently connected to you and your reputation through the Internet and email archives.
3. Protect your own privacy. Privacy settings are not absolute, and once on the Internet, content is likely to remain there permanently.
4. When interacting with other students, faculty, clinical instructors, or patients on the internet, maintain appropriate boundaries in accordance with professional and ethical guidelines just as you would in any other context.
5. When students see unprofessional content posted by colleagues, bring the appropriateness of that content to the individual's attention. If the behavior violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to a DPT faculty member.
6. Maintain clear lines between professional and personal social media activities.
7. Avoid using the university's name to promote or endorse any product, cause, religious view, political party, candidate, etc.
8. Avoid using the university's name in connection with comments, photos, videos or images that could be interpreted or perceived as slurs, demeaning, inflammatory, illegal, unduly suggestive, sexual innuendos, inappropriate, or otherwise contrary to the University's mission.
9. Never post content that represents a breach of confidentiality.
10. When in doubt, do not post.

Activities That May Be Grounds for Dismissal from the DPT Program

1. Publishing, discussing, or sharing in any way the health information of other individuals. Be aware that the removal of an individual's name or the use of a pseudonym does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or posting of patient stories and/or pictures (such as a before/after photograph of a patient having surgery, a photograph of a patient participating in

physical therapy, or a photograph of the contents of a patient's room) may still allow the reader to recognize the identity of a specific individual.

2. Sharing or posting any photos or videos of human cadaveric material (including anatomical specimens) is strictly prohibited, regardless of intent or platform. This includes personal social media, messaging apps, or educational forums. Cadavers are donated for the purpose of learning and should always be treated with dignity and respect.
3. Claiming to be an official representative or spokesperson for Trine University or its entities, including the Doctor of Physical Therapy program.
4. Assuming the identity of another person or otherwise attempting to obscure one's own identity as a means to circumvent the prohibited activities outlined in this policy.

Unprofessional Behavior That May be the Basis for Disciplinary Action

1. Using vulgar language.
2. Using language or photographs that imply disrespect for any individual or group, including but not limited to age, race, gender, ethnicity, or sexual orientation.
3. Publishing or sharing in any way personal photographs or photographs of oneself or others that may reasonably be interpreted as condoning irresponsible use of alcohol, the use of recreational drugs, illegal activities, or sexual promiscuity.
4. Publishing, discussing, or sharing in any way potentially inflammatory or unflattering material on another individual's website (e.g., on the "wall" of that individual's Facebook site).

Laptop Computer Policy

All Trine University DPT students are required to have or purchase a laptop computer for use in the classroom and during clinical education experiences. To maintain test security and integrity when testing occurs at a distance, students will be required to install Respondus Lockdown Browser software. Laptops must also have a webcam, as professors may also choose to employ Respondus Monitor, a feature that builds upon the Lockdown Browser technology by using a webcam to record students during an exam.

Please refer to the following website page if you have questions regarding minimum specifications for computers: [What Computer Should I Buy?](#)

Community Standards

University Community Standards apply to all students and student organizations. Please refer to the [Trine University Student Handbook](#) for specific details of each behavior.

Academic Misconduct

The University prohibits all forms of academic misconduct. Academic misconduct refers to, but is not limited to, the following activities:

- Copying another person's work and claiming it as your own, or submitting the same paper in two different courses without the knowledge and consent of the instructor (plagiarism);
- Using the work of a group of students when the assignment requires individual work;
- Using artificial intelligence (AI) tools for assignments, quizzes, exams, or other coursework without prior authorization from the instructor, and/or failing to appropriately acknowledge AI-assisted work.

- Requesting or purchasing materials from outside sources that are not consistent with the expectations of the assignment or assessment.
- Looking at or attempting to look at an examination before it is administered;
- Using materials during an examination that are not permitted;
- Allowing another student to take your examination for you;
- Intentionally impeding the academic work of others;
- Using any electronic device to transmit portions of questions or answers on an examination to other students;
- Using any electronic device to improperly store information for an exam;
- Knowingly furnishing false information to the University;
- Assisting other students in any of the acts listed above.

Moreover, a student is expected to submit his/her own work and to identify any portion of the work that has been borrowed from others in any form.

An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and is considered Academic Misconduct. A deliberate act of plagiarism, such as having someone else do your work or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), is also Academic Misconduct and will result in more serious penalties.

In situations of Academic Misconduct, instructors have the authority to award a failing grade on the assignment in question or a failing grade for the course. Upon approval by the appropriate Dean, Academic Misconduct may also result in expulsion from the University.

Disciplinary Structure

Learning to live as productive members of a university community is a developmental process that starts as a freshman and continues throughout the college experience. The primary goals of educational discipline are to educate students in the understanding of community and to help them assume and demonstrate responsibility as members of a civilized society. The primary principle upon which the disciplinary program is based is that actions have consequences. Educational discipline is different from law enforcement. The goal is education and restoration.

Disciplinary Sanctions

Sanctions for misconduct may include but are not limited to fines, loss of privilege or participation in any university activities, sports, academic organizations, service learning activities, or integrated clinical experiences or trips for a set period of time, restitution, university service hours, educational/service activities, dismissal, and/or expulsion.

Please refer to the [Trine University Student Handbook](#) for more information regarding the Disciplinary Process.

Clinical Education

Clinical Education Summary

Clinical education is an essential part of the Trine University Doctor of Physical Therapy Program. The physical therapists and health care facilities participating in clinical education

are carefully screened and share the DPT Program's mission to have a positive impact on the healthcare needs of their communities through service, leadership, and scholarship.

Clinical Education consists of two parts: The Clinical Application and Reflection Experience (CARE courses) and full-time clinical education experiences. CARE courses are integrated clinical courses and are scheduled during the first five semesters of the program. Four full-time clinical education experiences exist in the last three semesters: one in the sixth semester, two in the seventh semester, and one in the eighth semester.

Each type of clinical education experience exposes students to differences in patient problems, acuity, and complexity; clinical skill development; interactions with other health care professionals; practice issues; documentation; and culture. Students must complete their clinical education experiences in three practice areas (acute care, outpatient, and post-acute care) that span four practice patterns (musculoskeletal, neurological, cardiovascular/pulmonary, and integumentary). Students may also participate in more specialized patient care areas, including, but not limited to, home health, sports medicine, pediatrics, burn hospitals, or occupational health.

Students participating in clinical education experiences are still part of the University and are expected to meet all the tuition obligations and academic requirements of a student. Students must adhere to the schedule assigned to them by their clinical education experience site, including holiday and work schedules.

Assignment to Clinical Rotations

Clinical education experience placement decisions are made under the supervision of the Director of Clinical Education (DCE) based on mandatory course requirements, the individual learning needs of the student, student preferences, and site availability. Students are only placed at sites in which there is an active clinical education experience agreement. Students may suggest new sites and work directly with the DCE to obtain clinical education experience agreements.

Students are encouraged to actively engage with the DCE about placement decisions. The Director of Clinical Education will make the final placement decisions.

During full-time clinical education experiences, students are required to attend and participate in clinic/patient care a minimum of 32 hours per week. Students will work the schedule of their CI(s) unless instructed otherwise. Students must report any absences to the DCE. The DCE will work with the CI, site, and student regarding make-up time. Students should contact the DCE with any circumstances that require additional consideration.

Evaluation for Clinical Education

Evaluation is a necessary and useful tool in education. To bring value, it should be done in an honest, continuous, shared process, and the results should be acted upon. To be effective, the atmosphere must be open, allow for discussion, and provide an opportunity to learn or practice areas of deficiency. Evaluation is a part of didactic learning on a regular basis and must occur in the clinical experience as well.

Evaluation refers not only to evaluating the student's skills, but also refers to evaluation of the curriculum, the faculty, and the clinical facility. All aspects of the evaluative process should include student input.

CARE Courses

Students will be assessed at the conclusion of each Clinical Application Reflection Experience (CARE) course using the Clinical Internship Evaluation Tool (CIET). This assessment will be provided to the students and CARE clinical faculty by the Director of Integrated Clinical Education (DICE). Students are to be assessed by the CARE clinical instructor, a peer, and themselves. Final grades are assigned by the course instructor based on completion of assigned work and assessments. Grades for the CARE course series are on a satisfactory/unsatisfactory basis. Further information about each course can be found in the course syllabus. Students are also required to complete an evaluation of each clinical education experience for the CARE courses. All CARE clinical instructors will be reviewed annually by the DICE.

Full-Time Clinical Education Experiences

Students will be evaluated at least once on any clinical education experience less than six weeks in length and at least twice during each clinical education experience of six or more weeks. The Clinical Instructor (CI) will assess and review the student's progress once in the middle and at the end of the clinical education experience. The student will provide feedback, along with the CI, during a scheduled site visit, telephone conversation, or email with the DCE or another faculty member during each clinical education experience. The student may, at any time during a clinical education experience, request additional feedback from either the clinical or academic faculty. It is recommended that formative evaluations be done on a daily and weekly basis in relation to specific patient care areas or in other areas as needed.

Students on full-time clinical education experiences will be assessed using the Physical Therapist Clinical Performance Instrument (CPI). The CPI can be found at [Clinical Performance Instrument](#). The student must be competent at the entry-level in each category by the end of the final full-time clinical education experience prior to graduation. If any problems/questions/comments arise regarding the evaluation process, please do not hesitate to call the DCE or to address the matter during a site visit or a midterm phone call.

The student is responsible for submitting the CPI, the student's evaluation of a clinical education experience, and any written assignments or reflections as indicated by the course syllabi at the conclusion of each clinical education experience. Final grades for all clinical education experiences are on a satisfactory/unsatisfactory basis and are assigned by the DCE as per the course syllabi. Failure to complete the CPI, student's evaluation of a clinical education experience, or any written assignments or reflections could result in an unsatisfactory grade in the course, which would require the student to repeat the course.

Trine University DPT program requires that CIs have a minimum of one year of clinical experience prior to mentoring a full-time student. All clinical sites and clinical instructors will be evaluated by the student using the student's evaluation of a clinical education

experience. If the need arises, the DCE will also perform informal assessments of the clinical sites and/or clinical instructors.

All clinical education faculty members are encouraged to assess the DPT faculty and program during midterm phone calls, site visits, and written/electronic communications.

Remediation of Clinical Education Experiences

Remediation provides a second opportunity for students to demonstrate mastery of knowledge, professional behaviors, and outcomes of a clinical education course (CARE courses or full-time clinical experiences). It is initiated when the student's clinical instructor, course instructor, or Site Coordinator of Clinical Education (SCCE) identifies a student who is at risk for failing a clinical education course. Remediation is intended to address the specific deficiencies of concern such that the student can remain on track, where applicable, in the curriculum.

The course instructor, in consultation with the faculty and appropriate supervising clinical education faculty at the clinical site, will develop a plan of remediation. The nature, timing, and expectations of the remediation are individualized through a Learning Plan to address the deficiencies of the student. Remediation may include, but is not limited to, additional clinical hours in the same clinical setting, additional clinical hours in a different setting, completion of mock case scenarios, a demonstration of specific examination or intervention skills, or a combination thereof. Students may not appeal a course remediation plan.

For students failing remediation, the course instructor will submit an Unsatisfactory (U) grade for the course, and the student will be dismissed from the program. If a student is unable to complete the assigned remediation due to extraordinary circumstances, the student will receive an Incomplete (I) for the course. The student is required to complete the assigned remediation and earn a Satisfactory (S) grade before progressing to the next clinical education course in the curriculum.

Each student is allowed a remediation attempt for a maximum of two CARE courses and one full-time clinical education course during the length of the program. Remediation is not permitted for the same course twice.

Requirements for Clinical Education

Communication

It is the DCE's responsibility to send the course syllabi, instructions for the clinical instructor, CPI training materials, and verification and/or a certificate of liability insurance to the clinical site approximately six weeks prior to the start of the clinical education experience.

It is the student's responsibility to contact the clinical site 4-6 weeks prior to the start of the clinical education experience to determine information regarding location, parking, clinic hours, dress code, etc. The student must submit to the site required up-to-date health information along with verification of health insurance, immunizations, background check, OSHA training, HIPAA training, CPR certification, and any additional information the site requests.

Certificate of Liability Insurance

All students are provided professional liability insurance through Trine University. Professional liability insurance covers activities completed as physical therapy students in the classroom, laboratory, educational experiences, and clinical education experiences. A student's professional liability insurance does not cover the student in activities outside the domain of the DPT Program (e.g., while employed as a PT aide) or during unsupervised practice of psychomotor skills. Proof of professional liability insurance by clinical sites is available upon request from the DCE.

Health Insurance

Students will be expected to show proof of coverage for personal health insurance before the start of the program and maintain coverage throughout the professional program. Students are required to submit a copy of their health insurance card annually to the Program. Copies of insurance cards will become part of the students' clinical education file.

Annual Physical Examination

A physical examination is required before the start of the program, and then annually thereafter, to ensure the student meets the technical standards, vaccines, and titers that are required for clinical education that are outlined in this handbook.

Immunizations

The DPT program policy is that students must comply with the following items before program entry (as applicable) and for the duration of enrollment in the program. Failure to do so may affect participation in clinical experiences and may prevent progression within the program. The DPT program follows the Centers for Disease Control (CDC) Vaccine Recommendations for Healthcare Workers, except when the contractually stipulated requirements of affiliated healthcare institutions are stricter.

Titers (blood draw to evaluate the level of antibodies an individual has) are required to assess immunity to the conditions listed below. Vaccinations alone do not meet the CDC Vaccine Recommendations for Healthcare Workers. DPT students must provide documentation of the following titers. If any of these titers are negative or equivocal, students must complete revaccination as described by the CDC Vaccine Recommendations for Healthcare Workers.

1. Hepatitis B
2. Measles (Rubeola)
3. Mumps
4. Rubella
5. Varicella

Vaccinations

To allow participation in clinical experiences in most affiliated healthcare institutions, DPT students must provide documentation of the following:

1. Revaccination following a negative or equivocal titer for Hepatitis B, Measles, Mumps, Rubella, or Varicella as noted above.

2. Maintain TDAP (Tetanus, Diphtheria, Acellular, Pertussis) vaccination throughout the program.
3. Annual influenza vaccine

Annual Screenings

DPT students must complete annual TB screening, annual student physical exam, and other items as required by affiliated healthcare institutions.

Annual TB Screen:

- Option 1 - TB Blood Draw (also called the interferon-gamma release assays or IRGAs): There currently are two types of IRGAs used in the US: QuantiFERON®-TB Gold In-Tube test (QFT-GIT) and T-SPOT®. TB test (T-Spot). Either of these tests is acceptable.

NOTE: Advantage – This option only requires one trip to the lab or physician's office.

Disadvantage – More expensive.

- Option 2 – Multiple Step PPD/TB Screen:
 - *Step 1: Have a skin surface test performed*
 - *Step 2: Return between 48 and 72 hours after administration to have this test read*
 - *Step 3: Wait 1-3 weeks (10-14 days preferred)*
 - *Step 4: Have a second skin surface test performed*
 - *Step 5: Return between 48 and 72 hours after administration to have this test read*

NOTE: Advantage – Less expensive.

Disadvantage – Requires four trips to the lab or physician's office. (If you miss a test or reading, the whole process may need to be repeated.)

Medical Contraindication/Waivers

If there is a medical contraindication to any required immunization(s), verification from the primary healthcare provider must accompany the health record. When any medical contraindication exists, a waiver must be signed by the student to acknowledge that inadvertent exposure might occur and to release the clinical site and university from liability in the event of exposure. Appropriate waiver form(s), obtained from the Program, must be signed and on file with the Program.

If a student, for whatever reason, elects to waive an immunization requirement(s), placement in a clinical setting cannot be guaranteed. This may affect the student's ability to progress within the program or complete graduation requirements.

Background Check

The purpose of the background check policy is to:

1. Prioritize and safeguard patient or client safety along with the well-being of the campus community.

2. Follow the requirements of clinical sites that mandate student background checks as part of their written contracts with the Doctor of Physical Therapy Program at Trine University, as required by the Joint Commission.
3. Promote early self-identification of students who might be at risk of not meeting Physical Therapy licensure requirements in some states due to a felony conviction.
 - Students with a known history of criminal activity may face difficulties in successfully completing the required clinical education components of the DPT Program. The successful completion of all designated clinical experiences is a requirement for graduation with a DPT degree.
 - To ensure that a student with a history of a felony conviction is eligible to sit for the National Physical Therapy Exam (NPTE), the at-risk student should directly seek clarifying information from the licensure board of the state where they plan to practice.

Please visit the following website for contact information for each state's PT licensure agency: <http://www.fsbpt.org>.

All incoming physical therapy students are required to submit to and pass a criminal background check as a condition of enrollment, at the student's expense. Instructions for obtaining the initial background screening will be provided during program orientation.

The DPT Program will monitor each student to ensure compliance and confirm the absence of a criminal record. If a background check reveals a history of criminal activity, the student may be barred from participating in clinical education courses. Cases will be evaluated on an individual basis by the DCE, with input from the DPT Program Director and/or other university administrative personnel. Any criminal activity involved must be disclosed to the clinical site before placement. Clinical sites have the right to refuse placement to any student with a history of criminal activity. All information collected during criminal background checks is strictly confidential and may not be shared with others without the student's written consent. Students will receive their background check results and, unless the clinical site requires otherwise, will be responsible for sharing this information with the assigned clinical site(s) upon request.

OSHA Training

The Occupational Safety and Health Administration (OSHA) has established requirements specifying the protective measures all healthcare personnel must follow to prevent the spread of communicable disease. All students will participate in Blood-borne Pathogens Training prior to participating in clinical and/or patient-related activities; training is provided by the DPT Program.

HIPAA Training

The Health Insurance Portability and Accountability Act (HIPAA) defines a set of uniform standards relating to the security, privacy, and confidentiality of patient health-related data. All students must participate in HIPAA training prior to participation in clinical and/or patient-related activities; training is provided by the DPT Program. This training orients the student to concepts of confidentiality, appropriate access of information, and appropriate

release of information procedures for protected health information. Students must pass a post-test and receive a certificate of completion to meet this requirement. Students may not participate in any clinical or patient-related activity unless certification is current.

Substance Abuse Testing

Students are required to consent to and pass a substance abuse test prior to being placed on clinical education experiences, including CARE courses. All DPT students are required to complete a ten-panel drug screen annually. Some full-time clinical education experiences have additional testing requirements.

CPR Certification

All entry-level students in the DPT Program are required to obtain and maintain certification. The DPT Program will provide this certification for students as part of the CARE course series curriculum. Students whose certification lapses are responsible for recertification at their own expense. Students may not participate in any clinical or patient-related activity unless this certification is current.

Personal Protective Equipment (PPE)

Students participating in part-time clinical education courses who are required to participate in patient care activities that require N95 masks or another specialty PPE will be fit-tested at the clinical education site. The clinical site is responsible for providing the student with the appropriate size and type of mask to maintain patient and student safety. If such testing and/or appropriate PPE cannot be provided to the student by the clinical site, then the student is exempt from participating in the care of that patient.

Students participating in full-time clinical education courses who are required to participate in patient care activities that require N95 masks or another specialty PPE will follow the clinical site's requirements with regard to testing and the obtainment of PPE. This may include the student being fit tested prior to arriving at the clinical site at the expense of the student or once he/she arrive at the clinical education site. The student may be responsible for arriving with the required PPE, or the clinical site may provide the student with the appropriate size and type of mask to maintain patient and student safety. The DCE will assist students with fit testing and PPE requirements specific to each clinical site.

General Information and Support

Affirmative Action Statement

Trine University does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, veteran status, or age in the administration of any of its educational programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in employment.

Details and contact information may be found at: [Trine University Title IX](#).

Americans with Disabilities Act (ADA) Compliance

Trine University is committed to the full inclusion of individuals with disabilities and to improving the accessibility of all campus programs and activities. Any student who wishes to request an accommodation or who has questions about the accommodation process

should contact our ADA coordinator directly. Details and contact information may be found on the [Trine University Website](#). In addition, the University prohibits retaliation against individuals for engaging in activities protected by the ADA or by Section 504.

Academic Support

Academic Support Services aims to assist all students in becoming efficient, self-confident, and independent learners. Additional information on academic support services can be found at the BCHP [Student Success and Support](#) web page.

Adverse Weather

The safety of Trine University students, faculty, and staff is the top priority during severe weather events. Severe weather refers to any conditions that may require delaying or canceling classes and services. When such weather occurs, the Dean of Brooks College of Health Professions will decide whether to suspend or delay classes. Notifications will be sent via email and/or text message. If the Fort Wayne campus is closed for in-person classes due to bad weather, then CARE is also canceled for that day. Students will arrange make-up hours with their respective CARE clinical instructors at a mutually convenient time. Students in full-time clinical education programs will follow their supervising clinical instructors' policies and procedures regarding weather-related emergencies at their respective sites.

Additional information and a link to sign up for text alerts may be found here: [Trine University Alerts](#).

Release of Student Information (FERPA)

To ensure compliance with the federal government's Family Education Rights and Privacy Act (FERPA), Trine University has policies and procedures that govern the release of information from student academic records, which can be found here: [Trine University Office of the Registrar](#). Students should also refer to the [FERPA information on the Trine University website](#) for further details.

Payment of Educational Costs

Payment of tuition and fees is due at the Business Office on the date indicated on the student's bill. Students with outstanding financial obligations to the University will not be permitted to register for any subsequent semester or receive a transcript or diploma until the obligation is fulfilled. Students maintaining a balance owed to the University will be assessed late fees and will be responsible for collection and/or attorney costs if such efforts should become necessary. More information can be found in the [Trine University Course Catalog](#).

Miscellaneous Policies

Student Information Form

Every student is required to provide and maintain proper demographic information. It is the responsibility of the student to notify the [Trine University Registrar](#) of any changes made during his/her course of study.

Changes in Health Status:

Each student will notify the Office of Accessibility of any changes in health status or limitations that may affect the student's ability to complete course requirements and clinical education experiences, including any psychomotor skills or physical activity requirements. If accommodations are needed, they must first be reviewed and approved by the Office of Accessibility. The Office of Accessibility will provide the student with an approved accommodations letter, and the student is responsible for communicating with their faculty and any other applicable parties (e.g., clinical instructors).

In the event of an illness or injury lasting longer than three days, the student will use the following guidelines:

1. The Office of Accessibility must receive documentation from the student's medical provider verifying the medical necessity of time away and any accommodations.
2. When accommodations are no longer needed, the student will provide the Office of Accessibility with a written statement from a medical provider verifying that s/he has been approved to return to and participate in all required classroom, laboratory, and clinical activities.

Health Risks

Students will be informed of health risks that they may encounter throughout the educational program and will follow the OSHA regulations and standards. Students are also required to sign the Assumption of Risk/Release of Liability Form. This form must be completed prior to students being able to participate in laboratory and clinical experiences.

Procedure for Student Injury in the Classroom or During a Clinical Education Experience

1. Notify the course instructor or supervising clinical instructor immediately.
2. The faculty member and/or supervising clinical personnel will assess the extent of injury to determine if the student can remain in the classroom or clinical area.
3. If the student requires medical care, the faculty member and/or supervising clinical personnel will assist the student in obtaining appropriate care.
4. The student, faculty member, and/or supervising clinical personnel must complete necessary paperwork according to the format and timeline required by the University and/or clinical agency. An incident report must be submitted to the program director within 24 hours.
5. The faculty member and/or supervising clinical personnel have the right to not allow the student to participate in class based on the extent of the injury.
6. Students are responsible for carrying personal health insurance and for medical expenses incurred as a result of an incident or accident that occurs on campus or in off-campus education experiences.

Human Subjects in PT Education and Authorized Access and Use of Information

Patient/clients may be asked to volunteer in laboratory sessions for demonstrations and educational learning experiences. The individual will be informed about the session and sign a consent form, if an adult, or the parent/caregiver, if a child is under 21. The DPT Program will keep the consent form for at least five years. In compliance with HIPAA, patients/clients may request that this information be destroyed or kept confidential or may request this information at a later date. The Program will release this information directly

to the patient/client or parent. The patient/client retains the right to refuse treatment by a student.

Request for Physical Therapy Services from Faculty

As educators, academic and clinical faculty may not provide professional physical therapy services for students or volunteers. The rationale behind this policy is to avoid potential conflicts of interest as described in the APTA Code of Ethics.

Student Representatives on Committees

The DPT Program values its students' input and, therefore, reserves spots for them on various committees. Students may be asked to serve on other committees/task forces, including those for the School and University, as the need arises.

Employment

Enrollment in the DPT Program is a full-time responsibility, and employment during the academic year is not recommended. For students who do choose to be employed while enrolled in the program, academic activities and requirements must always take precedence over employment activities. Missing classes for employment is not acceptable. Students should be aware that the physical therapy educational program does require occasional evening and/or Saturday classes or events.

If a student chooses to be employed in a healthcare setting, the following guidelines should be utilized:

1. DPT students employed in health care settings must not represent themselves in any way as physical therapists or as physical therapist assistants (unless duly licensed as such).
2. DPT students representing themselves as having any degree of expertise in physical therapy are in violation of state licensure laws. Such claims may result in the denial of licensure eligibility after graduation from PT school. Refer to Indiana State licensure laws.
3. DPT students employed in a health care setting must not represent themselves as official representatives of the DPT Program.
4. DPT student liability insurance only covers students during classroom activities and during assigned clinical education experiences.
5. DPT students are advised to carefully read the job descriptions pertaining to unlicensed personnel and should not undertake responsibilities outside this description or the law relative to employment in a physical therapy setting, even if the client or employer requests one to do so.

Hazardous Materials

All chemicals and potentially hazardous materials are clearly labeled. In the Human Anatomy lab, students are provided instructions on proper procedures for safely handling materials that could include toxic chemicals. Safety considerations with regard to hazardous materials include the use of safety glasses, lab attire, and gloves, and accessibility to sinks and eye wash areas. Students are expected to adhere to the University Lab Safety Policy Manual. A copy of the manual is kept in the Anatomy lab and on the DPT Student Resources Moodle page.

Equipment Calibration and Maintenance

All equipment will be checked annually in April for safety and calibration by a certified repairman. The program administrative assistant maintains the schedule and requests the annual review. Each faculty member and student has the responsibility to report any damaged or defective equipment as soon as possible to the program administrative assistant or director. Any equipment that is found to be faulty will be immediately removed from use and labeled as defective. The equipment will be repaired as soon as feasible and appropriately labeled with the date of repair. Equipment will be repaired by the authorized service provider when appropriate or in-house if feasible. The program administrative assistant will maintain records of equipment checks and maintenance and report to the faculty as warranted.

Filing a Complaint

To provide high-quality educational experiences, the DPT Program recognizes the importance of receiving and being open to the merits of any complaint made against the program, its students, faculty, and/or staff. Student complaints involving grades, inequitable treatment, or other situations will be handled by the institution as indicated in the [Trine University Course Catalog](#). Visiting students will operate under the same handbook. Students may access the complaint form through MyPortal: <https://myportal.trine.edu/ICS/Student/>

“Concerns” are issues that may be solved by informal means; “complaints” are issues that cannot be solved informally. Students are urged to have a direct and informal approach for settling concerns. Students are encouraged to voice concerns with the support, involvement, and/or intervention of university personnel. If concerns are not handled in a satisfactory manner, then students are urged to file a “Notice of Complaint.” The Formal Complaint Form tab is located on the students’ MyPortal page, along with all similar student information. It is convenient for all students, located in a place specifically designed for student information. Further information instructs students not to use the site for Title IX allegations and redirects them to the appropriate page.

Any complaints of sexual harassment must be handled in accordance with [Trine University's Title IX policy](#) and should be referred to the Director of Human Resources. For complaints concerning any Title IX violation, refer to [Trine University's Title IX](#) page.

Filing a Complaint Outside of Due Process

Complaints outside the realm of due process, such as those from professional practice education sites, employers of graduates, and the public, will be handled according to the following procedure. Retaliation against the complainant in any form is prohibited.

The complaint must be submitted in writing to the Dean of the College of Health Professions and include:

- Name of the complainant (clinical education site, employer, or member of the public who initiated the complaint)
- Name of the complaine (individual against whom the complaint is voiced) and role in the incident (unprofessional behavior, inappropriate treatment of a client, or inappropriate verbal exchange between the complaine and other involved individuals).

- Date and location of incident.
- Provide a detailed description of the incident, complete with the names of all individuals involved.
- Detailed description of all actions immediately following the incident.

Complaints should be addressed to:

Dean of the Brooks College of Health Professions
Trine University
One University Avenue
Angola, Indiana 46703

Upon receipt of the complaint, the Dean will take the following steps:

- Make a judgment about the complaint to determine if it is valid.
- If warranted, make verbal contact with the complainant to ensure the appropriate action is taken to address the incident.
- Establish a meeting with the complainant, if appropriate.

A careful assessment of the situation will be conducted, requiring a thorough review of all necessary information. After assessing the situation, the Dean will respond in writing to the complainant, outlining the corrective action(s) to be taken, if warranted. If the situation remains unresolved at this level, the Vice President for Academic Affairs will be notified and will attempt to resolve the dispute. Documentation of complaints, follow-up action, and outcome will be kept on file for a period of five years in the office of the Dean.

If the Dean is the object of the complaint, the Vice President for Academic Affairs will attempt to resolve the dispute. Students maintain their right to due process by filing all complaints and grievances against the program, faculty, or staff through procedures outlined in the [Trine University Student Handbook](#)

Filing a Complaint about the Program to CAPTE

Physical therapy education programs in the United States are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), which works in conjunction with the American Physical Therapy Association (APTA) to maintain the profession's standards. Students, parents, patients, faculty, and other stakeholders may submit a complaint regarding the DPT Program to CAPTE. CAPTE has a mechanism to consider formal complaints about physical therapy education programs that allege a program is not in compliance with one or more of CAPTE's Evaluative Criteria or has violated any of CAPTE's expectations related to academic integrity. Trine University prohibits retaliation against the complainant in any form.

To contact CAPTE, call 703-706-3245 or e-mail accreditation@apta.org.
Further information can be found on CAPTE's website:
<http://www.capteonline.org/Complaints>.

BCHP EMERGENCY PREPAREDNESS POLICY

Acts of Violence - If you and/or others become threatened by an act of violence, remember that different situations require different actions.

Explosion, Chemical, Fire or Toxic Gas Threats: Should any of these incidents occur as a result of an act of violence or any other reason, follow the guidelines in this handbook for evacuation procedures. Utilize evacuation assembly points to help keep track of all persons. Get to a safe area and dial 911 as soon as possible, giving the location and as many details as possible.

Gunfire: If you become aware of gunfire, attempt to evacuate, and immediately call **911**. If evacuation would place you or fellow occupants at risk, take refuge in a room that can be locked or barricaded and call **911** if possible. Secure the door and hide under a desk, in a closet, or corner. Try to choose a position that allows at least a partial view of the doorway. When reporting to law enforcement, provide location and as many factual details as possible. Cooperate fully with law enforcement responders by remaining calm and following directions from university officials. Regroup. Alert announcements and instructions will be sent campus-wide in the event of an emergency incident.

Hostage Situation: Immediately vacate the area, taking no chances that would endanger yourself or the hostage. Contact **911** immediately and provide a location and as many details as possible.

Physical Threat: If anyone poses a physical threat to you, get away from them, leave the area, and call 911 from a safe location.

Potential warning signs that may lead to violent acts:

- Verbal, non-verbal, or written threats
- Fascination with weapons and violence
- Signs of new or increased stress
- Expression of hopelessness or anxiety
- Insubordinate behavior
- Dramatic changes in behavior or performance
- Destruction of property
- Drug or alcohol abuse
- Externalization of blame

Contributing Risk Factors:

- Termination of employment or services
- Disciplinary actions
- Ongoing conflicts between involved parties
- Domestic or family violence
- Financial problems

Prevention

- Be aware of what is going on around you at all times. Awareness is a proven method for increased personal safety.
- Tell Campus Safety or authorities when you notice unusual or suspicious behavior.
- Take advantage of educational opportunities that provide training in conflict resolution and positive ways of dealing with hostile individuals.
- Become familiar with Trine University's Campus Safety and do not hesitate to call for help.
- Finally, remember: A safe campus is everyone's responsibility.

Rape and Sexual Assault

Rape is sexual intercourse without consent. Rape and sexual assault happen. If you are a victim of rape or sexual assault, get to a safe place and secure medical attention as soon as you can. Trine University has resources available to help survivors of sexual assault and can help survivors explore available options while ensuring needs and rights are respected.

The best defense against rape and sexual assault is alertness and awareness. At all times, including dating situations, you should:

- Let a friend or roommate know who you are with, where you will be, and when you expect to return. Leave an address and a phone number.
- Take a cell phone with you
- Do not let peer pressure influence the amount of alcohol you consume. A study at a Big Ten University showed that 80 percent of men and 70 percent of women involved in sexual assaults had been drinking.
- Trust your feelings and instincts. If you feel threatened, there's probably a good reason. Get away fast.
- Report any assault or threat of assault to the Trine University Fort Wayne Campus Safety and/or Fort Wayne Police Department as soon as possible.

If you are a victim of rape or sexual assault, get to a safe place as soon as you can. Then you should:

- Try to preserve all physical evidence. Do not bathe, douche, use the toilet, or change clothing.
- Call a close friend or trusted person who can support you during your interview with local law enforcement or university officials.
- Notify Fort Wayne Campus Safety at 260.800.8110 and/or the Allen County Sheriff's Office at 260.449.3000, even if you are unsure about filing charges. The Trine University counselor is available at 260.446.1867 and can be contacted by Campus Safety after hours to assist survivors of sexual assault through this process.

Workplace violence and other acts of violence are often precipitated by inappropriate behavior and other signs that, when detected and reported, may help with prevention. The following information is a starting place for education on workplace violence or other acts of violence and to create a safer, healthier campus for everyone.

Examples of Workplace Violence:

- Threats, direct, or implied.
- Physical harm that results in harm to people or property.
- Conduct that harasses, disrupts, or interferes with another individual.
- Conduct that creates an intimidating, offensive, or hostile environment.

Bomb Threats/Suspicious Objects

If you receive a threat by telephone:

- Maintain a calm, professional demeanor.
- Listen carefully. Be polite and show interest. Try to keep the caller talking so that you can gather more information.
- Question the caller in a polite and non-interrogative manner. Use any means, even humor, to prolong the conversation. This will provide a better chance to identify the voice and hopefully obtain additional information about a device, the validity of the threat or the identity of the caller.

If you receive a written threat or a suspicious letter/parcel; or if you find a suspicious object anywhere on the premises:

- Keep anyone from handling or going near it.
- Do not use cell phones or portable radio equipment near any suspicious item.
- Evacuate the area and call 911 immediately.
- Call Trine University Campus Fort Wayne Safety at 260.800.8110.
- Promptly write down everything you can remember about receiving the letter/parcel or finding the object. The information will be needed by law enforcement.
- Remain calm. Do not discuss the threat with other staff members or students.
- Be guided by law enforcement instructions.
- Planning includes being familiar with the appearance of suspicious packages.
- Do not spread rumors or speculation.

A suspicious item is defined as anything which is out of place and cannot be accounted for; or any item suspected of being any explosive or incendiary device.

- Upon completion of the call, dial **911** immediately.

Crime Prevention

If a crime is occurring call **911** if you are safe to do so. Call Trine University Fort Wayne Campus Safety at **260.800.811** to report the crime.

To prevent crime in your office/room:

- Lock your door, even if you are just going down the hall. It takes a thief 10 seconds or less to enter an open room and steal your property.
- Do not leave messages on your door indicating that you are away and when you will be back.
- If someone asks to use your phone for an emergency call, offer to telephone for them instead of allowing them access.
- Do not put your address on your key ring.
- Do not leave keys in hiding places.
- Call Trine University Fort Wayne Campus Safety at 260.800.8110 to report suspicious persons or activities.

When walking:

- Avoid walking alone at night unless necessary and use high-traffic, lighted sidewalks.
- Walk purposefully, know where you are going, project a no-nonsense image and be aware of your surroundings.

Protecting your vehicle or bicycle:

- Always lock your car.
- Lock bikes to immovable objects or bike racks with hardened-alloy locks and chains or U-shaped locks.
- Do not leave tempting valuables or property visible such as GPS units, laptops, video game systems, etc., or other electronics inside a vehicle. Lock valuables in trunk.

Protecting yourself while driving:

- Look into your car before getting in. Lock doors and roll up windows once inside for protection.
- Do not stop to help occupants of stopped or disabled vehicles. Continue driving to the nearest phone and call the authorities for assistance.
- Raise the hood and then lock yourself in your car if it breaks down. If someone stops and offers you help, remain in your car, and ask them to phone for help. Do not worry about seeming rude.

Earthquake

Even in a severe earthquake, there is much you can do to prevent or minimize injuries or damage to property. During an earthquake if you are inside:

- Stay inside.
- Watch for falling objects.
- Seek shelter under a stable table or desk or stand in a framed solid doorway. Avoid using glass doorways.
- Stay away from windows, glass doorways, mirrors, overhead fixtures, filing cabinets, bookcases, and electrical equipment.

If you are outside:

- Move to an open area away from buildings, trees, and power lines.
- If forced to stand near a building, watch for falling objects.

If you are in an automobile:

- Stop your vehicle in the nearest open area.
- Stay in the vehicle until the shaking stops.

After the earthquake:

- Remain calm.
- Be prepared for aftershocks.
- Be guided by emergency personnel. If evacuation is ordered, proceed to the nearest clear exit.
- Do not move seriously injured persons unless they are in obvious immediate danger (fire, building collapse, etc.).
- Open doors carefully. Watch for falling objects.
- Do not use elevators.
- Do not use matches or lighters.
- Avoid using electronic devices.
- Do not spread rumors or speculation.

Evacuation Procedures

In advance of evacuation, each student, faculty, and staff member should:

- Recognize the sound of the evacuation signal (i.e., fire alarm) and know the evacuation plan.
- Know at least two exits out of the building from your regular workspace.

When you hear the evacuation alarm/signal or are verbally told to begin evacuation of the building:

- Remain calm. Leave quickly, do not panic.
- Try to make sure all members of your department have heard the alarm and evacuate the area.
- As you exit, proceed as quickly as possible, but in an orderly manner. Do not push or shove. Hold handrails when walking downstairs.
- If requested, accompany, and assist persons with disabilities that appear to need direction or assistance.
- Only take essential personal items with you. Do not attempt to take large heavy objects.
- Shut all doors behind you as you go. Closed doors can slow the spread of fire, smoke, and water.

- Do not use elevators.
- Once out of the building, proceed to the far south side of the parking lot or as instructed by Trine University officials, emergency personnel, Fire department officials, or Trine University Fort Wayne Campus Safety.
- Planning includes knowing the exact location of the nearest exits and evacuation assembly points.
- Remain in the designated assembly location until the “all clear” has been given by building coordinators, Trine University officials, emergency personnel, and Trine University Fort Wayne Campus Safety.
- Don’t leave the area. Check in with someone.

Explosions

Chemicals, leaking gas, or faulty boilers could all be the cause of life-endangering explosions. If an explosion occurs:

- Remain calm, call 911
- Be prepared for secondary explosions.
- Seek shelter under a table or desk.
- Stay away from windows, mirrors, overhead fixtures, filing cabinets, bookcases, and electrical equipment.
- Be guided by law enforcement and/or firefighters. If evacuation is ordered, proceed to one of the designated exits.
- Do not move seriously injured persons unless they are in obvious, immediate danger (fire, building collapse, etc.).
- Open doors carefully. Watch for falling objects.
- Do not use elevators. Follow evacuation procedures if possible and if it is safe to do so.
- If requested, accompany and assist persons with disabilities that appear to need direction or assistance.
- Do not use matches or lighters and avoid using electronic devices.
- Be familiar with possible hazards in your building and know the nearest exit locations and evacuation assembly points.

Fire

If a fire occurs:

- If a burning odor or smoke is present, pull the fire alarm and call 911. Report the exact location of the fire, and if known, what is burning. If a fire is observed, sound the building alarm by pulling an alarm station.
- If you can help control the fire, and have been trained to do so, take action with available firefighting equipment. If not, leave the area.
- An alarm pull station will cause the building alarm horns to sound. This automatically notifies the Fire Department.
- Do not break windows. Oxygen feeds fire.
- Never allow the fire to come between you and an exit.
- Remove all persons from the danger area. Close doors behind you to confine the fire.

How to respond to audible fire alarm:

- If the audible alarm sounds, evacuate the building.
- Do not use the elevators.
- If requested, accompany, and assist persons with disabilities who appear to need direction or assistance.
- Do not attempt to save possessions at the risk of personal injury.
- Proceed to evacuation assembly points.
- Return to the building only if instructed to do so by fire department officials, emergency personnel, Trine University officials, or Trine University Fort Wayne Campus Safety
- Planning includes knowing the exact location of the two nearest exits and evacuation assembly points.
- Fire Prevention

Each year in the United States, over 5,000 fires are reported in general office buildings. Following a few simple precautions could prevent many of these fires.

Smoking

- Trine University is a tobacco-free/smoke-free campus. Smoking and/or vaping is not permitted in campus buildings or on university property.

Wiring

- Replace any electrical cords that have cracked insulation or a broken connector.
- Extension cords are permitted only for temporary use and should never be run across doorways or where they can be stepped on.
- Do not pinch electrical cords under furniture or other objects.

Appliances

- Leave space for air to circulate around heaters and other heat-producing appliances, such as copy machines

- and computers
- Housekeeping
- Keep exits, storage areas, corridors, and stairways free of wastepaper, empty boxes, dirty rags, and other fire hazards.

Arson

- Arson is the largest single cause of fires in office buildings.
- Adhere to building security measures and keep unauthorized people out.

Plan Ahead

In the event of a fire, a safe, speedy response depends on how well employees and students are prepared for emergencies.

- Familiarize yourself with the building's evacuation plan and evacuation assembly location.
- Count the number of doors between your work/class area and the nearest exit. Remember you may have to find your way in the dark or through heavy smoke.
- Learn the location of alternate exits.
- Know the location of the nearest fire alarm and fire extinguisher and learn how to use them.

Flooding & Water Damage

Serious water damage can occur from a number of sources: broken pipes, clogged drains, roof leaks, or windows. If a water leak occurs:

- Notify building manager Lisa Schall at 260.203.2914. Report the exact location and severity of the leak.
- If there are electrical appliances or outlets near the leak, use extreme caution and evacuate the area.
- If you know the source of the water leak and are confident in your ability to stop it (i.e., unclog the drain, turn off water, etc.) do so.
- Be prepared to assist as directed in protecting objects that are in jeopardy. Take only essential steps to avoid or reduce immediate water damage, such as covering objects with plastic sheeting or moving small objects out of danger.

Medical Attention

Seeking medical attention will not require the victim to pursue any type of formal institutional or criminal action nor will it require the reporting person to identify the victim or the alleged perpetrator. *Victims who agree to seek medical treatment will be encouraged to go to the hospital without showering, cleaning up, or changing clothes as doing so could destroy evidence.*

Call 911 if you need emergency services.

The facilities listed below are equipped to assist survivors of sexual assault and attend to medical needs:

- Parkview Regional Hospital 11109 Parkview Plaza Dr Entrance 1. Fort Wayne, IN 46845, 260.266.1000
- Fort Wayne Sexual Assault Treatment Center at 2270 Lake Avenue, Suite 201, Fort Wayne, 260.460.0396

Reporting, Advocacy, and Information:

- Allen County Sheriff's Office at 260.449.3000
- Fort Wayne Sexual Assault Treatment Center 260.423.2222
- Trine University Campus Safety 260.800.8110
- Trine University Campus Safety Director - ANGOLA Stu Hamblen: 260.665.4543
- Trine/Parkview CRISIS Student Assistance/Counseling 260.446.1867
- Trine University Office of Student Life 260.665.4168

If a student chooses to report a sexual assault or rape without going to law enforcement officials, the Office of Student Life can take the report and will assist the survivor by coordinating available resources to help survivors of sexual assault explore available options while ensuring needs and rights are respected.

Medical Emergencies

If an emergency occurs:

- Call 911 and know and state your exact location and details of the emergency.
- Call Trine University Fort Wayne Campus Safety at 260.800.8110 for non-emergency medical situation(s); or for general assistance.
- If able, send a bystander to direct emergency personnel to the victim.

- Provide comfort and support to the victim. Do not attempt to render any first aid or assistance that goes beyond that for which you have received training.
- Do not attempt to move a person who has fallen and appears to be in pain unless they are in obvious danger of further injury.
- Limit your communication with ill or injured persons to quiet, calm reassurances.
- After the person's immediate needs have been taken care of, remain to assist the investigating officer or medical personnel with pertinent information about the incident.
- If the victim is a staff member, the Human Resources Office should be contacted, and the employee should fill out the Trine University work-related injury/accident report forms relative to the incident. Submit the report to the supervisor and Director of Human Resources.
- Report the incident to the Trine University Fort Wayne Campus Safety at 260.800.8110.
- Preparedness for such emergencies includes being trained in emergency first aid procedures and CPR.
- First aid kit is available at the Trine University Fort Wayne Campus Safety desk.

Power Outage

If a power outage occurs in your office or building:

- Remain calm.
- Provide assistance to others in your immediate area that may be unfamiliar with the space.
- If you are in an unlit area, proceed cautiously to an area that has emergency lights.
- If you are in an elevator, stay calm. Use the emergency call button or telephone.
- If instructed to evacuate, proceed cautiously to the nearest clear exit.
- Notify building manager Lisa Schall at 260.203.2914.
- Those with proper training should initiate power outage protocols for critical operations such as fume hoods.
- Do not burn candles.
- Unplug electronics and appliances prior to leaving your office or room because of possible power surge.

Safety Escort Services

Trine University Fort Wayne Campus Safety provides safety escort services to all Trine University staff, faculty, and students. They will walk you to and from campus destinations. For security purposes, Trine University Fort Wayne Campus Safety personnel will carry identification and be in uniform. For availability and hours of operation, contact Fort Wayne Campus Safety at **260.800.8110**.

How to arrange an escort:

Call Trine University Fort Wayne Campus Safety and provide:

- Your full name
- Your location
- Your destination
- The number of people in your party
- The time desired for escort

Safety Escort Rules

- You must be able to carry your own items. Safety escort personnel are not required to carry items.
- School identification is required.
- You are responsible for being at your designated location on time if scheduled.

Synthetic Material Spills (Chemical Spills)

Familiarize yourself with the materials and chemicals you are using in the labs to ensure chemical spills are handled properly and precautions for safe handling are followed.

If a chemical spill occurs:

- If toxic chemicals come in contact with your skin, immediately flush the affected area with clear water.
- Refer to material safety data sheet to ensure proper treatment of the affected area.
- If there is any possible danger, evacuate your area.
- If this is a medical emergency, remain calm and call 911.
- All chemical spills, no matter how small, should be reported to Trine University Fort Wayne Campus Safety at 260.800.8110 or building manager Lisa Schall at 260.203.2914 to ensure proper hazardous procedures are followed.

If a CHEMICAL FIRE occurs:

- Remain calm and call 911.
- Never allow a fire to come between you and an exit.
- Evacuate your area if you are unable to put out the fire. Close doors and windows behind you to confine the fire. Proceed to an exit.
- Do not break windows. Oxygen feeds fire.
- Do not attempt to save possessions at the risk of personal injury.
- Do not return to the emergency area until instructed to do so by law enforcement or fire department officials.
- All chemical fires, no matter how small, should be reported to Trine University Campus Fort Wayne Safety at 260.800.8110 or building manager Lisa Schall at 260.203.2914 to ensure proper hazardous procedures are followed.
- Planning includes training in the proper use of fire extinguishers and knowing their locations.

Tornado/Severe Weather

If a tornado warning is announced: Notification will be made by Regroup Alert, Trine University Fort Wayne Campus Safety or by building coordinators while class is in session. Allen County Emergency Sirens will also provide notification.

A warning indicates that a tornado has been sighted by ground observers or has appeared on radar within Allen County.

- Stay inside and be alert to falling objects.
- Stay away from windows, mirrors, glass, and unsecured objects such as filing cabinets and bookcases.
- Proceed to the Lower Level, a small center room, under a stairwell, or in an interior hallway with no windows. If you are able, proceed to the Lower level of the building and go into a window-less area and follow directions by Trine Campus Safety. Stay aware and protect yourself against falling debris.
- Do not use elevators, matches, or lighters.
- If requested, assist persons with disabilities to the safest area on the lowest floor.
- Remain in the safe area until the “all clear” has been given by Regroup Alert, Trine University Fort Wayne Campus Safety or by building coordinators
- Think ahead and identify the designated assembly location in your building to seek shelter should a tornado occur.