

Entry-Level Doctor of Physical Therapy Student Handbook

Class of 2012

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**Andrews University
Department of Physical Therapy
Berrien Springs, Michigan 49104
(269) 471-2878**



INTRODUCTION

Welcome to the Andrews University Physical Therapy Department. You have been selected by a physical therapist program which prides itself on excellence. As part of the Entry-Level DPT program, you will have the opportunity to learn the skills necessary to become a successful physical therapist while studying within a caring Christian environment. The program administrator, faculty and staff are here to help you have a totally rewarding experience.

The operations of the Doctor of Physical Therapy program are covered under *Andrews University Working Policy*. This handbook is intended as a companion to the Andrews University Student Handbook to assist you while in the program. This handbook is not intended to replace the Andrews University Student Handbook. Please acquaint yourself with the policies and instructions given in both. You will be held accountable for abiding by all items related to your particular situation(s).

Andrews University is accredited to offer degrees through the doctoral level by the North Central Association of Colleges and Schools (NCA) and the Adventist Accrediting Association of the General Conference of Seventh-day Adventists (AAA). The DPT program is also fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) to offer the doctoral degree in physical therapist education. On average over 95% of those who complete the program pass the licensure exam and 100% of those who seek employment are employed within six weeks.

You will find a loose sheet with this book, which will require your response. This sheet authorizes release of specific information and verifies that you have received a copy of this handbook and are responsible for the information contained therein. Please sign and return this to the Program Office immediately.

Changes or additions to this handbook will be made by the Physical Therapy Department as necessary. Please consult with your faculty advisor, department staff, or the department chair if you have questions relating to this handbook or the Physical Therapy Department here at Andrews University.



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SECTION 1

MISSION

1.1 Andrews University Mission

Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to **seek knowledge** and **affirm faith** in order to **change the world**.

1.2 Department Vision Statement

Uniting Christianity with Healthcare Education.

1.3 Department Mission

In accordance with the Seventh-day Adventist Church, Andrews University, and the College of Arts and Sciences, the Physical Therapy Department mission is to provide a quality Physical Therapist education where students seek knowledge and affirm their faith within a cooperative learning environment that promotes Christian values.

The physical therapy *department* provides resources and encourages faculty to continue their educational, professional, and spiritual growth.

The physical therapy *faculty* delivers, within a Christ-centered environment, the knowledge base and clinical skills that will prepare students for contemporary physical therapy practice.

Physical therapy *graduates* will serve Christ as evidenced by their ministering to the needs of others through the delivery of effective professional healthcare.

The physical therapy department faculty and graduates comprise a Christian network that is balanced in the development of the spiritual, mental, physical, and social life of its members.

1.4 Entry-Level DPT Statement of Philosophy

The Entry-Level Doctor of Physical Therapy program affirms the mission and values of Andrews University and the College of Arts and Sciences in its desire to educate professionals for generous service to others with a faithful witness to Christ.

The DPT Curriculum Plan

The student's comprehensive liberal arts and sciences background provide a base for the DPT curriculum's foundational and clinical sciences. This background will further help students integrate their knowledge into the classroom, clinical environments, and their community.

The DPT curriculum is designed to encourage collaborative attitudes while fostering independent learning. It begins with the foundation sciences and basic assessment and intervention skills and progresses to the more complex systems approach with specialty practice areas and research interwoven where appropriate. The curriculum culminates with the clinical education component. The DPT Program is sensitive to the interests and changing needs of practitioners, clients, families, caregivers, healthcare and educational systems, and to the society at large. This is especially essential within an uncertain healthcare environment, an increasingly accountable higher-education system, and an evolving body of physical therapy knowledge. Critical inquiry within the academic experience enhances the preparation for evidence-based practice as clinicians and contributes to the professional body of knowledge.

It is of utmost importance to instill within the learner the accessibility of the power of Christ. The accessibility of His power is important to utilize not only in their personal life but also within the delivery of care to the clients they serve. The program seeks to prepare the learner to discern the spiritual needs of their clients.

The DPT Graduate

Graduates of the Entry-Level Doctor of Physical Therapy program should be knowledgeable, self-assured, adaptable, reflective, and service oriented. Through critical thinking, and evidence-based practice, graduates render independent judgments concerning patient/client needs; promote the health of the client; and enhance the professional, contextual, and collaborative foundations for practice.

The graduate must master the breadth and depth of knowledge in order to address patient needs throughout the life span. These may be manifested as acute or chronic dysfunction of movement due to disorders of the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems. The graduate's focus should be to decrease the deleterious effects of health impairments, functional limitations, and disability.

The role of the physical therapist is expanding within a changing healthcare system. Graduates must be prepared for all responsibilities and privileges of autonomous practice and be the practitioner of choice for clients with a physical therapy diagnosis. Graduates will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences.

The graduate must also be adaptable and prepared to participate in a broad spectrum of activities from health promotion through comprehensive rehabilitation while being sensitive to market niches and needs that will arise in the healthcare community.

Compassion should be a driving force in the graduate's work. It is our desire that they follow the example of Christ. As He worked with those in need of physical healing, it states in Matthew 14:14: "He had compassion on them." Specifically, He felt their hurt.

Conclusion

The Andrews University department of physical therapy is committed to excellence in Christian healthcare education by training individuals to become physical therapists that provide evidenced-based service throughout the continuum of care.

1.5 DPT Program Goals

In order to achieve the Physical Therapy Department mission, the DPT program goals are to:

1. Attract Christian students who are committed to physical therapy as a profession.
2. Prepare graduates who are primary healthcare providers ready for contemporary professional practice in a variety of settings.
3. Provide an environment where students are able to critically evaluate professional literature to promote evidence-based practice.
4. Prepare graduates who demonstrate ethical behavior consistent with professional and legal standards.
5. Provide an atmosphere where students learn respect for individuals from a variety of ethnic or cultural backgrounds.
6. Prepare graduates who have compassion for the client as a whole person, taking into account their spiritual needs.
7. Prepare graduates who communicate effectively with clients, colleagues and other constituents.
8. Promote and support faculty scholarly activities and facilitate faculty educational and professional development.
9. Maintain compliance with CAPTE standards.

1.6 DPT Faculty Goals

In order to deliver the knowledge base and clinical skills that will prepare students for contemporary clinical practice, the DPT faculty goals are to:

1. Be connected to their profession through licensure and professional membership.
2. Hold a postprofessional degree at the doctoral level.
3. Maintain contemporary knowledge/practice expertise in assigned teaching area.
4. Collectively develop, review, and revise the physical therapy curriculum plan.
5. Admit students into the DPT program who have an appropriate balance of prerequisite courses and the ability to successfully practice in the profession.
6. Maintain currency in instruction and teaching methods including course content, design and evaluation methods.
7. Have an on-going scholarship agenda which culminates in the peer-reviewed dissemination of original contributions.
8. Actively be involved with service to the department, university, profession and/or community.
9. Serve as role models for professional behavior.

10. Incorporate a Christ-centered education into the physical therapy classroom.

1.7 DPT Student Goals (Expected Student Outcomes)

The mission of the DPT degree program is to graduate competent entry-level physical therapy practitioners who are able to minister to the needs of others. To accomplish this, graduates will be able to:

1. Demonstrate in-depth knowledge of the basic and clinical sciences relevant to physical therapy, both in their fundamental context and in its application within professional clinical practice.
2. Practice in a variety of physical therapy settings.
3. Provide “primary care” to clients within the scope of physical therapy practice.
4. Possess the critical inquiry skills necessary to evaluate professional knowledge and competencies in relation to evidence-based physical therapy practice.
5. Demonstrate effective communication skills in professional practice during interactions with clients, healthcare team members and other constituents.
6. Demonstrate competency in entry-level clinical skills necessary to conduct a comprehensive physical therapy examination, perform a physical therapy evaluation, establish a differential diagnosis, determine an appropriate prognosis, and establish intervention and/or prevention activities.
7. Understand the capabilities of other health care providers and determine the need for referral to those individuals.
8. Participate in practice management including delegation and supervision of support personnel, financial management, business planning, marketing and public relations activities.
9. Demonstrate legal and ethical behavior consistent with professional standards.
10. Demonstrate sensitivity to ethnic and cultural differences when engaged in physical therapy practice.
11. Model behavior which reflects Christian values, including an understanding of the role of prayer and faith in the complete healing process.

1.8 DPT Graduate Profile

Entry-level doctor of physical therapy graduates have the requisite knowledge and skills to successfully pass the National Licensing Examination, be prepared for autonomous practice, and provide contemporary evidenced-based service throughout the continuum of care. They will be the practitioners of choice for clients with a physical therapy diagnosis and provide culturally sensitive care distinguished by trust, respect and an appreciation for spirituality in healthcare.

1.9 Faculty & Staff

Department Chair and DPT Program Director:
Wayne Perry, PT, MBA, PhD
Associate Professor
(269) 471-6033

Orthopedic Coordinator:
Greg Almeter, MSPT, OCS
Associate Professor
(269) 471-6552

Foundation Science Coordinator:
John Banks, MA, PhD
Professor
(269) 471-1086

Behavioral Science Coordinator:
John Carlos, Jr., PT, MS, PhD
Professor
(269) 471-6302

Academic Coordinator of Clinical Education:
Kim Coleman, MSPT, PhD (2013)
Associate Professor
(269) 471-6034

Research Coordinator:
Lynn Millar, MSPT, PhD, FACSM
Professor
(269) 471-3588

Clinical Science Coordinator:
Betty Oakley, MSPT, DHSc
Associate Professor
(269) 471-6301

Neurology Coordinator:
Lee Olson, MPT, DC
Associate Professor
(269) 471-6491

General Medicine Coordinator:
David Village, MSPT, DHSc, GCS,
Associate Professor
(269) 471-6073

Admissions Director:
Dixie Scott, BA
(269) 471-6490

Administrative Assistant:
Jillian Panigot, BS
(269) 471-6033

Clinical Education Assistant:
Jean Gustavsen
(269) 471-6551

Operations Assistant:
Penny Sisson, BS
(269) 471-6061

Postprofessional Program Director:
Kathy Berglund, PT, ATC,
DScPT (2011), OCS,
FAAOMPT
Associate Professor
(269) 471-6076

Postprofessional Market./Admin.
Assistant:
Amy Maydole, AT
(269) 471-6305

SECTION 2

TECHNICAL STANDARDS OF PERFORMANCE

The intent of the Doctor of Physical Therapy program is to graduate individuals who are prepared for all responsibilities and privileges of autonomous physical therapy practice. Therefore, at the request of the University, students may be required to obtain a criminal background check including fingerprinting or a drug and alcohol test while enrolled in the program, before entering a clinical facility or during a clinical experience. The results of the background check or drug and alcohol test may disqualify certain students from successfully completing the program, being eligible to sit for the National Physical Therapy Exam or practicing as a Physical Therapist in certain states.

To function as a physical therapist at entry-level, students must be able to complete, with reasonable accommodation as necessary, certain psychomotor, cognitive, communication and behavioral skills. If a student cannot demonstrate these skills, it is the responsibility of the student to request appropriate accommodation. The University will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program and does not impose undue hardship such as would cause significant expense or be disruptive to the educational process.

2.1 Standards

The student must be able to perform at least the following skills safely and reliably while in the DPT program:

Psychomotor Skills:

1. Get to lecture, lab and clinical locations, and move within rooms as needed for changing groups, partners and workstations.
2. Physically maneuver in required clinical settings, to accomplish assigned tasks.
3. Move quickly in an emergency situation to protect the patient (e.g. from falling).
4. Maneuver another person's body parts to effectively perform evaluation techniques.
5. Manipulate common tools used for screening tests of the cranial nerves, sensation, range of motion, blood pressure, e.g., cotton balls, safety pins, goniometers, Q-tips, sphygmomanometer.
6. Safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns through physical facilitation and inhibition techniques (including ability to give time urgent verbal feedback).
7. Move or lift another person's body in transfers, gait, positioning, exercise, and mobilization techniques. (Lifting weights between 10-100+ lbs).
8. Manipulate evaluation and treatment equipment safely, and accurately apply to clients.
9. Manipulate bolsters, pillows, plinths, mats, gait assistive devices, and other supports or chairs to aid in positioning, moving, or treating a patient effectively. (Lifting, pushing/pulling weights between 10-100lbs).
10. Competently perform and supervise cardiopulmonary resuscitation (CPR) using guidelines issued by the American Heart Association or the American Red Cross.
11. Legibly record thoughts in English for written assignments and tests.
12. Legibly record/document evaluations, patient care notes, referrals, etc. in standard medical charts in hospital/clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
13. Detect changes in an individual's muscle tone, skin quality, joint play, kinesthesia, and temperature to gather accurate objective evaluative information in a timely manner and sense that individual's response to environmental changes and treatment.
14. Safely apply and adjust the dials or controls of therapeutic modalities.
15. Safely and effectively position hands and apply mobilization techniques.
16. Use a telephone.

17. Read written and illustrated material in the English language, in the form of lecture handouts, textbooks, literature and patient charts.
18. Observe active demonstrations in the classroom.
19. See training videos, projected slides/overheads, X-ray pictures, and notes written on a blackboard/whiteboard.
20. Receive visual information from clients, e.g., movement, posture, body mechanics, and gait necessary for comparison to normal standard for purposes of evaluation of movement dysfunctions.
21. Receive visual information from the treatment environment (e.g., dials on modalities and monitors, assistive devices, furniture, flooring, structures, etc).
22. Receive visual clues as to the patient's tolerance of the intervention procedures. These may include facial grimaces, muscle twitching, withdrawal etc.
23. Hear lectures and discussion in an academic and clinical setting.
24. Distinguish between normal and abnormal lung and heart sounds using a stethoscope.

Cognitive Skills

1. Receive, interpret, remember, reproduce and use information in the cognitive, psychomotor, and affective domains of learning to solve problems, evaluate work, and generate new ways of processing or categorizing similar information listed in course objectives.
2. Perform a physical therapy examination of a client's posture and movement including analysis of physiological, biomechanical, behavioral, and environmental factors in a timely manner, consistent with the acceptable norms of clinical settings.
3. Use examination data to formulate a physical therapy evaluation and execute a plan of physical therapy management in a timely manner, appropriate to the problems identified consistent with acceptable norms of clinical settings.
4. Reassess and revise plans as needed for effective and efficient management of physical therapy problems, in a timely manner and consistent with the acceptable norms of clinical settings.

Communication Skills

1. Effectively communicate information and safety concerns with other students, teachers, clients, peers, staff and personnel by asking questions, giving information, explaining conditions and procedures, or teaching home programs. These all need to be done in a timely manner and within the acceptable norms of academic and clinical settings.
2. Receive and interpret written communication in both academic and clinical settings in a timely manner.
3. Receive and send verbal communication in life threatening situations in a timely manner within the acceptable norms of clinical settings.
4. Physical Therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the health care team.

Behavioral Skills

1. Maintain general good health and self-care in order to not jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
2. Arrange transportation and living accommodations to foster timely reporting to the classroom and clinical assignments.
3. Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental, and behavioral safety of clients and other individuals with whom one interacts in the

- academic and clinical settings and to be in compliance with the ethical standards of the American Physical Therapy Association.
4. Sustain the mental and emotional rigors of a demanding educational program in physical therapy which includes academic and clinical components that occur within set time constraints, and often concurrently.
 5. Demonstrate professional behaviors and a commitment to learning as outlined in Section 3 of this handbook.

SECTION 3

PROFESSIONAL EXPECTATIONS POLICY AND PROCEDURE

All Physical Therapy Program faculty are committed to the concept of adult learning where instructors serve as facilitators of the process of learning. Within this environment the student holds the ultimate responsibility to determine the quality of his/her educational experience. The generic abilities are behaviors, attributes, or characteristics that are not explicitly part of a profession's core of knowledge and technical skills, but nevertheless are required for successful practice.

Generic abilities specific to the practice of physical therapy were originally identified by the faculty of the University of Wisconsin-Madison and have been validated and accepted as defining physical therapy professional behavior. The quality of professional behavior expected of Andrews University physical therapy graduates is exemplified by the following ten physical therapy specific generic abilities:

Commitment to Learning / Self Improvement

The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding; to generate and follow a plan for professional development; to make a conscious choice to analyze and modify one's behaviors, attitudes and skills to improve one's performance.

Interpersonal Skills

The ability to interact effectively with clients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.

Communication / Teaching Skills

The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes; the ability to effectively educate others in different environments.

Effective Use of Time and Resources

The ability to obtain the maximum benefit from a minimum investment of time and resources.

Use of Constructive Feedback

The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction and performance.

Problem-Solving

The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

Critical Thinking

The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.

Professionalism

The ability to exhibit appropriate professional conduct and to represent the profession effectively.

Responsibility

The ability to fulfill commitments and to be accountable for actions and outcomes.

Stress Management

The ability to identify sources of stress and to develop effective coping behaviors.

Each student is expected to demonstrate professional behaviors and a commitment to learning throughout the program. This will include, but not be limited to, punctuality and preparedness for each class session, and timely completion of assignments. Students are encouraged to participate in class discussions in a manner that demonstrates respect for their instructor and classmates.

At the end of each semester the student will be evaluated by the faculty based upon the ten generic abilities listed above. Students who do not meet these standards are notified in writing. If this behavior continues, the student will be required to meet with their advisor to submit a corrective plan of remediation which must be approved by the physical therapy faculty council in order to continue in the physical therapy program. If the remediation plan is not followed, the student will disqualify themselves from continuing in the DPT program. Under certain circumstances, the Physical Therapy Faculty Council may deem certain student infractions as serious enough to warrant immediate dismissal from the program.

SECTION 4

PROFESSIONAL DEVELOPMENT PORTFOLIO (PDP)

4.1 Purpose of the PDP

The Faculty of the Entry-Level DPT Program in Physical Therapy are committed to a philosophy of continuous self-assessment and professional development as an integral part of the learning process within professional education. We believe that professional behaviors and attitudes are essential for success as a physical therapist, and that academic and clinical faculty serve as mentors and role models within the professional education environment.

Students will work with their faculty advisors to develop a Professional Development Portfolio (PDP) that will be continually assessed and revised as the student grows within the professional role of the physical therapist. The purpose of this portfolio is to provide the student with mentorship and constructive feedback that will facilitate an understanding of professional responsibility and to recognize opportunities for enrichment, development and improvement.

The PDP will be based on an ongoing process of self-assessment using the Generic Abilities. These abilities allow therapists to apply and integrate cognitive and affective skills, to interact effectively with clients, families, the community and other professionals, and to function successfully within varied health care settings. The assessment of Generic Abilities provides the student with clear guidelines about professional expectations, and complements the more traditional assessment of knowledge and skill. The assessment is based on explicit criteria, which reflect multidimensional observation and appraisal of the student in action. It is founded within a context of timely and constructive feedback.

4.2 Procedures for the PDP

Each student must develop a personal mission statement, complete a self-assessment form, perform a peer assessment, and include an element of service as part of their PDP. Each semester the PDP must be submitted to their faculty advisor. The self-assessment will be completed by the student at the beginning of their academic experience and may be repeated at designated times to measure student growth. Goals that relate to the specific generic abilities should be formulated with specific strategies that may be achieved within clinical or academic settings. Artifacts that provide opportunities for growth within each of the goal areas will be included in the portfolio along with reflection on these opportunities and how this is helping the student reach their goals. The PDP is interwoven within one course each semester and due dates for submissions will be announced at that time.

Students are required to meet with their academic advisors during designated time blocks within each semester to review their PDP, discuss recent achievements, evaluate goals, and develop strategies for further growth and progress. Students must meet with their advisor and complete their portfolio assignment prior to finals week of each semester. Failure to do so will result in an incomplete for the course and a reduction of the final grade by ½ letter for the course which the PDP is assigned. Successful completion of portfolio assignment is indicated by the signature of the advisor on the Advisor Evaluation Form and turning the form in to the instructor of the course to which the PDP is assigned. Students will use their PDP to guide them as they develop into a Physical Therapist professional.

SECTION 5

ACADEMIC POLICIES AND PROCEDURES

5.1 Grading System

The department's grading system measures the student's knowledge and ability to comprehend, apply, analyze, synthesize, and evaluate stated physical therapy curriculum objectives. The grading system is designed to encourage cooperation between students and discourage individual competition.

Letter grades are utilized for most lecture and laboratory courses. S/U (satisfactory/unsatisfactory) grades are utilized for some courses and for all clinical experiences. S/U grades do not contribute to the calculated grade point average.

Each clinical experience (practicum or internship) must be successfully completed prior to advancement to the next clinical experience.

During the middle of the semester, students with lower grades may receive an *Unsatisfactory Scholarship Report* in their mailboxes. Each student who receives this should make an appointment with the instructor of the course and their advisor as soon as possible to ascertain what can be done to improve their grade prior to finals week. A student whose grade point average falls below the minimum required for a course or semester is automatically placed on academic probation and continued enrollment is subject to the recommendation of the Physical Therapy Faculty Council.

5.2 Academic Integrity

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:

- Falsifying or presenting falsified documents.
- Plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators.
- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University).
- Using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive, or defraud.
- Presenting another's work as one's own.
- Using materials during a quiz or examination other than those specifically allowed by the teacher or program.
- Stealing, accepting, or studying from stolen quizzes or examination materials.
- Obtaining information from another student during a regular or take-home test or quiz.
- Assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).
- Acting deceitfully in any other academic matter.

The Andrews University policy on academic dishonesty includes incremental discipline for multiple offenses and severe penalties and/or legal action for some offenses. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program, or university.

5.3 Grade Issuance

Course Grades

Course grades are issued by the course (lecture/lab) instructor(s) or the course coordinator. Explanation of the grading process for each course is detailed in the respective course outline. The grades are normally submitted to the Records Office at the close of each semester.

Posting Scores

Students wishing to know their final grade before the University posts the official grade on the Web may, at the instructor's option, leave a stamped self-addressed postcard or envelope or an email address with the instructor to mail their grades. Student scores may be posted during the semester, at the discretion of the instructor, through an anonymous identification system. Except for the final grade, no letter grade shall be assigned. No final exam score for the semester shall be posted until after the last final exam is given. Semester grades are not sent to students, as they are accessed on the AU web site. Grades may be sent to parents or sponsoring institutions if an address was provided in Registration Central.

Grade Problems

Only the instructor or course coordinator are allowed to discuss grades with the student(s). Grades from courses taught by contract faculty/guest instructors may be obtained from the program office after the last final exam of the semester is given and verbal approval is received by the track coordinator or department chair. Any grades given to the student by means other than the official university postings on the Web are considered unofficial and are not binding. Grading problems not resolved by the respective instructor must be taken to the track coordinator or department chair.

5.4 Late Grades

Clinical Grades

Due to the remoteness of the clinical sites and the extensive grading process involved, the clinical grades may not be finalized prior to the grade deadlines. For this reason clinical grades may be recorded originally as Deferred Grades (DG). The permanent grade is submitted later when the grading process is completed.

Associated Faculty

With the use of associated faculty, occasions may arise in which the final grades are not completed in time to meet the Records Office deadlines. When this occurs an "X" will show on the grade report or in some cases the grade box on the grade report will be left blank. Students receiving an "X" or "no grade at all" may directly contact the PT Faculty coordinating the course. The student may talk with the department chair if unable to contact the course coordinator.

5.5 Grade-Point Scale

Students who receive less than a "C+" (2.33) or a "U" on a Satisfactory/Unsatisfactory (S/U) course or clinical will be given points equal to the semester credit for the course and an "Incomplete" (I) or a "Deferred Grade" (DG) for S/U courses/clinical will appear on their official grade summary. For example, a three credit course would equal three points. These students will be required to complete a course remediation plan as detailed by the instructor or course coordinator. A student who accumulates a total of six points throughout the physical therapy program will academically disqualify him/herself from continuing in the physical therapy program.

5.6 Course Remediation Plan

A course remediation plan is designed by the course instructor/coordinator and may consist of additional assignments, practical or written examination, research papers, etc. This work will need to be completed by a time set by the instructor/coordinator but no later than 6 weeks following the grading period. Upon successful completion of the course remediation plan, the student's grade will be adjusted to the passing grade of "C+" (2.33) or "S" for S/U courses, however, the grade-points earned continue on the student's record.

If a student unsuccessfully completes the course remediation plan, they will be given a second chance to complete another remediation plan outlined by the instructor. If this "second" opportunity is not successfully completed, the student's case will be brought to the Physical Therapy Faculty Council to determine a further course of action, which may include:

1. Further study and examination in course content area
2. Temporary withdrawal from the program for one year, and repeating the course
3. Temporary withdrawal from the program for one year, repeating the course, and other remedial activities
4. Termination/dismissal from the program.

5.7 Program Remediation Policy

If a student:

- Earns six points on the grade-point scale, or
- does not meet minimum GPA standards, or
- fails a comprehensive examination, or
- receives an unsatisfactory professional performance appraisal, or
- is disqualified from continuing in the DPT program for any other reason,

A remediation plan may be developed at the option of the Physical Therapy Faculty Council upon the recommendation of the respective instructor, coordinator or the student's academic advisor. This plan must be implemented prior to the student returning to the program. In some cases, it may be necessary for the student to withdraw from the formal program.

Repeated/remedial work must meet a grade level that will be established by the instructor or Physical Therapy Faculty Council.

Being out for a year may, among other things, require that the student repeat their last clinical experience. The Physical Therapy Faculty Council may request that the student undergo testing and remedial/refresher work in the clinic or repeat courses to upgrade professional and clinical knowledge and skills prior to being readmitted into the program.

Program Withdrawal

If a student leaves the program for academic, personal or medical reasons, both the physical therapy department and the University have exit procedures which must be followed. Students should contact the Operations Assistant regarding exit procedures and make an appointment to meet with their academic advisor and the department chair.

Program Readmission

Readmission to the program after program withdrawal is not automatic and requires the approval of the Physical Therapy Faculty Council. Students wishing readmission to the physical therapy program must submit a written petition to the Physical Therapy Faculty Council. This petition must be received as soon as possible as the remediation plan may take multiple semesters to complete. Readmission to the program following a second absence from the program for any reason or being absent for four or more semesters will require that the student reapply through the Admissions Office using the standard application process, including payment of a new application fee to the program. This new application will receive consideration by the Physical Therapy Faculty Council along with any and all other applicants who may be applying at that time.

Exceptions to Grading Policies

Only the Physical Therapy Faculty Council makes exceptions. Some decisions will require an action by a higher council or administrative approval.

5.8 Bachelor of Health Science Scholastic Requirements (First Two Semesters)

Students entering the program without a bachelor's degree must successfully complete the appropriate requirements and all scheduled coursework in the first two semesters of the DPT program. Successful completion for courses in the DPT program is defined as:

1. A grade of "C+" (2.33) or greater in each undergraduate DPT course.
2. An "S" grade in all courses that have Satisfactory/Unsatisfactory grading.
3. No more than a cumulative total of five points earned on the grade-point scale throughout the physical therapy program.
4. A cumulative GPA of 2.50 or greater in all credits used to meet the Bachelor's degree requirements.

5.9 Doctoral Admission Requirements

Undergraduate DPT students entering the graduate phase of the program (PT-3) must have completed all requirements for their bachelor's degree and have an undergraduate cumulative grade point average of 3.00 or a grade point average of 3.00 in a minimum of 16 graded, semester credits of program courses. Promotion is also contingent on satisfactory professional performance as outlined in the Professional Expectations Policy section of this handbook.

5.10 Graduate Scholastic and Professional Requirements (Last Seven Semesters)

All graduate course work (lectures and laboratories) scheduled for each semester must be successfully completed prior to advancing to the next semester. Successful completion is defined as:

1. A grade of "C+" (2.33) or greater in each DPT program course.
2. An "S" grade in all courses which have Satisfactory/Unsatisfactory grading.
3. No more than a cumulative total of five points earned on the grade-point scale throughout the physical therapy program.
4. A cumulative GPA of 3.00 or greater in all graduate physical therapy course work used to meet the degree requirements. One probationary semester (the semester immediately following) is given to students below 3.00 to allow the student to raise their graduate cumulative GPA back above the 3.00 minimum. All probationary students must file a petition to continue their research activity.
5. Satisfactory completion of the graduate practical and written comprehensive exams.
6. Satisfactory completion of the capstone project and presentation.
7. Satisfactory professional performance as outlined in Section 3: Professional Expectations.

5.11 Graduation

Baccalaureate (BHS Degree)

Satisfactory completion of all required course work and a minimum GPA of 2.50 is required for the Bachelor of Health Science degree. Note the grade requirements for progressing to the graduate year in Section 5.8 of this handbook. Additional requirements include:

1. **Senior Exit Test**
This test is required in your first year (PT-1 or PT-2). It is mandatory for all students except those who already have their first bachelor degree.
2. **Undergraduate Application & Agreement Form** must be completed early Fall Semester (PT-1).
3. **Collegiate Cap and Gown Form** with height (including shoes) and weight measurements, etc. must also be completed during Fall Semester. (PT-1)
4. **GRE General Test**
The GRE general test must be taken prior to acceptance into the second year (PT-2). This test consists of verbal, quantitative, and analytical reasoning measures. GRE bulletins can be obtained from the Counseling & Testing Center located in Bell Hall room 123. Before registering for the test, please read the GRE bulletin carefully. The computer-based General Test is offered at Prometric Testing Center, 3005 Grape Road, Suite A, Mishawaka, Indiana (574)254-1055 and can be reached by calling 800-GRE-CALL or 800-473-2255. Please make arrangements to take the GRE as soon as possible but while you are on break so that you are not disrupting your school schedule. The institution code for the GRE exam is R1030 and the department code is 0619. For further information the GRE web page is <http://www.gre.org/cbtttest.html>

Graduate

Satisfactory completion of all required course work and a minimum graduate GPA of 3.00 is required for the Graduate phase of the Doctor of Physical Therapy degree. Additional requirements for graduation are:

1. **Capstone Project**
Students must have satisfactorily completed their capstone project and presentation by the published dates in the course outline. Graduation will be delayed if the student does not have their capstone project completed by the deadline.
2. **Comprehensive Exams**
Students must successfully complete both the practical and written comprehensive examination. Graduation will be delayed if either exam has not been successfully completed.

3. **Clinical Experience**
It is the student's responsibility to see that all clinical rotations are successfully completed on time and evaluation forms are returned to the academic coordinator of clinical education (ACCE) within the deadlines as listed by the ACCE. The student's graduation will be delayed if the clinical rotation is extended beyond the graduation date or the evaluation forms are not received by the deadline. It is "highly recommended" that students make a photocopy of their clinical evaluation form prior to leaving their clinical facility.
4. **Composite Photograph**
Students must have their photograph taken for the class composite picture. The original sitting appointment is arranged by the program operations assistant and paid for by the Department of Physical Therapy. If a student misses this appointment for the picture or would like a retake done, s/he is personally responsible for arranging for her/his picture to be taken by the original photographer and submitted to the Physical Therapy Department prior to the end of the final spring semester (PT-8). All additional costs are the responsibility of the student.
5. **Advancement to Candidacy and Candidacy Course Check Sheets are** to be completed during Spring Semester (PT-8) of the third year. Students must be on regular status and must file a Graduate Application for Graduation.
6. **Graduate Application for Graduation Form** must be completed during the Spring Semester (PT-8).
7. **Collegiate Cap & Gown Order Form** with height (including shoes) and weight measurements to the program operations assistant (Spring Semester, PT-8).
8. **Report of Comprehensive Examination Result** will be filed for each student when they have successfully passed their written comprehensive exam (Summer Semester, PT-9).
9. **Report of Completion of Project form** will be filed for each student at the completion of their research project. This needs to be completed at least one month before graduation (Summer Semester, PT-9).

5.12 Licensure

Students will need to work with the clinical education assistant regarding all forms they receive pertaining to the physical therapy state licensure. This may include notary public service and letters verifying graduation or AIDS education. Requests for official transcripts are to be made to the Records Office.

SECTION 6

ATTENDANCE POLICY AND PROCEDURES

6.1 Class Attendance

Because of the interactive and collaborative nature of professional education, especially in laboratory sessions, and the rigor of this program, class attendance is essential for successful learning. In keeping with the professional behaviors that all health care team members uphold, each student is expected to act in a respectful and professional manner. This includes regular attendance at all classes, laboratories, and other academic appointments; being present from the beginning to the end of each scheduled class session; respecting one's classmates and the instructor; and being committed to a positive learning experience. Once registered, students are counted as class members and are charged tuition until they file a Change of Registration form in the Academic Records Office.

6.2 Patient Simulators

By the very nature of the profession, the physical therapy program maintains a hands-on curriculum. Each student is expected to serve as a practice subject (or patient simulator) for other students while in the physical therapy program. Students objecting to this expectation should have a legitimate reason and submit a written request for reasonable accommodation.

6.3 Examination/Quiz Schedules

Students are expected to be present for all exams, quizzes and assignments when they are scheduled. Final examination schedules are printed along with the respective class/laboratory schedules. The final examination date is also listed in the course outline. Students are not to ask the instructor to change any previously scheduled assignment, quiz or examination times. Exceptions for taking quizzes or examination(s) are made by the Physical Therapy Faculty Council. Students must submit a typed request to his/her faculty advisor at the beginning of the semester in order to be considered. ***Travel arrangements made prior to the issuance of the printed class schedule for any given semester are made at the student's own risk and cannot be considered as reason for an excused absence on an examination.***

6.4 Excused Absences

Teachers can excuse absences due to illness for their individual class periods. The Physical Therapy Faculty Council issues excuses for absence not due to illness. Full day absences are excused on an individual basis by the Physical Therapy Faculty Council. Reasons to request full day absences include involvement in an accident, the wedding or graduation of a student's immediate family member, a death in the family, or personal illness. Residence-hall students are required to see the nurse on the first day of any illness that interferes with class attendance. Non-residence-hall students are required to submit written verification of illness obtained from their own physician. Excused absences do not remove the responsibility of the student to complete all requirements of the course. Work is made up at the discretion of the teacher.

6.5 Unexcused Absences

No provision is made for exams, quizzes or assignments missed because of voluntary absences. Travel arrangements and social events such as participating in a friend's wedding or family vacations have traditionally been treated as an unexcused absence. The DPT class calendar is printed well in advance to allow for planning these events. Students will automatically receive a zero for all exams, quizzes or assignments missed due to an unexcused absence.

6.6 Class Absences

Whenever the number of absences (excused or unexcused) exceeds 10% of the total course appointments, the teacher may give a failing grade. Being absent from campus does not exempt a student from this policy. Absences incurred due to late registration, suspension, and early/late vacation leaves are not considered as excused, and the work missed may not be made up except to the extent the instructor allows. Three tardies are the equivalent of an absence.

6.7 Class Cancellation

Classes or events canceled due to inclement weather, physical plant problems, or other uncontrollable situations will be rescheduled. A notice of school closing due to inclement weather will be reported on radio station WAUS 90.7 FM and WNDU, WSBT or WSJV television stations. Andrews University has also established a school closing hotline to announce school closings

during inclement weather. Call 471-7660 for a prerecorded message. All Physical Therapy students will need to call the program office at 471-6061 for changes in the class schedule. Cancellation of a class for reasons other than inclement weather will be emailed to the student, posted on the whiteboard of the classroom where the class is normally held or posted on the exterior door by the student lobby. ***It is the responsibility of the student to check those locations for notification of canceled classes or schedule changes.***

SECTION 7

STUDENT DRESS POLICY

Student attire for lectures and general school activities is expected to follow the conservative standard as outlined in the Andrews University *Student Handbook*.

7.1 University Dress Code

Students should be guided by principles of neatness, modesty, appropriateness, and cleanliness. In practice, this means that:

1. Students should avoid clothing that is tight-fitting or too revealing
2. Students should wear clothing appropriate to their gender.
3. Fingernails should be trimmed so as not to interfere with treatment techniques.
4. Shoes generally are to be worn in all public places
5. Roller blades/skates and skateboards may not be used in public buildings

Modest walking shorts are considered appropriate campus wear. Cut-offs, short shorts and bicycle shorts are appropriate only for athletic activities. Shorts are not permitted in Pioneer Memorial Church at any time.

Men's Attire: Slacks or jeans with shirts or sweaters are the most appropriate basic dress for campus wear. Shirts must always be worn on campus and buttoned appropriately. Tank tops and bare midriffs are not acceptable. Acceptable swim attire is boxer-style shorts.

Women's Attire: Skirts or slacks/jeans with blouses, shirts, sweaters, and/or jackets or dresses are appropriate for most occasions. Immodest and unacceptable attire for women includes sheer blouses, tube tops, tops with low or revealing necklines, tops with narrow straps such as spaghetti straps, bare midriffs or backs, short shorts, and short or revealing skirts. Modest one-piece swimwear is acceptable. Make-up and nail polish, if worn, should be natural looking and inconspicuous.

Sabbath Dress: When dressing for Sabbath, attention should be carefully given to neatness and appropriateness. Shorts are not permitted in the cafeteria during Sabbath hours.

Jewelry: Bracelets, necklaces and chains, ear, tongue, nose and eyebrow rings, and other forms of jewelry are inconsistent with Seventh-day Adventist standards of modesty and should not be worn by the Andrews student. Modest symbols of marriage such as wedding rings (for those who are married), and engagement rings (for those who are engaged) are acceptable.

7.2 Anatomy Lab Attire

Students are required to wear a white lab coat for anatomy. Each student is responsible for maintaining the cleanliness of his/her lab coat through regular laundering. When handling human anatomical subjects, students are encouraged to wear vinyl or latex gloves.

7.3 PT Lab Attire

The Physical Therapy Building laboratory attire will include loose shorts and T-shirts for women and men. Some labs will require the women to have a halter top or bathing suit top for activities dealing with the neck, back, shoulders and abdomen. Laboratory attire should be worn in the classroom only when a class/lecture is combined with laboratory or research activities.

Students should change into appropriate attire as outlined in the University Dress Code at the completion of the lab session. Students are assigned a locker in their dressing room for this purpose.

7.4 Clinical Attire

Clinical education dress is outlined in Section 20 of this handbook and in the student *Clinical Education Handbook*.

SECTION 8

ACADEMIC ADVISOR POLICY

8.1 Assignment of Advisors

Students will receive the name of their academic advisor at their initial registration. They are encouraged and expected to involve their advisor and work with them whenever academic planning and decisions are made, or when other problems arise. It is recommended that you schedule an appointment with your advisor at least twice each semester if for no other reason than to have them get to know you better.

Academic advisors for physical therapy students are physical therapy faculty members who are assigned to the students at the beginning of the program. The advisor assignments will remain unchanged throughout the program, unless faculty changes occur and the need for equitable distribution of student advisees arises.

8.2 Changing Advisors

If a student wishes to change their academic advisor, a request may be submitted to the department chair

8.3 Advisor Responsibility

Advisors make themselves available to counsel and assist students in academic, clinical, professional, and student life issues. Specific areas the advisor will work with the student include:

1. Assisting the student in creating and implementing the "Professional Development Portfolio" (PDP), which will be reevaluated each semester, and serve as a mentor throughout the program.
2. Advise students about relevant university and program policies when petitioning for waivers or unusual circumstances and bring the petitions to the Physical Therapy Faculty Council for action.
3. Review the student's academic record each semester, and provide academic counseling when necessary.

Students are required to meet with their advisor each semester to review their PDP and to develop strategies for continued growth. Students should meet with their individual faculty in specific courses to discuss difficulties related to course content.

Advisors respect recommendations and actions taken by the Physical Therapy Faculty Council. University policies and input from the dean of the College of Arts & Sciences, the Office of Student Services, the Department of Counseling and Testing, and other professional sources are taken into consideration when working with the student.

Advisors receive a file copy of all academic notices sent to the student and faculty actions regarding the student.

SECTION 9

ACADEMIC TERMS/REGISTRATION

9.1 Class Standing

The three years of the program are divided into class standings as follows:

First Year

- PT-1 Fall Semester
- PT-2 Spring Semester

Second Year

- PT-3 Summer Semester
- PT-4 Fall Semester
- PT-5 Spring Semester

Third Year

- PT-6 Summer Semester
- PT-7 Fall Semester
- PT-8 Spring Semester
- PT-9 Summer Semester

The clinical practicum and internships are listed separately in the *Class Calendar*.

9.2 DPT Class Calendar

The *Class Calendar* will provide the semester dates for your class. Your copy of the class calendar is included in the back of this handbook. This calendar is meant to give the student an overall picture of the program. The actual dates are subject to change. Updates are given in the *Class Schedule*.

9.3 DPT Curriculum Outline

The *Curriculum Outline* provides a list of courses that physical therapy student will take while in the program, along with the instructor who is currently assigned to teach them. Your copy is included at the back of this handbook.

9.4 DPT Course Description Outline

The *Course Description Outline* provides an abbreviated course description for each of the required courses in the DPT program. This description is meant to give the student a better understanding of each course offered in the program. A copy is included in the back of this handbook.

9.5 DPT Class Schedule

The *Class Schedule* includes lectures, laboratories, TBA's, chapels, student activities and other reminders for the semester. Schedules for the following semester are distributed into each student's mailbox prior to the end of examination week of each respective semester.

Laboratory Scheduling

Some labs meet simultaneously as one group. For others, the class may be divided into two or more sections. Students are assigned to the respective lab sections. If students wish to request a particular lab section to accommodate work schedules, they should check with the program operations assistant three weeks prior to the end of the preceding semester. Due to lab size restrictions, requests will be considered on a first come basis. Once the lab sections have been determined and the students and instructors have been notified, changes will be made only if the student is able to locate a student willing to exchange lab sections. All changes in lab assignments are subject to instructor and program operation assistant approval.

To Be Arranged (TBA) Schedule

Approximately once a week during each semester there will be a TBA class period on the *Class Schedule*. These are utilized to give instructors additional time to make up or add information they feel relevant to their class. **Attendance is required at these class periods.** The TBA topic sheet is kept on the bulletin board across from the mailboxes. **Each student is accountable to monitor this schedule regularly.** If no instructor has signed up for this class period 24 hours before it starts, it will be automatically canceled.

Schedule Changes

Situations unique to guest and contract instructor schedules, or unforeseen problems arise on occasion which necessitate schedule changes. This makes the course and activity schedules subject to revision prior to or during any respective semester. A notice of the schedule change will be emailed to the student, placed in the student mailboxes or posted on the whiteboard of the classroom where the class is normally held. An attempt will be made to minimize the number of schedule changes. Students are requested and expected to arrange their work and personal schedules to adapt to revisions in class schedules. See Section 5 for class changes for inclement weather or other emergencies.

9.6 Work Schedules

Class and lab schedules vary. Therefore, work schedules will need to be flexible to accommodate class schedules. It is recommended that a student plan to work no more than 10 hours per week to insure adequate study time.

9.7 Registration Procedures

Before the close of each semester the program operations assistant will inform and orient each student to the specific registration procedures and time schedules to follow for registration for the successive semester.

SECTION 10

STUDENT SERVICES

A variety of services are available to all university students and faculty. Andrews University is committed to helping students succeed by keeping each learner, "classroom ready." This handbook only briefly introduces the reader to some of the many services offered. The *University Bulletin* and *Student Handbook* provide a more comprehensive view of available services.

10.1 Campus Cafeteria and Gazebo (ext. 3161)

Located on the second floor of the Campus Center, the Campus Cafeteria operates a vegetarian a la carte service with menu items individually priced. Residence hall students are required to contract for one of the declining balance meal plans. The Gazebo is located in the Campus Center next to the student lounge. The menu includes a wide selection of sandwiches, side orders, fountain items and an extensive salad bar.

10.2 Campus Ministries (ext. 3211)

Located in the Student Center, the Campus Ministries office helps create an atmosphere where the University family can become an interdependent community whose highest purpose is service to Christ and humanity. It directs and coordinates the chapel and assembly programs, the Student Missions program, ADRA, Task Force, The Way Sabbath School, Church services, and BRANCH. Through the Pastoral Care Program, it provides pastoral and counseling visits, Bible studies, Engaged Encounter seminars, and Marriage Enrichment seminars.

10.3 Campus Safety (ext. 3321)

The Campus Safety Department is available 24 hours a day, seven days a week 365 days a year to help you. It is located in the one story red brick building on Seminary Drive between Garland Avenue and Grove Street. Their regular office hours are from 8:00 A.M. to 8:00 P.M. Monday through Thursday and 8:00 to 4:00 on Friday. The Campus Safety Department can assist you with parking permits, opening locked doors, escorting service, contacting the local police and answering questions on University rules and regulations.

10.4 Campus Store (ext. 3287)

Located in the Campus Plaza, the Bookstore's normal operating hours are from 9:00 A.M. to 5:00 P.M. Monday through Thursday, and 9:00 A.M. to 1:00 P.M. Friday and Sunday. Here is where individuals can purchase text and reference books, office and school supplies, and University imprinted clothing and gifts. Merchandise can be purchased with cash, checks, credit cards or by placing items on the student's account.

10.5 Computer Lab (ext. 6020)

There is one major computer lab on campus that is available for use by registered students and faculty who supply their own diskettes to store personal data files. Various computer programs are available including word processing, spread-sheets, databases and statistical packages. This lab is located in Bell Hall 182 (ext. 6020). Students can access the University network from all major buildings on campus with a laptop or notebook computer and a wireless web network card which can be purchased at the ITS store. The physical therapy department also maintains a small computer lab for use by physical therapy students and faculty only. See details about this lab in Section 14 of this handbook.

10.6 Counseling and Testing Center (ext. 3470)

Located in Bell Hall 123 the Counseling and Testing Center assists students, without charge, in reaching their maximum potential when confronted by social, intellectual, or emotional problems. Professional Counselors and doctoral students in counseling are available for any student by appointment or immediately, if necessary. Services rendered include career counseling, personal/emotional counseling, educational counseling, marital/premarital counseling and substance abuse counseling.

10.7 Health Services (473-2222)

Students may direct their health needs to the University Medical Specialties, located next to Apple Valley Market, between 8:00 A.M. and 5:00 P.M. Monday through Thursday, and 8:00 A.M. and 12:00 noon on Friday. Physician appointments and nurse visits, as well as most short-term medications are available to all students.

10.8 Housing Information

On-campus housing is available to all university students. Lamson Hall (ext. 3446) houses the women while Meier and Burman halls (ext. 3390) house the men. Single undergraduate students under 22 are required to live in one of these residents' halls. Full time students living with a spouse and/or children qualify for renting one of the Beachwood, Maplewood, Garland or University Manor apartments. The housing office (ext.6979) also maintains a list of non-campus rentals.

10.9 International Student Services (ext. 6378)

Located in the Student Center, the International Student Services office provides counseling on immigration regulations and coordinates orientation programs for international students. Assistance is available in both their home country and on campus.

10.10 Intramurals (ext. 6568)

Located in the Johnson Gymnasium, this office helps individuals develop their professional and physical abilities. Activities offered include badminton, basketball, flag football, floor hockey, racquetball, soccer, softball, tennis and volleyball.

10.11 Library Services (ext. 3275)

The James White Library serves the information resource needs of Andrews University. It houses more than one million volumes and subscribes to almost 3,000 periodicals. The library's online system, JeWeL, serves as the library's catalog and as an electronic gateway to a rich variety of Internet resources. The DPT program also maintains a small resource room rich with physical therapy related materials.

10.12 Student Financial Services (ext. 3334)

The Student Financial Services office, located in the Administration Building, handles all applications and processing of financial aid as well as payment arrangements. Students desiring financial aid should contact Student Financial Services by February 1 of each school year.

10.13 Student Success Center (ext. 6096)

Located in Nethery Hall, the Student Success Center provides academic services such as individual and small group tutoring on specific course content and on general topics such as note-taking, time management, memory techniques and reducing test anxiety.

10.14 Students With Disabilities (ext. 3227)

Located in Nethery Hall with Student Success, this department helps determine if and what reasonable accommodations are needed for students with qualified disabilities. Students are required to provide necessary documentation of disability from a qualified licensed professional and make an application for accommodation before the accommodation can be considered.

10.15 Writing Center (ext. 3358)

Located in Nethery Hall, the writing center provides assistance with writing papers, from small assignments to thesis projects. Students can receive assistance with everything from grammar and punctuation to format and styles.

SECTION 11

STUDENT RIGHTS AND RESPONSIBILITIES

All Physical Therapy students are considered to be full members of the academic community. As such, students have rights and responsibilities which are discussed in detail in the *Andrews University Student Handbook*. These rights include a right to learn; to be free from discrimination or harassment; to discuss, inquire and express; to petition; to have access to and privacy in educational records; to associate with others and to appeal/grievance. This section only briefly introduces the reader to some of these rights. For more specific information, see the *Andrews University Student Handbook*.

11.1 Confidentiality

Information on the university policies concerning confidentiality may be obtained from the *Andrews University Student Handbook*. Students may ask their faculty advisor or office staff to see the *Andrews University Student Handbook*.

11.2 General Complaint Procedure

Any person with a complaint or concern about the Physical Therapy Department or one of its policies, programs, faculty, staff or students will be requested to submit their concern in writing.

Complaints/concerns about the department, or one of its programs or policies should be delivered to the program administrator or Dean of the College of Arts and Science for timely follow-up. If the nature of the concern falls into the possibility of a formal complaint to the programs accrediting body, contact the APTA's Department of Accreditation to discuss the nature of the complaint and to determine what procedures should be taken. The department can be reached by fax at 703-706-3387 or email at accreditation@apta.org.

Complaints/concerns about a particular individual (faculty, staff, or student) should be addressed with that individual first. If the person with the complaint feels the situation remains unresolved, that person should meet with the individual's immediate supervisor or program administrator. A written response stating how the complaint/concern is to be handled (or was handled) should be submitted. Concerns about a particular program should be addressed by the program's Faculty Council. If further action is necessary, the complaint/concern will be taken to the appropriate person, or committee, for further review and follow-up. For clinical concerns, please refer to the Clinical Education Syllabus.

A complaint concerning treatment at work or in the dormitory should also be handled through the normal channels of that organization, beginning with the direct supervisor. An additional channel available to the student is to take the problem to the ombudsperson (see *University Student Handbook* for more specific information).

11.3 Ombudsperson

The ombudsperson is a presidential appointee who is available to help students resolve any complex problem which remains unsolved after the student has followed normal channels for handling such matters or has encountered an obstacle in doing so. The ombudsperson is authorized to have access to all university offices and relevant records in resolving questions pertaining to students. The ombudsperson will advise the student on further steps to take, negotiate a solution, or find out the reasons why the problem is insoluble and help the concerned individual to understand and relate better. No student shall suffer any penalty because of seeking assistance from the ombudsperson. All information presented to the ombudsperson by persons seeking assistance shall be considered confidential.

The ombudsperson is alert to the chief causes for student concerns and is expected to make recommendations for elimination of these causes consistent with the fundamental purposes of the university (see *University Student Handbook* for more specific information).

11.4 Discrimination and Harassment (Including Sexual Harassment)

Please contact your faculty advisor, department chair, dean of the Colleges of Arts and Sciences, or vice president for student affairs, in that order, unless one of the above is suspect in which case start with the one higher up (see *University Student Handbook* for more specific information).

11.5 Petitions

The program operations assistant must receive all petitions asking for substitutions or waivers for classes at least one semester prior to when the petitioned class is offered. The procedure for filing a petition is as follows:

1. The student asks a program assistant or faculty for a petition form.
2. The student fills out the petition form. A bulletin description must accompany any petition for classes taken at schools other than Andrews University. Student consults with their faculty academic advisor and gets the advisor's signature. Whether the advisor agrees or disagrees with the petition they must sign the petition to certify that they have discussed it with the student. The advisor may take the petition to the Physical Therapy Faculty Council for faculty input.
3. The student then makes an appointment and meets with the department chair to discuss the petition.
4. The department chair, in consultation with the student's advisor, makes the final departmental decision on the petition.
5. The petition is forwarded to the office of the dean of the College of Arts and Sciences. Approved petitions are then forwarded to the Records Office.
6. The student receives the answer in writing from the Records Office.
7. The student is responsible for making sure the petition has completed this channel. **Be sure to track your petition carefully.**

11.6 Student Injury Policy and Procedure

Andrews University's general liability loss insurance and the student insurance requires that the incident be reported promptly and accurately. The procedures to follow are:

Campus

1. Report the injury to the respective teacher or laboratory instructor immediately. If serious, call for medical assistance immediately.
2. As soon as possible after the injury, meet with the faculty member or advisor to complete an *Incident Report* to be sent to the Financial Records Office.

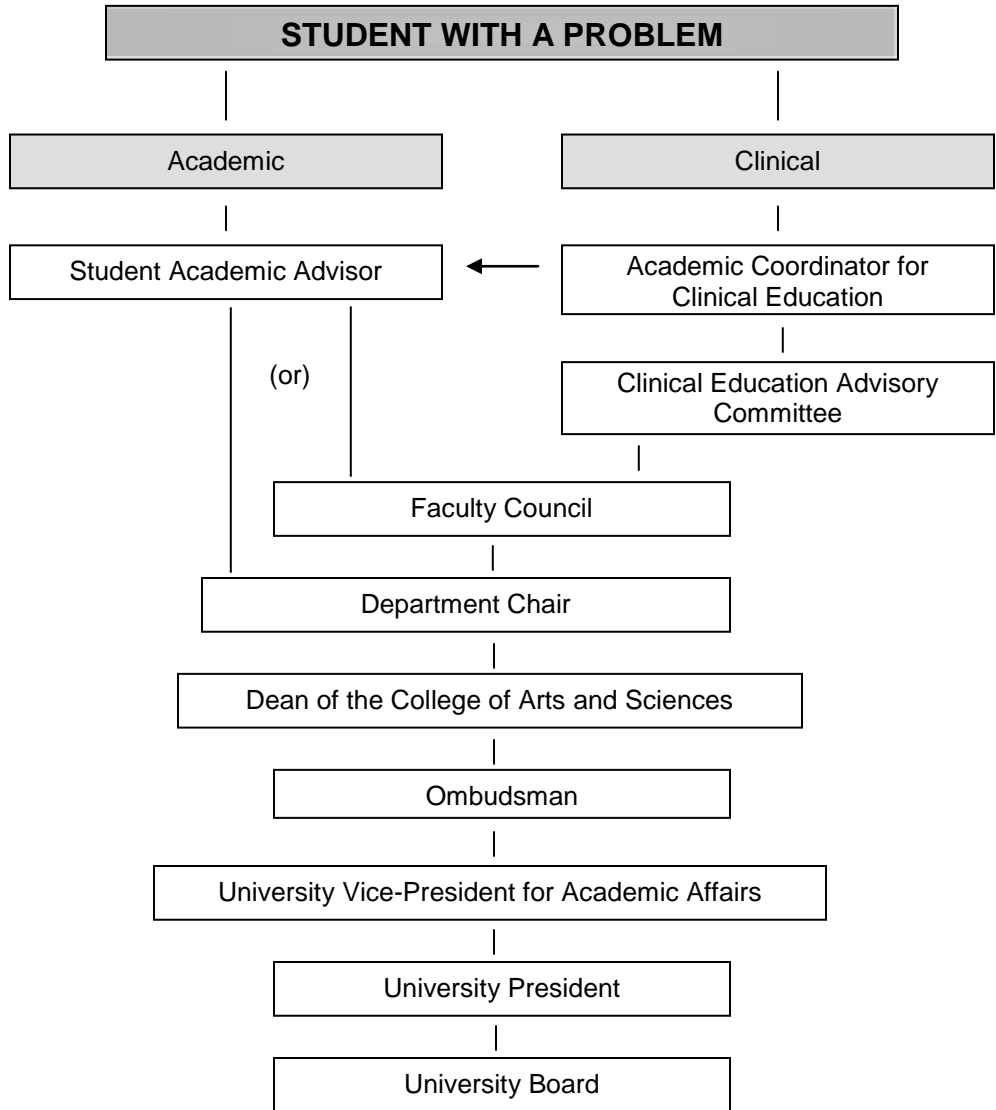
Clinical Education Site

See Section 20

11.7 Problem Resolution

Several things should be noted:

1. All problems should be resolved at the lowest administrative level possible. If a solution is not attained at any particular level, the next level should be sought. The first contact should be with your faculty advisor if academic or ACCE if clinical related. If possible, the advisor should follow through the various progressive administrative steps with the student until the solution is attained. Should the student not be comfortable with their first contact, they may go to the next higher level for assistance. This person will then follow through with the student.
2. If the student feels that the problem has not been dealt with fairly up to and through the vice president level, they should seek the assistance of the president designated ombudsperson prior to proceeding to the university president's office.
3. A petition form may be required. The petition will require approval at the various respective levels prior to the final solution.



11.8 Risk Situations

If a situation shows a potential personal risk to the student (or her unborn child, if applicable) the department chair (or ACCE if clinic related) will review known potential risk with the student (and CCCE if applicable).

Dropping Out

If the student chooses to drop out of the program until the situation clears, the Academic Policies and Procedures section of this handbook will be followed for exiting and reentering the program (the Physical Therapy Faculty Council reviews these situations). A statement from the student's physician will be necessary to document the reasons.

Informed Consent

Having been informed of the potential risk, if the student chooses to continue in regular standing in the program they will:

1. Furnish a statement from the student's physician (signed by the physician). This document will indicate the physician's recommendation(s) with any noted comments or limitations.
2. Provide a signed *Informed Consent Form* (the signature of the spouse may also be required if pregnancy is involved). This may be required for each academic semester or clinical experience and is obtained from the program administrative assistant or ACCE
3. If a student is aware that they have been exposed to an infectious disease, for which they have not been immunized, they will share this information immediately with the department chair (or the ACCE if the student is in the clinic). The student may be asked to take a test at the student's expense to ascertain if they are a potential carrier of the disease. It may be necessary for the student to withdraw from the program and arrange makeup time. A clinical experience may require rescheduling. A rescheduled or added clinical experience may result in a delayed graduation.
4. ***Any change noted by a student in their physical condition which has the potential of influencing their skills or judgments or endangering the safety or well-being of themselves, their unborn child, or their clients must be reported to the ACCE or the department chair immediately.***

SECTION 12

STUDENT CLUB ORGANIZATION PROCEDURE

12.1 Purpose

The purpose of the student club is to foster a socialization of the student with her/his new profession, peers, faculty and department staff. Recreation, religious and social activities, special projects, mentoring relationships and other ideas materialize and are carried out by the student clubs.

12.2 Election of Officers

Students will elect officers during the Fall Semester of their first year. The term of office will terminate at the end of the third program semester. At that time new officers will be elected who will serve until graduation from the physical therapist education program. Students may serve a second term if they are re-elected. Traditional offices are:

President

A mature Christian leader, able to organize the class and promote cohesiveness that will bind the class together. The president is the class spokesperson and is present at faculty council to represent you.

Vice President

Qualities similar to the president. Able to assist the president by following through on given responsibilities. Also represents the class at faculty council when the president is not available.

Secretary

Someone who can take minutes of class meetings and make arrangements for class functions.

Treasurer

An individual who knows how to handle money. This person is responsible for processing receipts and operating the class account.

Chaplain(s)

An individual who shows interest in working with the students and faculty in organizing activities of a spiritual nature such as beach vespers, prayer groups, P.T. church, and class service projects.

Social Activities Leader(s)

This individual arranges social activities such as parties, beach trips, ice or roller skating outings and picnics.

Campus Activities Representatives

Usually students elect one male and one female, at least one from the dorms. These individuals keep the class informed and encourage participation in activities occurring on campus such as intramurals, concerts, SA events, etc.

APTA Representative

Someone who is really interested in the P.T. professional organization and what it has to offer. This person will keep the class informed on issues relating to the profession including National Physical Therapy month and may attend local, state or national organization meetings.

Historian

This person shows an interest in recording what the class has done and how it has evolved. This can include still pictures, videos, etc. Usually the historian puts together a video/slide show for the Saturday night graduation reception and/or organizes a class yearbook.

12.3 Responsibilities

Some traditional activities include:

Mentor/Mentee Program (First Semester)

- Initiate fellowship and mentoring for the new DPT class.

National Physical Therapy Month (Fall Semester)

- Both student clubs work together in planning campus and/or community activities during October.

Departmental Assembly

- See Section 13 in this handbook.

Graduation Banquet (Summer Semester, PT-9)

- Students work with the program assistants to plan the banquet and any programming needs.

Graduation Potluck (Summer Semester, PT-9)

- Work with faculty advisor and Operations Assistant in planning the potluck.

12.4 Faculty Sponsor – Kimberly Coleman

The faculty sponsor for the physical therapy class holds an appointment in the Department of Physical Therapy and is appointed by the department chair on a rotating basis. The faculty sponsor should be notified of all extracurricular activities organized by the class. The faculty sponsor can assist with any special arrangements for activities or areas not normally available to students. A faculty sponsor may not serve as a sponsor for more than one class at the same time.

12.5 Physical Therapy Faculty Council

Privilege

The president or vice president of the class (one member) is invited to represent their class on the Physical Therapy Faculty Council. From time to time the student representatives are asked to leave if a council member feels it necessary to discuss a particular issue in their absence. Attendance at this council is a privilege that can be removed if confidentiality is not maintained. Students are encouraged to elect their representatives responsibly.

Voting

All class representatives are allowed one vote total. If a conflict between representatives occurs, the vote will be given to the representative whose class is most closely associated with the subject matter.

12.6 Class Club Account

Each class has a treasury of class funds that are maintained in a university account. Withdrawal of funds requires the signature of the class president, treasurer, and faculty sponsor. The department chair may sign in the absence of the faculty sponsor.

SECTION 13

DEPARTMENTAL ASSEMBLIES

Departmental assemblies are normally scheduled each semester. One is geared toward the physical therapy students in the program. The others are planned for pre-physical therapy students on the Andrews University campus. These assemblies are normally scheduled to meet at the Physical Therapy Building. Changes in location will be posted.

The physical therapy program office will plan the physical therapy student assemblies. All program students are required to attend these assemblies.

In coordination with the admissions office, the physical therapy second year class will plan one pre-physical therapy student assembly during the Fall and Spring semester.

SECTION 14

PROGRAM OPERATIONAL POLICIES AND PROCEDURES

14.1 Program Office Personnel

A physical therapist education program of this magnitude has several major areas of operation that require concentrated administrative attention. The three assistants in the Andrews University Physical Therapy Department each have specific administrative responsibilities vital to the day-to-day operations of the department and the program on this campus.

Administrative Assistant

The Administrative Assistant is primarily responsible to the department chair. Duties include:

- Makes appointments for students with the department chair
- Coordinates Resource Room materials
- Files incident reports for students injured during classes or labs
- Assigns faculty advisors
- Coordinates the course/teacher evaluations conducted by the students each semester
- Maintains the student files in the program office
- Processes student research reimbursement requests
- Keeps an up-to-date file and bulletin board listing scholarships available for physical therapy students
- Keeps an up-to-date bulletin board job openings for physical therapists
- Maintains information bulletin board across from the mailboxes
- Assists with orientation for first-year students in the professional program
- Assists in coordinating graduation events
- Coordinates faculty evaluation process
- Monitors department policies and procedures, and curriculum issues
- Triages student financial concerns
- Coordinates all student workers and processes paperwork for graduate assistants

Operations Assistant

The Operations Assistant is primarily responsible to the department chair. Responsibilities include:

- Assists students with their day-to-day specific needs in the program
- Serves as the primary program receptionist and triage person
- Verify that students are registered in Registration Central each semester
- Assists with orientation for first-year students in the professional program
- Assists students with registration activities in the professional program
- Arranges with the Student Services office for necessary chapel/assembly excuses for students
- Coordinates paperwork for student APTA memberships
- Develops the class schedule which includes time for classes, laboratories, final examinations, TBA's, and special activities involving instructors, students, and the physical therapy department facilities and equipment
- Maintains records for equipment checkout and checks out equipment for student use
- Ensures that the building and equipment are safe and remain in good working order, responsible for security and locking up the PT building
- Maintains all department bulletin boards.
- Works with the Admissions Director to contact and assist each new student in the incoming DPT class.
- Assist faculty with proctoring of make-up exams.
- Briefs the Chair on information from students
- Manages room allocation book
- Works with the Student Services Office to waive the student activity fee for students who are on clinical.
- Arranges for departmental assemblies
- Assigns classrooms, laboratories, equipment and facilities as needed
- Distributes mail to mailboxes
- Assigns student lockers and key assignments
- Gives building access to students through ID card system
- Monitors and maintains student balances on the student photocopier

- Arranges for student photographs, video, and audio recordings for program use.
- Assists students with preparation for State Board Review
- Submits grade sheets to administration for all faculty
- Maintains career opportunity bulletin board
- Coordinates graduation events and prepares all necessary materials
- Assists students with the graduation paperwork
- Maintains and updates the Materials Safety Data Notebook.

Clinical Education Assistant

The Clinical Education Assistant is primarily responsible to the ACCE and the department chair. Responsibilities include:

- Records clinical sites used for practicums and internships
- Files incident reports for students injured while on clinical rotations
- Assists the ACCE in keeping facility contracts current with AU legal department
- Arranges and monitors student health records including physicals, CPR certification, Hepatitis B status, and other clinical requirements
- Maintains liability insurance certificates
- Maintains CSIFs for each facility
- Sends introduction letters/packets to facilities
- Maintains current CPI for students, facilities, CIs/CCCE for clinical assessments and evaluations/grading
- Imports facilities to Sscamp(for student slot choices)
- Orders name tags for clinicals
- Assists ACCE in preparing budget
- Tracks data from generic abilities/student CI evaluations
- Schedules pre- and post clinical conferences with the ACCE before and after each clinical
- Assists the ACCE in planning and organizing clinical visits for physical therapy students
- Assists the ACCE in Alumni related activities such as the alumni newsletter
- Assists the ACCE with continuing education seminars presented by the Physical Therapy Alumni Association
- Assists students and alumni with State board licensing paperwork including proof of academic achievements, verification of graduation and AIDS education, and other requirements
- Assists students with issues related to the PT computer lab

14.2 Office Hours

The office hours may vary during vacations and between semesters. During periods when classes are in session the hours will be:

Monday through Thursday..... 8:00 – 12:00 & 1:00 – 4:30
 Friday..... 8:00 – 12:00

14.3 Faculty Office Hours

Faculty normally post their office hours near their doors or identify them on their *Course Outlines*. The student may contact the faculty person directly during the posted office hours to make an appointment. Appointments with the department chair are made through the administrative assistant.

14.4 Bulletin Boards

Bulletin boards are provided for student information.

Program Bulletin Board

This bulletin board located in the short hallway across from the mailboxes is for general and specific announcements that may relate to the program or students. It provides official notice of schedules, activities, policies, requirements, notes of recognition, TBA schedules, class cancellations, or schedule changes. Each student must make a point to check this board at least once every day. ***All students are held responsible for announcements placed on this bulletin board. Students should especially check the bulletin board first thing upon arriving on campus at the beginning of every new semester.***

Student Bulletin Boards

These bulletin boards are located in the classrooms and are maintained by the class officers. Class sponsored activities are posted here along with other student-to-student announcements.

First Year Students Classroom A

Second Year Students Classroom B

Third Year Students Classroom B

Clinical Education Announcements

This bulletin board is located in the hallway across from the ACCE's office and is for clinical information such as facility lists and student clinical assignment lists.

Job/Scholarship Announcements

This bulletin board, located in the hallway near classroom C entrance, is for current listings of job openings and scholarships in the field of physical therapy.

14.5 Photocopiers

Copiers are available for student use in the student lobby and James White Library. Each student will be given a declining balance account for the Student Lobby copier. Funds may be added by contacting the Operations Assistant. Report any problems with the copier in the student lobby to the Operations Assistant. The James White Library sells photocopier cards for library copiers at the circulation desk.

14.6 Student Mailboxes

Student mailboxes are located in the hallway off the student lobby and are provided for:

- Teachers to return assignments or leave messages for the students(s).
- Official departmental messages
- Incoming telephone messages for students

i.e., for department use *only*. Personal mail or UPS/FedEx shipments should not be sent to the Physical Therapy Department. Students, faculty and staff are asked to respect the privacy and confidentiality of the individual boxes. Students are expected to check their mailboxes several times each day and before leaving the building at the end of each day. Students wishing to drop off notes and small packages for distribution to classmates' boxes may leave them with the Operations Assistant.

14.7 Outgoing Mail

Intercampus mail as well as the United States Postal Service mail may be dropped through the mail slot around the corner to the left of the mailboxes.

14.8 Student Email

Each student will receive an email account through Andrews University. It is important that students check their Andrews email account daily. Faculty routinely send messages to students concerning changes in class schedules and information for assignments, exams or quizzes. The primary mechanism of communications between the student and the University is through students' **Andrews email account**. It also serves as a nice way for you as students to contact the program office or send messages of encouragement to each other.

If you choose, you may direct your Andrews email account to automatically forward all emails to your personal email address. However, we will use the Andrews account to communicate with you. Please check the Andrews account on a daily basis.

14.9 Telephones

Outgoing Calls

Personal Calls

- A phone is provided in the student lounge for campus, local and personal credit card calls. A pay phone is available outside in front of the bookstore across the street.
- Long distance calls are made at the expense of the student using their personal credit card.

Capstone Project-Related Calls

- Local calls related to capstone projects may be made over extension 9215 located in the research room.

- Long distance calls are made at the expense of the student using their personal credit card. With proper receipts, students may be entitled to reimbursement at a later time for capstone project data collection calls. No reimbursement will be made for calls between student capstone project partners.
- The research room telephone is reserved for calls relating to student capstone projects.

Incoming Calls

Students are requested not to have personal calls directed to the department.

- Written notice of urgent messages will be placed in student mailboxes. Students should check their boxes several times daily.
- ***Only in an emergency*** will the student be called from a class or laboratory.
- Incoming calls on the research area phones must be limited to research activity.

Department of Physical Therapy “800” Number

The incoming 800 number calls are for departmental and clinical assignment calls only. Students should not ask friends, relatives, employers or others to use the “800” line to contact them or to leave messages.

14.10 Use of Facilities

Remember back to your first visit to our building. What were your first impressions as you walked through the building? First impressions do count. We have many visitors (prospective students, people coming to be research subjects, clients, etc.). We all tend to judge the quality of the program and students by the appearance of the building. This section contains guidelines that we hope will help us project a professional high quality image.

Food

Eating must be restricted to the lobby, hall, and outside areas only. A refrigerator and microwave oven are located in the student lobby. The physical therapy kitchen is available for group functions but must be cleaned immediately after each use. Do not use the refrigerator in the kitchen as it is cleaned regularly and all items are discarded. Please be sure to pick up all trash and clean all areas utilized prior to leaving. At no time should food or drinks be opened, handled, eaten, or placed on or near equipment that could be damaged by an accidental spill.

Human Subjects in the Classroom

Each person is responsible for his/her own well being. If you have any health reason or otherwise feel you should not participate as a patient simulator or subject for purposes of demonstration or practice of a physical therapy skill or modality, you are responsible to bring this to the attention of the course or lab instructor and your lab partner. If you expect to practice a skill on a classmate, there is an obligation to respect the rights of the partner and to discontinue a procedure upon request. Further, you should not request the right to practice a skill or modality procedure on a classmate until the appropriate instruction has been received. Therapeutic modalities and equipment are not to be used by the students without prior approval of the appropriate instructor. Non-students may be used for demonstration purposes provided they have signed an informed consent that identifies the potential risks associated with his/her participation. At no time should students practice on non-program participants, nor should they bring them to the facility for such purposes unless otherwise instructed to do so as part of a class assignment. Minors who are brought to the facility for purposes of demonstration must be accompanied by a parent or legal guardian. The parent or legal guardian must sign an informed consent making him/her aware of the potential risks associated with the minor’s participation.

Anatomy Lab

Risk potentials and the necessary precautions relative to maintaining adequate protection for skin, eyes, airways, etc., relating to air quality, embalming fluid, body fluid and tissues, dissecting tools, are presented to the students by the laboratory instructor. The students are responsible for knowing and practicing all precautions.

The human anatomical specimens being studied or dissected must always be treated with dignity and respect. These represent persons who, even after death, are contributing to the cause of education.

Ethical considerations require that proper precautions be taken to protect the privacy of human anatomical materials. Success in continuing to have access to human cadavers depends, in large measure, on our good ethics and discretion. Visitors are not allowed in the anatomy laboratory except by specific permission from the anatomy instructor and/or the department chair.

A list of precautions is published in the anatomy course syllabi. Precautions will be posted in the anatomy laboratories. These will be reviewed and discussed with the students by the respective instructor. These precautions include but are not limited to the following:

- Anatomy students are required to wear a full-length white lab coat whenever working with the cadavers or any other human material (hearts, brains, etc.).
- When handling human anatomical subjects, students are encouraged to wear either vinyl or latex examination gloves.
- The specimens, embalming and moistening solutions, if used properly, should pose no health hazards to the student. Death from an infectious disease is cause for rejection of a specimen. The moistening solution contains fungi-static and surfactant-like compounds. The MSDS sheets for these solutions are on file in the Program Office and are posted in the laboratory. The instructor will review the MSDS sheets with the students and point out their locations. Each student must then take responsibility for being knowledgeable with respect to their content and location.
- The anatomy laboratory has an independent air exchange system. The labeled switches in the laboratory activate this system. The students are made aware that these switches must be turned on whenever anatomical specimens are opened for study.
- Sometimes it is necessary for the student to remove a skeletal structure (clavicle, rib, or mandible) from a cadaver. This requires use of an autopsy (Stryker) saw. Students are not allowed to use these saws without prior training and approval by the anatomy laboratory instructor. Any use of the saw requires that the operator wear a dust/mist respirator and a plastic face shield protecting against the potential spray of miscellaneous fluids or dust particles. **FLUSH EYES IMMEDIATELY IF CONTAMINATED** and notify the laboratory instructor.
- Should a student cut him/herself with a bone fragment or while dissecting, they should take normal precautions by washing the wound thoroughly and notifying the laboratory instructor. First aid materials are readily available in the lab.
- Instruments dropped on the floor must be washed immediately and rinsed with the alcohol provided. Tub covers that have fallen on the floor must be placed in the lab sink and the laboratory instructor(s) must be contacted for a replacement. Failure to follow these procedures may result in mold growth on a specimen, rendering it unsatisfactory for further study.
- At the end of each laboratory session the specimen must be draped with the terry cloth toweling and the tub cover, if appropriate.

Bicycles, Roller-skates, Roller blades, Skateboards, etc.

Bicycles are not permitted in the physical therapy building or any other building on campus (see university policy regarding bicycles). A small bicycle rack is located in front of the student entrance for student use. Roller-skates, roller blades and skateboards are not to be used in the physical therapy building. All persons must remove, or put away, these articles prior to entering the building.

Pets

Pets are not permitted in the physical therapy building.

Physical Therapy Computer Resources

The University maintains two large computer labs on campus. Bell Hall and Chan Shun Hall all have computer resources available to all students. In addition, the physical therapy program maintains a small free computer lab for physical therapy student use only. Access may be gained by use of the five terminals in the computer lab or through the "Wireless Web". To enter through the wireless web, students will need to purchase a wireless web network card at the ITS store which can be inserted into most laptops or notebook computers. Each student will be given a prepaid account for printing. Expenses incurred beyond this account are the responsibility of the student. It should be considered a privilege to have access to this lab. Due to the high cost of maintaining this lab no other persons are permitted to enter. If you see someone other than a

physical therapy student in this lab please report it to the program office immediately. If this is not tightly controlled, the lab may be closed.

Personal Use of Department Facilities

Use of any department facilities or equipment must be cleared in advance with the operations assistant. It is requested that the students do not use the exercise equipment, specifically the exercise bikes, ergometers and treadmills, for personal routine exercising. This does add considerable wear to the equipment. Students have access to the university health clubs in the women's and men's resident halls and are encouraged to use them.

Physical Therapy Building Access

Every student is issued an Andrews ID card. This card will give each physical therapy student access to the physical therapy student entrance, computer lab, research lab, classrooms, and gym area. Access is permitted from 8:00 a.m. to 11:00 p.m. Sunday through Thursday and 8:00 a.m. until 2 hours before sundown on Friday. Students are not permitted in the building after 11:00 p.m. and on Sabbath.

14.11 Student Lockers

Lockers are located in each of the dressing rooms and are assigned by the operations assistant. On occasion two students may need to share a locker. It is expected that lockers will be kept neat and clean, free from wet/soiled clothes/towels and all food and perishable items, and controlled substances. It is the responsibility of the student to remove their belongings when they exit the program.

14.12 Classroom Use

During class sessions all cell phones and laptops are to be turned off unless specifically given permission by the course instructor. To protect the carpet and furniture, only drinking water is allowed in the classroom during class sessions. Students requesting the use of the physical therapy building classrooms for extracurricular activities should contact the operations assistant.

14.13 Parking

Students are asked to follow the published university regulations regarding the parking of vehicles and bicycles. Each student is required to have a parking permit issued by the university campus safety department. To avoid a parking ticket, all physical therapy students are asked to use the two parking lots east of the bookstore and north of the pool. **Students are not to park on the sidewalk side of the street** in front of the building. Parking on the sidewalk side of the street is reserved for contract and regular faculty, staff, clients, research subjects, delivery vehicles, and visitors.

14.14 Transportation

Each student is responsible for their own transportation to and from classes, clinicals, or any other school function. Some classes are held at a site other than the Andrews University campus. The department may facilitate arrangements for transportation by posting sign-up sheets for ride sharing. In doing so, the department does not accept liability for the student while traveling.

14.15 Program Safety

Fire

1. Andrews University is a smoke free campus.
2. Do not overload outlets or run extension cords under carpets.
3. Familiarize yourself with the use of fire extinguishers, but never fight a fire alone. Do not use a fire extinguisher unless properly trained.
4. Do not block fire extinguishers, stand pipes or sprinkler heads.
5. Report missing, used, or damaged fire extinguishers to building management.
6. Report broken or defective electric fixtures, switches, or outlets to the program office and discontinue use until proper repairs are made.
7. Do not block or prop open fire doors.
8. Report broken exit lights or alarms to building management.
9. Maintain clear aisles and exit ways.
10. Check fire doors for automatic closing devices and latching hardware.

11. Keep fire exit doors unlocked.
12. Use approved cans for storing flammable liquids.
13. Remove excessive combustible storage and trash. Good housekeeping is good fire prevention.
14. Report all fires, even small fires to the Campus Safety Department immediately.

Evacuation procedure for emergency exit:

1. Upon the discovery of fire, remain calm.
2. Alert other occupants by pulling the manual fire alarm pull station located in the hallways.
3. Check to see that other employees, students and guests are aware of an evacuation.
4. Do not take personal belongings.
5. Close your doors
6. Do not talk during evacuation. Listen for instructions.
7. Select an alternate escape route in the event your designated exit is blocked by smoke or fire.
8. If you become trapped in an office, close the door and seal off cracks and signal fire fighters for rescue and wait.
9. Do not re-enter the building until the fire chief issues an "all clear".

Tornado

Tornado warning: By definition, a tornado warning is an alert by the National Weather Service confirming a tornado sighting and location. The weather service will announce the approximate time of detection and direction of movement. Wind will be 75 mph or greater. Public warning will come over the radio, TV, or five minute steady blasts of sirens by the municipal defense warning system.

Action to take:

1. Get away from the perimeter of the building and exterior glass.
2. Leave your exterior office or classroom area and close doors.
3. Go to the center corridor and protect yourself by putting your head as close to your lap as possible, or kneel protecting your head.

If you are trapped in an outside office:

1. Seek protection under a desk.
2. Keep calm.
3. Keep your radio or television set tuned to a local station for information.

First-Aid

Two first-aid kits are located within the facility. One is in the program office workroom and the other is in the modalities area. Policies for reporting personal injury are stated in Section 10.6

Universal Precautions

Universal precautions, as defined by Centers for Disease Control (CDC), are a set of precautions designed to prevent transmission of human immunodeficiency virus (HIV), hepatitis B virus (HBV), and other blood-borne pathogens when providing first aid or health care. Under universal precautions, blood and certain body fluids of all clients are considered potentially infectious for HIV, HBV and other blood-borne pathogens. All faculty, staff and students are expected to follow universal precautions, as identified by the CDC.

GLOVING, GOWNING, MASKING, AND OTHER PROTECTIVE BARRIERS AS PART OF UNIVERSAL PRECAUTIONS

All health care workers should routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure during contact with any client's blood or body fluids that require universal precautions.

Gloves should be worn:

- for touching blood and body fluids requiring universal precautions, mucous membranes, or nonintact skin of all clients, and

- for handling items or surfaces soiled with blood or body fluids to which universal precautions apply.

Gloves should be changed after contact with each patient. Hands and other skin surfaces should be washed immediately or as soon as patient safety permits if contaminated with blood or body fluids requiring universal precautions. Hands should be washed immediately after gloves are removed. Gloves should reduce the incidence of blood contamination of hands during phlebotomy, but they cannot prevent penetrating injuries caused by needles or other sharp instruments. Institutions that judge routine gloving for all phlebotomies is not necessary should periodically reevaluate their policy. Gloves should always be available to health care workers who wish to use them for phlebotomy. In addition, the following general guidelines apply:

1. Use gloves for performing phlebotomy when the health care worker has cuts, scratches, or other breaks in his/her skin.
2. Use gloves in situations where the health care worker judges that hand contamination with blood may occur, e.g., when performing phlebotomy on an uncooperative patient.
3. Use gloves for performing finger and/or heel sticks on infants and children.
4. Use gloves when persons are receiving training in phlebotomy.

The Center for Devices and Radiological Health, Food and Drug Administration (FDA), has responsibility for regulating the medical glove industry. For more information about selection of gloves, call FDA at 301-443-8913.

Masks and protective eyewear or face shields should be worn by health care workers to prevent exposure of mucous membranes of the mouth, nose, and eyes during procedures that are likely to generate droplets of blood or body fluids requiring universal precautions. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or body fluids requiring universal precautions.

All health care workers should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles; and when handling sharp instruments after procedures. To prevent needlestick injuries, needles should not be recapped by hand, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers for disposal. The puncture-resistant containers should be located as close as practical to the use area. All reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.

General infection control practices should further minimize the already minute risk for salivary transmission of HIV. These infection control practices include the use of gloves for digital examination of mucous membranes and endotracheal suctioning, handwashing after exposure to saliva, and minimizing the need for emergency mouth-to-mouth resuscitation by making mouthpieces and other ventilation devices available for use in areas where the need for resuscitation is predictable.

Although universal precautions do not apply to human breast milk, gloves may be worn by health care workers in situations where exposures to breast milk might be frequent, e.g., in breast milk banking.

14.16 Protected Information Policy

Information collected from a fellow students, lab subjects, patient/client or from a research/capstone project subject is considered confidential information, and protected by applicable Health and Human Services laws (available through: <http://www.os.dhhs.gov/>). As such, the information can only be used for purposes other than direct health care, upon written informed consent from the patient/client or designated official. Use of the information should still protect the right to anonymity, when possible, and be used for educational purposes, either in the classroom or to other professionals. If images are requested, a separate consent form must be obtained, prior to obtaining and using such images.

SECTION 15

PROGRAM FINANCIAL POLICIES AND PROCEDURES

15.1 Program Application Fee(s) & Deposit(s)

Please see the Andrews University's *General Information Bulletin* for amounts and the *Physical Therapist Program Information Packet* and the *DPT Application Package* for specific details on how and when they should be paid.

This **confirmation deposit** confirms for the accepted student a position in the physical therapy class beginning the same year. The deposit will be credited to the successful student's tuition account following registration for the second semester of the program.

15.2 Tuition & Professional Education Fees

Tuition for the DPT program is not dependent on number of credits and is charged in a block format of three equal amounts for the three terms (Fall, Spring and Summer) of each academic year. The professional fee is set by the PT department and is charged at the beginning of each term along with the block tuition. Additional Andrews fees include the University General Fee, dorm/housing, food, insurance, certain medical expenses, books and supplies. There are no discounts for students who already have a degree from Andrews University. Contact the Student Finance Office for answers to specific questions.

Student expenses covered by the block tuition include:

- DPT program courses (courses outside the DPT program are not included in the block)
- Normal teaching and office equipment/supplies as with other similar departments on campus
- Student liability insurance
- Fees for specialized lectures/seminars within the physical therapy curriculum
- Other university services as outlines in the University Bulletin

Student expenses covered by the professional education fee include:

- Annual basic physical examinations as required for clinical internships (additional tests required by some facilities are at the student's expense)
- Annual CPR course expenses as required for clinical internships
- The state board review course during the final semester of the program
- Annual student memberships to the American Physical Therapy Association
- ACCE travel expenses related to clinical visits
- Physical therapy related equipment for laboratories and research
- Travel reimbursement of up to \$500.00 annually for the class APTA representative to attend the APTA Student Conclave
- Anatomy laboratory materials and other supplies
- General course syllabus material that is 100 pages or less and not copyright protected
- Use and maintenance of the Physical Therapy Computer Lab including the computers and the prepaid printing plan
- The Graduate Class banquet for the student and a significant other

15.3 Medical Insurance

Physical therapy students are required to take the medical insurance coverage provided by Andrews University or provide evidence of personal insurance. The university must have documented proof that students are covered for personal medical care.

To waive the university coverage the student must provide proof of insurance (photocopy of the front and back of your insurance card) from their personal or parent's insurance company to the office of Student Insurance in the Administration Building.

15.4 Student Clinical Expenses

The Department of Physical Therapy will pay for the scheduled standard yearly physical provided by University Medical Specialties, Inc. that includes a TB skin test. The department, if deemed necessary by a physician or clinical site, will pay for one x-ray for those who have a

positive TB skin test. It is suggested that if a student is known to have a positive TB skin test, they not go to the expense of the TB skin test but opt for the x-ray only.

Payment for any further tests, Hepatitis B vaccinations, immunizations, titers, x-rays, or other medical treatments are the responsibility of the student. Some clinical facilities require stringent criminal background checks which may include fingerprinting, drug testing, etc. Payment for any additional tests, background checks, etc. required by a clinical site for practicum or internships are the responsibility of the student.

It is the student's responsibility to search out information on facility health test requirements from the ACCE, clinical education assistant, or from information provided by them prior to the selection of the clinical site for a practicum or internship.

15.5 Syllabus Photocopy Expenses

Some courses in the Physical Therapy program have a large syllabus due to the high volume of content information and/or intensity of the subject. Syllabi that are 100 pages or less will be provided at no charge as part of the professional education fee to the students. Syllabi greater than 100 pages will be charged to the students and distributed by the instructor of each course or through the University Bookstore. All syllabi that include a copyright charge will also be charged to the student. Charges will be placed on each student's account at the end of each semester.

15.6 Other Financial items

Finances related to other items such as student club funds or research are covered under their own sections of this handbook. Information on other fees charged by the University such as computer usage or student activities fees can be found in the *University Bulletin*.

SECTION 16

AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA)

16.1 APTA

The APTA is the professional association for physical therapists, representing 68,000 physical therapists and physical therapist assistants across the United States. The APTA's goal is to foster advancement in physical therapy practice, education, and research. Applications for membership are distributed to students and mailed during the first term of the DPT program. The APTA can be accessed via their website at <http://www.apta.org>. The national office is located at 1111 North Fairfax St, Alexandria, VA 22314 (800-999-APTA). Membership services can be reached at extension 3124. Student outcomes and matriculation rates from all physical therapy programs are available through their "education" website.

All students in the entry-level program are enrolled as student members of the APTA. The annual student membership, paid as part of the professional education fee, entitles the student to all student member privileges and benefits. This includes a subscription to the professional journals and bulletins.

The APTA offers membership in 19 sections, which represent special interest groups. These sections provide a forum to therapists with similar interests to interact, share professional experiences, and further the activities of the profession in that content area. Many sections publish newsletters or journals that provide information on research, clinical practice and health policy issues related to that section. Students interested in joining a section can pay the optional Specialty Section dues to the program operations assistant.

16.2 Michigan Chapter

The Michigan Physical Therapy Association represents more than 7,000 therapists in the State of Michigan. The chapter office mailing address is Michigan Physical Therapy Association, Inc., PO Box 21236, Lansing, MI 48909 (800/242-8131). The chapter home page can be accessed at <http://www.mpta.com>. The chapter office can be reached via email at mpta@mpta.com.

16.3 Meetings and Conferences

Information on national APTA conferences is generally published in *PT Magazine*, listed on the APTA website, and is mailed to all APTA members. Chapter activities are published in the chapter Newsletter, which is published bi-monthly.

Students are encouraged to participate in APTA meetings and conferences. Students who wish to attend national or regional meetings that overlap with scheduled classes should meet with their academic advisor to discuss strategies for making up missed work. If conferences overlap with clinical experiences, the student must get permission from the ACCE and the clinical facility.

Combined Sections Meeting

The Combined Sections Meeting (CSM) is usually held in early February, and is organized by the sections of the association. Registration for CSM is at reduced cost for student members. Early-bird registration rates are also available.

Annual Meeting and Scientific Exposition of the APTA

The APTA sponsors an Annual Meeting and Scientific Exposition in June of each year. This meeting offers educational sessions and research presentations. The APTA House of Delegates meets prior to this meeting. Registration for this conference is at a reduced cost for student APTA members. Early-bird registration rates are also available.

Student Conclave

The APTA holds a Student Conclave in October of each year, providing programming for students from physical therapist and physical therapist assistant programs. The Conclave usually includes educational sessions, a Mock House of Delegates, sessions on resume writing and opportunities to meet with members of the APTA Board of Directors.

Michigan Chapter Meetings

The Michigan Physical Therapy Association sponsors an annual conference in October. Student members receive a reduced cost registration. Education sessions are offered at this conference as well as the presentation of research papers and posters.

Western District Meetings

The Western District holds meetings approximately six times per year in the western half of Michigan. Topics covered include clinical, educational and professional issues. Students are encouraged to attend as most meetings are free and close to home.

16.4 Commission on Accreditation in Physical Therapy Education (CAPTE)

CAPTE grants specialized accreditation status to qualified entry-level physical therapists and physical therapist assistant programs in the United States. Holding this accreditation status signifies that our program meets established, nationally accepted standards of quality and relevance. Persons wishing to check the accreditation status of a PT/PTA program or their graduation, employment or licensure pass rates can do so by contacting CAPTE directly through the APTA's website under Education.

SECTION 17

CAPSTONE PROJECT POLICY AND PROCEDURES

Each DPT student is required to complete and present a capstone research project. The capstone project is spread over two years and should be considered a major project representing a culmination of the DPT program. The purpose of the capstone project is to strengthen the students' critical inquiry skills necessary to evaluate professional knowledge and competencies in relation to evidence-based physical therapy practice.

17.1 Curriculum

Several classes, devoted to the research experience, provide the information that will guide the student through the research process. These courses include Scholarly Inquiry and Dissemination, Statistics, and Research Projects.

17.2 Partners

Students work together on the capstone project. Project partners will be assigned to a committee and will share equally in the research development, implementation and presentation. Partners can be evaluated separately during the project defense and in the grading of the final copy of their research project report if the partners cannot work together, or if one of the group is not doing his/her share of the work. Each student would then be responsible for a final written document. If a student who is a research partner academically disqualifies themselves from the program, they may be allowed to continue their research if approved by the Physical Therapy Faculty Council and follow up with a petition process through appropriate administrative channels.

17.3 Committee

Each group works with a committee of at least two members. The committee chair will be assigned to each group and the second committee member may be assigned. In some instances an outside clinician may be the second committee member, when they have clinical expertise that will benefit the project. If desired, a third committee member may be used, especially where expertise is required.

17.4 Post-graduation presentation and publication

The faculty generates research topics, thus the committee chairperson is a member of the research project and will usually have her/his name included on the final document. Authorship on presentations should include all student and committee members. It is recommended that publication authorship meet national recommendations, thus authors must have significantly contributed to "(1) conception and design, or analysis and interpretation of data; and to (2) drafting the article or revising it critically for important intellectual content; and on (3) final approval of the version to be published." – *International Committee of Medical Journal Editors, JAMA 1997*. Order of authorship should be discussed and agreed upon prior to submission. The accepted rule is that the first author has contributed the most to the work (design, writing).

17.5 Research Expense

Reimbursement for capstone project expenses must have prior authorization by the faculty chair. For items less than \$150, the students may purchase the material and be reimbursed during spring semester of the third year. For items over \$150 or special needs, the faculty member is responsible for obtaining the funding and materials. The cost will be charged to both the student and faculty research fund. A copy of the form for reimbursable expenses is located in: G:\studentLAB\share\common_folder\research&statistics. These forms need to be completed with receipts attached for all items listed and turned in to the research coordinator, research forms must be turned in at least two weeks prior to the end of the term.

17.6 University Ownership

The final finished product of the capstone project will remain the property of Andrews University and will be kept on file with the DPT program. Students must also submit the research data, thesis and presentation (both electronic and all hard copies) to the faculty chair. Any equipment or unused supplies funded or obtained by Andrews University for the capstone project will also remain the property of the Andrews University Doctor of Physical Therapy Program.

SECTION 18

PRACTICAL COMPREHENSIVE POLICY AND PROCEDURE

Each DPT student is required to successfully complete a practical comprehensive examination prior to starting the clinical internship s. The purpose for the practical comprehensive examination is to appraise the student's ability to demonstrate an overall grasp of the practical/clinical knowledge and contemporary clinical expertise in the various areas of consideration. Each scheduled section of the practical examination must be successfully passed at each scheduled station.

18.1 Emphasis

The emphasis of the examination will center on clinical skills in client/patient care and management including:

1. Examination and evaluation
2. Diagnosis, prognosis, program planning and intervention
3. Patient/Client and family education
4. Communication and professional behavior
5. Documentation
6. Discharge planning
7. Social, ethical and legal issues

18.2 Format

The examination shall occur in several sections. One or more examiners shall staff each section. Another student, faculty member, or person provided by the Department of Physical Therapy will serve as the patient simulator.

18.3 Administration

The practical comprehensive examination is developed and administered within the Department of Physical Therapy. The instructor(s)/examiner(s) giving the exam for the respective areas of the test are free to use materials from any source.

18.4 Content

The content of the practical comprehensive examination is based upon overall course and laboratory work and/or knowledge represented from reading materials and/or clinical experience. The practical examinations are not, however, to be a repeat of the final examination questions selected from the courses of the individual student. The questions will show an integration of learning across the various aspects of the discipline. Students will be required to perform each activity **safely** and **professionally** in order to pass the exam.

18.5 Schedule

The practical comprehensive examination is usually scheduled during the summer semester of the second year. The content and format of the examination will be announced prior to the examination week of the previous spring semester.

18.6 Grading

The grades will be S or R+R (Satisfactory or Remediation and Retake). In the opinion of the examiner the student will either have done satisfactorily or will be assigned remedial assignments or study, etc. to review or gain further knowledge or practice in the respective area being tested. If required, a remediation and retake plan must be worked out between the student and instructor/examiner within two days following the examination. Any remedial work will be followed by a pre-scheduled retake examination that shall occur no later than three weeks following the previous testing. The students will be told their grade at the end of each examining session.

18.7 Remediation and Retake

Remediation assignments and retake examinations will be required until the student has satisfactorily passed the respective section. If this has not occurred with the retake examination a different examiner may be assigned. The student's situation will be referred to the Physical Therapy Faculty Council if the third attempt is unsuccessful. If necessary the clinical internship s will be postponed until successful completion is accomplished. The repeat of course work and/or the successful completion of the written comprehensive examination may be required prior to a final retake of the practical examination for continuation in the program.

SECTION 19

WRITTEN COMPREHENSIVE POLICY AND PROCEDURE

Each DPT student is required to successfully complete a written comprehensive examination prior to graduating from the program. The purpose for the written comprehensive examination is to appraise the students' overall grasp of contemporary physical therapy practice and to assess the students' knowledge, comprehension and application in various areas of concentration as well as the integration of learning across the physical therapy profession.

19.1 Registration

The student must have been officially advanced to degree candidacy prior to sitting for the written comprehensive examination. Students must register for the written comprehensive examination during Spring Semester of their third year.

19.2 Format

The written comprehensive examination is administered by the Physical Therapy Department. The format of the written comprehensive examination is similar to a National Physical Therapy Exam. It is a timed, computer-based mock board exam of multiple-choice questions. It is usually given on the first day of the semester.

19.3 Grading and Remediation

Successful completion of the written comprehensive exam is based on the overall pass rate of candidates taking the exam at that time. Students who do not successfully pass the exam must be retested by taking a second and different exam by February 20 at the student's cost. If unsuccessful on the second attempt there is only one last remediation attempt, at the student's expense, to achieve a passing score. Because of the seriousness of this last attempt, the student must work closely with their advisor for preparation and scheduling. This third attempt must be completed by April 30.

19.4 Student Notification of Results

Students will be officially notified of their performance on the written comprehensive examination within two weeks following the examination.

SECTION 20

CLINICAL EDUCATION POLICIES AND PROCEDURES

Clinical education, comprising classroom preparation and clinical rotations, is an integral portion of the formal professional education program. It takes the student out of the classroom and laboratory and into the actual patient care setting. Here the student learns to apply his newly acquired knowledge and skills through actual hands-on patient care in a carefully controlled setting under the guidance and supervision of qualified physical therapist clinical instructors.

20.1 Student Clinical Education Handbook

Students must read and follow the guidelines for clinical education as specified in their *Student Clinical Education Handbook*.

20.2 Clinical Assignments

All clinical assignments will be made by the ACCE or a designate. Because of the limited number of facilities available, assignments cannot be made on the basis of the student's family/marital status or personal preference. Although the department makes an effort to accommodate the student's preference, the student agrees to accept the clinical assignments made by the department at any of the affiliated facilities, whether local or out of state.

20.3 Clinical Practicum

One four-week practicum experience is assigned to integrate into actual patient care the knowledge and skills learned by the student in the preceding course work.

20.4 Clinical Internships

Clinical internships occur during the fall, spring, and summer semesters of the third year of the program. During these experiences the students develop their skills to reach professional entry-level qualifications. These activities will provide the student with progressively refined experiences. The students will practice newly acquired professional knowledge and skills in selected patient environments under comprehensive but progressively decreasing guidance and scrutiny of the supervising clinical instructors. Prior to graduating, students must have documentation indicating successful completion of each clinical internship. Students must also show documentation of entry-level skill in each criteria of the Clinical Performance Instrument with no areas of significant concern by the final internship.

20.5 Clinical Education Agreement

The DPT Program has current contracts with over 200 clinical institutions for clinical experiences. These are local, national, and international.

Clinical experiences (clinical slots) are arranged for each student on an individual basis from 6 to 12 months prior to the scheduled assignment. Once the arrangements become finalized they are considered the same as a **firm contract**, and no changes will be allowed.

20.6 Confidential Student Information

Students will take a health information form to each clinical facility which documents their medical history and current health findings. It is the student's responsibility to maintain possession of the original health information form once it has been given to them by the PT department. Information regarding academic performance or previous clinical experiences is not shared with the facility by the program.

20.7 Clinical Facility Requirements

All students are expected to meet certain requirements prior to attending any clinical assignment. These requirements include completion of previous coursework, a standard physical, CPR certification, TB tests, Hepatitis B vaccination (or a signed waiver) and proof of personal health insurance. Students are also expected to meet any additional requirements specifically requested by their clinical practicum or internship facility. These may include further health services such as additional TB tests, immunizations, titers, x-rays, hepatitis B vaccinations (if waiver not accepted), or other medical screenings and treatments, criminal background checks, Internet Criminal Access Tool (ICAT) checks, drug testing (urine or blood), finger printing, character references, etc. It is the responsibility of the student to obtain and pay for requirements not provided by the DPT program prior to the first day of the clinical experience.

20.8 Clinical Attire

As representatives of Andrews University and doctoral members of the physical therapy profession, students within clinical facilities are required to be well groomed and to dress in a professional manner. The following guidelines should be observed in the clinic unless the facility has provided students with a dress code more suitable for that particular setting.

- The standard clinical uniform is a white lab jacket worn over slacks (not jeans) or a skirt (of modest length) unless otherwise stipulated in the clinical facility dress code. In most clinics the Andrews University Physical Therapy polo shirt is acceptable (no other logos).
- Andrews University student nametags must be worn during clinical education. Some facilities also provide a nametag which students are expected to use.
- Shoes are to be sturdy with non-skid soles and heels. For safety, sandals and open-toed shoes are not to be worn. Athletic shoes are not acceptable unless specifically requested by the facility.
- Hairstyles must meet clinical standards. Hair must be neat, clean, well groomed and socially acceptable in a professional physical therapy setting. Long hair should be fastened with hair fasteners. Men should keep facial hair neatly trimmed (able to be covered with a face mask).
- Personal cleanliness and hygiene are to be maintained at all times. Perfume colognes or aftershave lotions should be used with caution as they may be an irritant to clients.
- Accessories, including jewelry should reflect professional clinical standards in harmony with the conservative standard of dress outlined in the Andrews University student handbook.

20.9 Personal Injury Procedure

If you are injured while practicing at an Andrews University clinical assignment, please use the following procedure:

1. **Seek medical treatment** if:
 - a. You have had contact with blood or body fluids to an open wound, or mucous membrane, or during an invasive exposure,
 - b. Your on-site supervisor or campus instructor/coordinator asks you to seek medical evaluation/treatment,
 - c. You feel that medical evaluation/treatment is needed,
 - d. You have been injured, i.e. fall, sprain, over-stretch, fracture, etc.
2. **Report the incident** to your on-site supervisor. Use the incident report form required by your clinical site AND the Andrews University incident report.
3. **Report the incident** to the ACCE
4. **Follow any instructions** given by your on-site supervisor and by the ACCE.

Each student is responsible to take the University's incident report form to the clinical site. One will be provided to you by the ACCE.

SECTION 21

PROGRAM/CURRICULUM EVALUATION

21.1 Course/Teacher Evaluations

Students complete a course/teacher evaluation on all didactic courses. They may be computer based or paper and pencil. If paper and pencil, the instructor may hand the evaluations to the students or assign a student to do so. In either case, there should be a student assigned to collect the course evaluations and return them to the office for tabulation. When completing the course/teacher evaluation, remember to address your comments directly to the instructor in a professional manner. If you have a suggestion for the instructor, be sure to write your comments as you would like to hear them if they were being addressed to you.

21.2 Graduate Exit Survey

As part of PTH880 PT Seminar during the ninth and final semester, all students complete a Graduate Exit Survey. Areas addressed include the admissions process and personnel, University and program resources, the clinical education program, overall program and student goals, and each core faculty member individually. It is important that strengths and suggestions are written in a professional manner.

21.3 Alumni Survey

Approximately one year after graduation we will send you our last department survey assessing how you feel the program prepared you for the clinic in which you work. There will be a survey for you to complete, along with a survey for your immediate supervisor or peer (depending on your work environment), and for 3-4 of your clients. This is probably the most important survey as you have the opportunity to compare your education to your current practice. Please take the time to complete these surveys and return them as quickly as possible.

SECTION 22

PROFESSIONAL RECRUITMENT POLICY

22.1 Bulletin Board

The program maintains a student bulletin board with current job opportunities in the field of physical therapy. It is located in the hallway opposite the entrance to Classroom C.

22.2 Health Careers Fair

A Health Careers Fair coordinated by the University Student Success Center is held each year. Class schedules are arranged to allow the students time to visit the exhibits and talk with the different facility representatives. ***Attendance at this event is expected of all physical therapy students.***

22.3 Facility Recruitment Activities

Recruitment activities of facilities wishing to come to campus to talk with the physical therapy students will be coordinated by the ACCE in consultation with the department chair.

**ANDREWS UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY
DPT PROGRAM
CLASS OF 2012 CALENDAR**

FIRST YEAR

PT-1: Fall Semester 2009 (16 weeks) (*Off AU Semester Schedule*) ... Mon, Aug 31 – Thurs, Dec 17
 Labor Day Mon, Sept 7
 Fall Recess Mon, Oct 12 – Tues, Oct 13
 Thanksgiving Break Wed, Nov 25 – Sun, Nov 29
 Christmas Break (3 weeks) Fri, Dec 18 – Mon, Jan 4

PT-2: Spring Semester 2010 (17 weeks) Tues, Jan 5 – Thurs, Apr 29
 Martin Luther King Day Mon, Jan 18
 Presidents' Day Mon, Feb 15
 Spring Break (1 week) Fri, Mar 12 – Sun, Mar 21
 Commencement Weekend, BHS Degree Fri, Apr 30 – Sun, May 2
 1st Year Break (1 week) Mon, May 3 – Sun, May 9

SECOND YEAR

PT-3: Summer Semester 2010 (16 weeks) Mon, May 10 – Fri, Aug 23
 (*Off AU Semester Schedule*)
 Didactic Course work (10 weeks) Mon, May 10 – Thurs, Jul 15
 Memorial Day Mon, May 31
 Independence Day Sun, Jul 4, celebrated Mon, Jul 5
 Summer Break (1 week) Fri, Jul 16 – Sun, Jul 25
 Clinical Practicum (4 weeks) Mon, Jul 26 – Fri, Aug 20

PT-4: Fall Semester 2010 (16 weeks) Mon, Aug 23 – Thurs, Dec 9
 Labor Day Mon, Sept 6
 Fall Recess Mon, Oct 11 – Tues, Oct 12
 Thanksgiving Break Wed, Nov 24 – Sun, Nov 28
 Christmas Break (3 weeks) Fri, Dec 10 – Mon, Jan 3

PT-5: Spring Semester 2011 (17 weeks) Tues, Jan 4 – Thurs, Apr 28
 Martin Luther King Day Mon, Jan 17
 Presidents' Day Mon, Feb 21
 Spring Break (1 week) Fri, Mar 11 – Sun, Mar 20
 2nd Year Break (1 week) Fri, Apr 29 – Sun, May 8

THIRD YEAR

PT-6: Summer Semester 2011 (10 weeks) Mon, May 9 – Thurs, Jul 14
with Oral Comprehensives (*Off AU Semester Schedule*)
 Memorial Day Mon, May 30
 Independence Day Mon, Jul 4
 Summer Break (5 weeks) Fri, Jul 15 – Sun, Aug 21

PT-7: Fall Semester 2011 (16 weeks) Mon, Aug 22 – Fri, Dec 9
 Clinical Affiliation 1 (8 weeks) Mon, Aug 22 – Fri, Oct 14
 Clinical Affiliation 2 (8 weeks) Mon, Oct 17 – Fri, Dec 9
 Christmas Break (4 weeks) Sat, Dec 10 – Sun, Jan 8

PT-8: Spring Semester 2012 (19 weeks) Mon, Jan 9 – Fri, May 18
 Written Comprehensives Mon, Jan 9
 Didactic Course work (10 weeks) Tue, Jan 10 – Thurs, Mar 15
 Martin Luther King Day Mon, Jan 16
 Presidents' Day Mon, Feb 20
 Clinical Affiliation 3 (9 weeks) Mon, Mar 19 – Fri, May 18

PT-9: Summer Semester 2012 (11 weeks) Mon, May 21 – Sun, Aug 5
 (*Off AU Semester Schedule*)
 Clinical Affiliation 4 (10 weeks) Mon, May 21 – Fri, Jul 27
 Didactic Course work (1 week) Mon, July 30 – Fri, Aug 3
 Commencement Weekend, DPT Degree Sat, Aug 4 – Sun, Aug 5

** Calendar subject to change due to University Semester Schedule **

SECTION 24

Class of 2012 Curriculum Outline

FIRST YEAR				SECOND YEAR				47 credits
PT-1, Fall (16 weeks) Aug 31 - Dec 17, 2009		18 credits (DPT)	PT-2, Spring (17 weeks) Jan 5 - Apr 29, 2010		18 credits (DPT)	PT-3, Summer (16 weeks) May 10 - Aug 27, 2010		12 credits (DPT)
PTH400	Anatomy	4 Banks	PTH420	Therapeutic Interventions	3 Oakley	1 st 10 weeks		
PTH410	Anatomy Lab	3 Banks/Carlos	PTH430	Therapeutic Interventions Lab	2 Oakley	PTH610	Therapeutic Exercise	2 Carlos
PTH415	PT Assessment Skills	3 Oakley	PTH418	General Medicine	2 Village	PTH620	Therapeutic Exercise Lab	2 Carlos
PTH425	PT Assessment Skills Lab	3 Oakley	PTH428	General Medicine Lab	1 Village	PTH651	Neurology I	2 Olson
PTH416	Pathokinesiology	3 Village	PTH445	Neuroscience	2 Banks	PTH661	Neurology I Lab	2 Olson
PTH426	Pathokinesiology Lab	2 Village	PTH455	Neuroscience Lab	1 Banks	PTH540	Pathophysiology II	2 Banks
			PTH457	Orthopedic Medicine	1 Almeter	2 nd 4 weeks		
			PTH440	Pathophysiology I	3 Banks	PTH680	Clinical Practicum	2 Coleman
			PTH450	Neurology of Motor Control	1 Olson			
			PTH460	Comparative Religion	2 Russell			
				THIRD YEAR				44 credits
PT-4, Fall (16 weeks) Aug 23 - Dec 9, 2010		16 credits (DPT)	PT-5, Spring (17 weeks) Jan 4 - Apr 28, 2011		17 credits (DPT)	PT-6, Summer (10 weeks) May 16 - Jul 21, 2011		8 credits (DPT)
PTH601	Orthopedics I	2 Almeter	PTH640	Pediatrics	2 Pawielski	PTH726	Geriatrics	2 Village
PTH611	Orthopedics I Lab	2 Almeter	PTH650	Pediatrics Lab	2 Pawielski	PTH728	Christian Finance Seminar	1 Snyder
PTH652	Neurology II	2 Olson	PTH602	Orthopedics II	2 Jasheway	PTH799	Research Project (Topic)	2 Millar
PTH662	Neurology II Lab	2 Olson	PTH612	Orthopedics II Lab	2 Jasheway	PTH748	Ed Tech for Healthcare Professionals	1 Hollingsead
PTH627	Orthotics & Prosthetics	1 Village	PTH625	Cardiopulmonary	2 Millar	PTH711	Clinical Reasoning I	1 Almeter
PTH637	Orthotics & Prosthetics Lab	1 Village	PTH635	Cardiopulmonary Lab	1 Millar	PTH721	Clinical Reasoning I Lab	1 Almeter
PTH647	Differential Diagnosis	2 Millar	PTH645	PT Administration & Leadership	4 Soper/Snyder	PTH770	Practical Comprehensive Exam	0 Millar
PTH621	Scholarly Inquiry & Dissemination	2 Millar	PTH646	Spirituality in Healthcare	2 Zork			
PTH622	Research Statistics	1 Millar						
PTH632	Research Statistics Lab	1 Millar						
								25 credits
PT-7, Fall (16 weeks) Aug 29 - Dec 16, 2011		8 credits (DPT)	PT-8, Spring (19 weeks) Jan 9 - May 18, 2012		13 credits (DPT)	PT-9, Summer (11 weeks) May 21 - Aug 5, 2012		6 credits (DPT)
PTH881	Clinical Internship I (8 weeks)	4 Coleman	1 st 10 weeks			PTH884	Clinical Internship IV (10 weeks)	5 Coleman
PTH882	Clinical Internship II (8 weeks)	4 Coleman	PTH736	Psychosocial Issues in Healthcare	3 S.Perry	PTH880	PT Seminar (1 week)	1 Oakley
			PTH765	Ethical & Legal Issues in Healthcare	1 Carlos			
			PTH768	Professional Compendium	1 Oakley			
			PTH799	Research Project (Topic)	1 Millar			
			PTH712	Clinical Reasoning II	1 Olson			
			PTH722	Clinical Reasoning II Lab	1 Olson			
			PTH870	Written Comprehensive Exam	0 Banks			
Core Faculty			2 nd 9 weeks					
Supporting Faculty			PTH883	Clinical Internship III (9 weeks)	5 Coleman			
Associated Faculty								
								Total Credits = 116

DPT Course Descriptions

- PTH400 (4)
Anatomy Banks
A comprehensive study of human anatomy with emphasis on the nervous, skeletal, muscle, and circulatory systems. Introduction to basic embryology and its relation to anatomy and the clinical sciences concludes the course. Provides a solid morphological basis for a synthesis of anatomy, physiology, and the physical therapy clinical sciences. Co requisite: PTH410.
- PTH410 (3)
Anatomy Lab Banks/Carlos
Dissection and identification of structures in the cadaver supplemented with the study of charts, models, prosected materials and radiographs are utilized to identify anatomical landmarks and configurations. Co requisite: PTH400.
- PTH415 (3)
PT Assessment Skills Oakley
Introduction to assessment principles and examination skills utilized in all areas of physical therapy. *The PT Guide to Physical Therapy Practice* is referenced for the basic skills required in the assessment, intervention and documentation guidelines. Co requisite: PTH425.
- PTH416 (3)
Pathokinesiology Village
The study of human movement including an introduction to the basic concepts of biomechanics with an emphasis on human joint/muscle structures and function, advancing to analysis of body mechanics, normal gait analysis, and pathological movement analysis. Joint abnormalities will be identified using radiographs, related to the resultant movement dysfunction. Co requisites: PTH400, 410, and PTH426.
- PTH418 (2)
General Medicine Village
Clinical techniques applied to the examination, evaluation, treatment, and discharge planning of patients in general medical and acute-care. Emphasis on physical therapy intervention with relevant factors, management of pain and physical complications during medical treatment, and examination and treatment of special populations including wound and burn care. Co requisite: PTH428.
- PTH420 (3)
Therapeutic Interventions Oakley
Basic principles, physiologic effects, indications and contraindications, application and usage of equipment, and intervention rationale for hydrotherapy, thermal agents, wound care, massage, electrotherapy and mechanotherapy (traction) and other therapeutic interventions. Co requisite: PTH430.
- PTH425 (3)
PT Assessment Skills Laboratory Oakley
Basic examination skills including surface palpation of specific underlying muscle and bone structures, joint motion (goniometry), manual procedures for testing muscle strength, sensation, vital signs, limb girth and volumetric measurement will be practiced. Clinical application in basic physical therapy care procedures will be introduced. Co requisite: PTH415.
- PTH426 (2)
Pathokinesiology Laboratory Village
Biomechanical and observational analysis of normal and abnormal human movement. Integration of basic examination skills with gait and movement analysis. Co requisites: PTH400, 410, and PTH416.

- PTH428 (1)
General Medicine Laboratory Village
 Practice in assessment modified for the acute-care environment. Applications include home-and work-place evaluation for architectural barriers, functional evaluation tools, casting, and modification of treatment for acute care including goal setting and professional note writing. Co requisite: PTH418.
- PTH430 (2)
Therapeutic Interventions Lab Oakley
 Supervised practicum includes patient positioning and application of the therapy to obtain desired physiological response. Techniques of hydrotherapy, thermal agents, wound care, and massage, as well as specific electrotherapy and mechanotherapy treatments and assessment of physiological responses to those treatments. Co requisite: PTH420.
- PTH440 (3)
Pathophysiology I Banks
 Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes. Clinical presentations and pharmacological treatment of patients with those disease processes are presented, as well as diagnostic tests and laboratory values used to identify pathological conditions. Prerequisites: PTH400 and 410.
- PTH445 (2)
Neuroscience Banks
 Basic anatomy and functions of the central and peripheral nervous systems and their related structures. Pathways of the central and peripheral nervous systems are examined along with a detailed study of each of the 12 pairs of cranial nerves. Prerequisites: PTH400 and 410.
 Co requisite: PTH455.
- PTH450 (1)
Neurology of Motor Control Olson
 An introduction to the function and interaction of the primary areas of the nervous system involved in controlling human movement, including the cortex, spinal cord, peripheral receptor system, basal ganglia, cerebellum, and the vestibular systems. Students are introduced to terminology and concepts associated with both normal function and pathology in these areas.
- PTH455 (1)
Neuroscience Laboratory Banks
 Study of the prosected central and peripheral nervous tissues, models, and charts. Imaging will be used to compare normal to abnormal CNS presentation. Prerequisites: PTH400 and 410.
 Co requisite: PTH445.
- PTH457 (1)
Orthopedic Medicine Almeter
 Medical lectures covering selected topics in orthopedics, including common orthopedic diseases and the use of diagnostic testing and imaging in the orthopedic field.
- PTH460 (2)
Topics in Comparative Religion Russell
 This course surveys the major religious traditions of the world. Study includes an overview of origins; major philosophical and theological underpinnings; typical aspects of worship and ethics; and major social, cultural, and political influences. Study is done from a consciously Christian framework.
- PTH540 (2)
Pathophysiology II Banks
 Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes. Clinical presentations and pharmacological treatment of patients with those disease processes considered, as well as diagnostic tests and laboratory values used to identify pathological conditions. Prerequisites: PTH440.

- PTH601 (2)
Orthopedics I Almeter
 Presentation of fundamental physical therapy knowledge in the assessment and intervention of a patient with both acute and chronic conditions of the extremities. Screening of the cervical and lumbar spine prior to tests is covered, progressing to complete assessment and treatment of extremity joint pathologies. Diagnostic tests and results pertinent to the orthopedic patient are related to a physical therapy differential diagnosis. Co requisite: PTH611.
- PTH602 (2)
Orthopedics II O'Hearn
 A continuation of the presentation of information regarding orthopedic pathology of the spine with emphasis on treatment techniques for the different pathologies from a physician and physical therapist's perspective. A decision making model focusing on a differential diagnosis is incorporated throughout the course. Co requisite: PTH612.
- PTH610 (2)
Therapeutic Exercise Carlos
 Examines the systemic responses to exercise as related to both an acute nature and in response to training. Specific pathological conditions are discussed in relation to exercise testing and prescription, and a clinical decision making process is presented for working with additional pathological conditions. Co requisite: PTH620.
- PTH611 (2)
Orthopedics I Laboratory Almeter
 Clinical application and practice in the special techniques to assess and treat acute and chronic orthopedic pathologies of the extremities and spine. Co requisite: PTH601.
- PTH612 (2)
Orthopedics II Laboratory O'Hearn
 Designed for practice of the special techniques required in the assessment of intervention of acute and chronic orthopedic pathologies of the cervical, thoracic, and lumbar spine. Co requisite: PTH602.
- PTH620 (2)
Therapeutic Exercise Laboratory Carlos
 Practical demonstration and experience with responses to exercise, testing procedures, and exercise prescription, focusing on activities appropriate for clinical situations. Tests and interventions noted in the *PT Guide to Practice* are highlighted. Co requisite: PTH610.
- PTH621 (2)
Scholarly Inquiry and Dissemination Millar
 Introduction to the principles and practice of research, including designs, ethics, hypothesis testing and critical evaluation of clinical literature. Preparation and development of a graduate research proposal is interwoven throughout this course.
- PTH622 (1)
Research Statistics Millar
 Fundamental procedures in collecting, summarizing, presenting, analyzing, and interpreting statistical data. Statistical tests applied to medical specialties. Prerequisite: Co requisite: PTH632.
- PTH625 (2)
Cardiopulmonary Millar
 Lectures covering selected topics in cardiopulmonary medicine, focusing on clinical presentation, diagnostic tests, and medical and physical therapy interventions. Co requisite: PTH635.

- PTH627 (1)
Orthotics and Prosthetics Village
 Prosthetic management of upper- and lower-limb amputee and orthotic management of patients with disabilities requiring orthotic intervention. Co requisite: PTH637.
- PTH632 (1)
Research Statistics Laboratory Millar
 Practice in the computation of statistical data using appropriate formulas. Practical applications of techniques in research and statistical computations including probability, normal distribution, Chi Square, correlations, and linear regressions. Co requisite: PTH622.
- PTH635 (1)
Cardiopulmonary Laboratory Millar
 Emphasis on physical therapy assessment and intervention with cardiac and pulmonary patients. Practice of relevant techniques, such as stress testing, percussion, pulmonary function tests and breathing techniques, as well as other techniques identified in the *Physical Therapy Guide to Practice*. Co requisite: PTH625.
- PTH637 (1)
Orthotics and Prosthetics Laboratory Village
 Practice of the physical therapy techniques required in the application of orthotic and prosthetic devices. Special attention given to gait and function. Selected topics such as wheelchair modifications, miscellaneous ortho-rehab apparatus, and other assistive/adaptive devices included. Co requisite: PTH627.
- PTH640 (2)
Pediatrics Pawielski
 An overview of embryologic development, followed by normal infant/child development to 5 years of age with an emphasis on motor development. Identification of assessment techniques for infants and children with normal and abnormal development. Description of various pediatric pathologies encountered in physical therapy with appropriate corresponding assessment and treatment approaches. Co requisite: PTH650.
- PTH645 (4)
Physical Therapy Administration and Leadership Soper/Snyder
 A study of the organizational structures, operations, and financing of healthcare delivery institutions and an examination of the organization and interrelationship of their professional and support elements. Application of current health care management strategies and theory are related to the acute-care facility and independent practice.
- PTH646 (2)
Spirituality in Healthcare Zork
 A discussion of spiritual values from a Christian perspective, how faith and spirituality facilitate the healing process, and how these can be incorporated into patient care. Attention will be given to discerning and addressing the spiritual needs of patients/clients, family members, and ancillary medical staff in a professional environment.
- PTH647 (2)
Differential Diagnosis Millar
 Analysis of the decision-making process, with special focus on clinical guidelines, *Physical Therapy Guide to Practice*, and differential diagnosis. Differential diagnosis is addressed through comparison of systemic signs and symptoms, as well as appropriate diagnostic tests which may indicate involvement of a problem outside of the scope of PT practice.
- PTH650 (2)
Pediatrics Laboratory Pawielski
 Practice of physical therapy assessment of the infant/child that addresses different developmental domains. Practice in the special techniques required in assessment and treatment of pediatric patients diagnosed with selected pathologies. Introduces current treatment approaches, such as Neurodevelopmental Treatment (NDT), with their effects on treatment goals. Co requisite: PTH640.

- PTH651 (2)
Neurology I Olson
 Review of basic neurophysiological mechanisms specific to nervous system dysfunction, related to clinical concepts in treatment of conditions affecting the nervous system, such as spinal cord injury, head injury, stroke, and selected peripheral pathologies. Emphasis on comparing and contrasting facilitation techniques. Co requisite: PTH661.
- PTH652 (2)
Neurology II Olson
 Continuation of Neurology I, focusing on assessment and intervention with selected neurologic conditions. Common treatment techniques are compared, with rationale for use of each. Prerequisite: PTH651. Co-requisite: PTH662.
- PTH661 (2)
Neurology I Laboratory Olson
 Clinical application, rehabilitation practice, and techniques applied to nervous system dysfunction. Intervention techniques for conditions affecting the nervous system, such as spinal cord injury, head injury, stroke, and selected peripheral pathologies. Co requisite: PTH651.
- PTH662 (2)
Neurology II Laboratory Olson
 Clinical application, rehabilitation practice, and techniques applied to basic physiological and neurophysiological mechanisms specific to nervous system dysfunction. Focus on techniques appropriate for use with neurologic patients and evaluation of patient response to treatment. Prerequisite: PTH661. Co requisite: PTH652.
- PTH680 (2)
Clinical Practicum Coleman
 Practice of the knowledge and skills developed in the classroom and laboratory in a patient-care setting. This practicum consists of 4 weeks full-time physical therapy experience in clinical facilities affiliated with the university. Repeatable.
- PTH711 (1)
Clinical Reasoning I Almeter
 A course intended to enhance the skills associated with clinical reasoning within the Physical Therapy setting. It will address the thought process that enter into every aspect of patient care in the practice of physical therapy, from the history to the physical exam; the differential diagnosis to the development of the prognosis; the plan of intervention to the eventual discharge. Corequisite: PTH721
- PTH712 (1)
Clinical Reasoning II Olson
 A continuation of PTH711 Clinical Reasoning I. Prerequisite: PTH711 Corequisite: PTH722
- PTH721 (1)
Clinical Reasoning I Laboratory Almeter
 A continuation of PTH711 Clinical Reasoning I. Labs are designed to reinforce specific skills (evaluative or therapeutic) applicable to each lecture topic. Corequisite: PTH711
- PTH722 (1)
Clinical Reasoning II Laboratory Olson
 A continuation of PTH721 Clinical Reasoning I Laboratory. Prerequisite: PTH721 Corequisite: PTH712
- PTH726 (2)
Geriatrics Village
 Study of the unique characteristics of the geriatric patient, especially the physiological, psychological and social aspects, related to special needs in the physical therapy assessment, plan of care, and intervention.

- PTH728 (1)
Christian Finance Seminar Snyder
 This course emphasizes the principles of Christian stewardship in everyday life. It addresses stewardship not only as it relates to finances but also to other human resources such as time, and talent. It will also address the elements of personal and family budgeting and investing.
- PTH736 (3)
Psychosocial Issues in Healthcare S. Perry
 An introduction to psychosocial responses to illness and disability, especially the interpersonal relationships between the therapist, the family and the patient. Common psychiatric disorders are discussed along with their clinical diagnosis, treatment regimes, projected outcomes and methods for handling these responses in clinical situations.
- PTH748 (1)
Educational Techniques for Healthcare Professionals Hollingsead
 Examines and applies educational theory to skills utilized by the physical therapist in the classroom, community, and clinical facility. Topics include the educational role of the physical therapist, the taxonomies of learning, learning styles, multiple intelligence, and educational technology.
- PTH765 (1)
Ethical & Legal Issues in Healthcare Carlos
 Contemporary ethical issues are explored, including the relationships among peers, superiors, subordinates, institutions, clients, and patients. Illustrations include actual cases related to Christian biblical principles.
- PTH768 (1)
Professional Compendium Oakley
 Summarization of previous or added learning experiences relative to contemporary issues in physical therapy. An overview of the new graduate's role and responsibility to his/her patients and their families, employer, and community in the expanding physical therapy profession.
- PTH770 (0)
Practical Comprehensive Examination Millar
- PTH799 (1-2)
Research Project (topic) Millar
 Provides students with guidelines and supervision for data collection, analysis, capstone project preparation and oral presentation. To be repeated to 3 credits.
- PTH870 (0)
Written Comprehensive Examination Banks
- PTH880 (1)
PT Seminar Oakley
 Preparation of a personal portfolio, assessment of the clinical experiences and preparation for professional licensure.
- PTH881, 882, 883, 884 (4,4,5,5)
Clinical Internship I, II, III, IV Coleman
 Advanced full-time clinical experience (8-10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty-six to forty hours per week. May be repeated.

1. GENERAL INFORMED CONSENT

I, (Print Name) _____, understand that the primary goal of the Program in Physical Therapy is to graduate students who have acquired both the knowledge and skill needed to treat patients competently and safely. These skills are developed and refined through a variety of learning experiences in the classroom, laboratory, and clinical settings. I also understand that to successfully complete the program I must be able to meet the "Technical Standards of Performance for Physical Therapy students" as outlined in Section 2 and 3 of the DPT Student Handbook. I further understand that as a student in the DPT Program, I will be expected to participate in all learning experiences, both in the roles of "patient" and "therapist." I understand that I am expected to serve as a patient simulator for other students while in the Physical Therapy Program. This will help refine the psychomotor skills and procedures needed to perform safely in the clinic. These skills and procedures will include, but are not limited to, evaluation procedures to assess the cardiopulmonary, neuromuscular, musculoskeletal systems and treatment procedures including the use of manual therapies, ambulation aids, and modalities such as light, sound, cold, heat, electricity, and water. Learning experiences will be conducted under the guidance and supervision of licensed physical therapists, however I fully understand that these learning experiences may involve potential hazards or risks of injury to myself or others. I willingly assume any such risks.

In the event that I am injured in class or lab while working with a fellow student, I agree to report the incident to the class instructor and to complete an incident report. I agree that any medical care I may need as a result of the incident may be at my expense. I also agree that it is my responsibility to inform fellow students and instructors of any medical conditions that I have that would preclude my participation.

I have carefully read and fully understand this Informed Consent. Initials _____

2. RELEASE OF INFORMATION

I give consent for the Physical Therapy Department to:

- a. release my name, year of education, address, phone number, and photo, for APTA student membership, state licensure, AUPT marketing, or clinical experience arrangements.
- b. share information about my professional behavior/academic performance with those people seeking references for job placement.
- c. share information about my professional behavior/academic performance with my parents/legal guardians.

Any other use of this information must have my written approval.

Initials _____

3. STUDENT HANDBOOK AGREEMENT

I do certify that I have received a copy of the Physical Therapist Program Student Handbook. I understand that I am responsible for the information contained therein and must abide by the policies as listed in the Physical Therapist Program Student Handbook.

Signature _____

Date _____