

***Transitional Doctor of
Physical Therapy (T-DPT)
and
Doctor of Clinical Science in
Physical Therapy (DScPT)
Student Handbook***

Berrien Springs, Michigan

Updated August 2014



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SECTION 1

TRANSITIONAL DOCTOR OF PHYSICAL THERAPY (T-DPT) & DOCTOR OF CLINICAL SCIENCE IN PHYSICAL THERAPY (DScPT) PROGRAM

1.1 Andrews University Mission

Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church.

Accordingly, students are challenged:

- to be inquisitive
- to think clearly and communicate effectively
- to explore the arts, letters, and sciences within the context of a Christian point of view
- to develop competencies in their chosen fields of study
- to prepare for a meaningful position in the work place
- to respect ethnic and cultural diversity
- to embrace a wholesome way of life
- to heed God's call to personal and moral integrity
- to nurture life in the Spirit, and
- to affirm their faith commitment.

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 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 The t-DPT/DScPT Statement of Philosophy

The Physical Therapy programs affirm 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 T-DPT/DScPT Curriculum Plan

The T-DPT/DScPT curriculum builds upon the physical therapist's entry-level degree preparation and clinical experience. It will provide a knowledge base to prepare the clinician to practice as a direct access provider.

The T-DPT Program prepares the clinician to practice as a direct access provider. The curriculum is sensitive to the interests and changing needs of practitioners, patients, clients, families, caregivers, to the 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. Research within the academic experience greatly enhances the preparation for evidence-based practice as clinicians and contributes to the professional body of knowledge. The program fosters independent learning, stressing critical inquiry and autonomous practice.

The DScPT curriculum has its emphasis in orthopedic manual therapy and fully prepares the clinician to be an orthopedic specialist. From the tDPT or entry level DPT curriculum, the DScPT student progresses to a specialized manual therapy curriculum which culminates in the attainment of nationally recognized certification as a manual therapist. This program prepares the clinician to serve as a leader in the field of orthopedic physical therapy not only in the clinic but also in the development of research and evidenced based practice.

It is of utmost importance to instill within the learner the importance of spirituality not only in their personal life but also within the delivery of care to the clients they serve. Both programs seek to prepare the learner to discern the spiritual needs of their patients.

The T-DPT/DScPT Graduate

The graduate of the Andrews University Transitional Doctor of Physical Therapy or Doctor of Clinical Science in Physical Therapy program should be knowledgeable, self-assured, adaptable, reflective, and service oriented. Through critical thinking, lifelong learning, goals, and ethical values, 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 T-DPT/DScPT 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. The T-DPT/DScPT graduate must be prepared for all responsibilities and privileges of autonomous practice and be the practitioner of choice in clients' health networks. Graduates will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences.

The T-DPT/DScPT 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 autonomous practitioner of choice or clinical specialists that provide evidenced-based service throughout the continuum of care.

1.5 T-DPT Program Objectives

Graduates of the T-DPT Program will:

1. Continue to serve as a member of the physical therapy profession, promoting the delivery of safe, ethical, effective patient care while upholding the standards of the profession.
2. Demonstrate in-depth knowledge of the basic and clinical sciences relevant to physical therapy, both in their fundamental context and in their application to the discipline of physical therapy.
3. Demonstrate competency in clinical skills necessary to conduct a comprehensive physical therapy evaluation, establish a differential diagnosis, determine patient prognosis, establish intervention and/or prevention activities, and provide health and wellness programming.
4. Provide "primary care" to clients/patients within the scope of physical therapy practice.
5. Demonstrate expressive and receptive communication skills necessary to display an appreciation of individual differences when delivering physical therapy care and when interacting with clients/patients, healthcare team members and others.
6. Model personal behavior which accurately reflects their spirituality, and understand and utilize the role of prayer and faith in the complete healing process.
7. Possess the critical inquiry skills necessary to evaluate his/her professional knowledge and competencies in relation to contemporary physical therapy practice, along with evaluating current research, theory and techniques so as to design a professional development plan necessary to integrate new knowledge into effective patient care.

8. Possess leadership skills necessary to serve as a leader in their physical therapy practice setting and community healthcare network.
9. Possess knowledge of the capabilities of other health care providers and the critical thinking skills necessary to determine the need for referral to those individuals.
10. Participate in research and the advancement of physical therapy at the community, state or national level.

1.6 DScPT Program Objectives

Graduates of the DScPT Program will meet all of the objectives as listed above for the T-DPT graduates. In addition, the DScPT graduates will:

1. Attain nationally recognized certification in orthopedic manual physical therapy
2. Serve as an orthopedic clinical specialist in their physical therapy practice setting and community healthcare network
3. Be prepared to serve as an orthopedic clinical specialist educator in entry-level physical therapist programs.

1.7 T-DPT/DScPT Program Objectives

Transitional Doctor of physical therapy graduates have the requisite knowledge and skills to be prepared for autonomous practice, and provide contemporary evidenced-based service throughout the continuum of care. They will be the practitioner so choice for health networks and provide culturally sensitive care distinguished by trust, respect and an appreciation for spirituality in healthcare. In addition to these skills, DScPT graduates will serve as orthopedic manual therapy clinical specialists in physical therapy practice settings, community healthcare networks, and academic settings.

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SECTION 2

TECHNICAL STANDARD OF PERFORMANCE

The intent of the T-DPT and DScPT and program is to graduate individuals who are prepared for all responsibilities and privileges of autonomous physical therapy practice. To function at this 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 T-DPT/DScPT 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 (C.P.R.) 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/or 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/or 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

The Physical Therapy Program faculty is 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 success in that profession.

Generic abilities specific to the practice of physical therapy were 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 specific generic abilities:

3.1 Generic Abilities

Commitment to Learning

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.

Interpersonal Skills

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

Communication Skills

The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.

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.

Problem-Solving

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

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.

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.

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 academic 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. Students will be working with many instructors via email and telephone conversations. All communications are expected to occur in a polite, tactful and professional manner. Courses in both the tDPT and DScPT programs are run within a scheduled time period. A measure of these generic abilities is the method by which students handle situations that arise that will impair

their ability to comply with all of the course deadlines. Students who are experiencing difficulties while in a course are expected to participate in timely communications with the course instructor and, if necessary, the program director to address these problems.

If an instructor and or clinical supervisor has evidence of a student's failure to comply with these professional expectations, the program director will be notified. Upon review of the evidence and agreement by the Program Faculty Council, the students will be notified in writing of their deficiency. The student must then develop a corrective plan of remediation to be submitted for approval by the Program Faculty Council. If the remediation plan is not followed, the student can be dismissed from the program by a vote of the Postprofessional Faculty Council.

3.2 Academic Integrity

Honest, ethical behavior is an important part of professional behavior. 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 official 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 (e.g., homework assignments).
- 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.
- Copying 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).

The preceding examples of academic dishonesty are valid for EVERY assignment or exam given throughout the course of the student's doctoral program. Plagiarism is not allowed on any written work that the student submits in the program. Proper identification of sources is required at all times. If there is confusion as to how to properly site sources, please refer to the style manual or if needed, ask the instructor. One goal of the Postprofessional program is the development of individuals who will be capable of contributing scholarly works relevant to the field of physical therapy. Unfortunately, not all individuals have applied the concepts of professional ethics to their work. The phrase "scientific misconduct" has been identified to describe ethical problems that have been identified in scientific and academic publications. An addendum, taken from the American Medical Association Manual of Style, details some of the important concepts of scientific misconduct. These concepts, as well as the preceding examples identified above, serve as guidelines for scholarly work of any kind. Furthermore, as a professional, you are expected to know and understand these guidelines. Not knowing what plagiarism is, is not an acceptable excuse!

SECTION 4 GRADING PROCESSES

4.1 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. It 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.

Students are expected to keep track of their academic standing in all courses at any time. A student whose grade point average falls below the minimum required for an academic session (3.0) is automatically placed on academic probation and continued enrollment is subject to the recommendation of the Postprofessional Physical Therapy Faculty Council. If a student receives a C- or below in any required course, the course will need to be repeated.

4.2 Academic Integrity Offenses

The Andrews University policy on academic dishonesty includes incremental discipline for multiple offenses and severe penalties 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. Any instance of academic dishonesty will be documented by the instructor and the documentation will be placed in the student file.

4.3 Grade Issuance

Course Grades

Course grades are issued by the course (lecture/lab) instructor, course coordinator, or program administrator. Explanation of the grading process for each course is detailed in the respective course syllabus. The grades are normally submitted to the Records Office when all students have completed all of the assignments and the instructor has finished grading these assignments. The Postprofessional program does not adhere to the general University semester system so deferred grades (DG) are commonly required as the grades must be submitted prior to the course being completed.

Posting Scores

Students wishing to know their final grade before the University posts the official grade on the Web may contact the instructor to receive their grade. Student scores may be posted during the academic session, at the discretion of the instructor, through an anonymous identification system.

Grade Problems

Only the instructor, course coordinator, or program administrator are allowed to discuss grades with the student(s). Any grades given to the student by means other than the official university postings are considered unofficial and are not binding. Grading problems not resolved by the instructor must be taken to the program administrator and/or Postprofessional faculty council.

4.4 Patient Simulators

By the very nature of the profession, the Postprofessional physical therapy program maintains a hands-on curriculum. Because of this each student is expected to serve as a practice subject (or patient simulator) for other students while in the Postprofessional physical therapy program. Students are expected, however, to identify areas that may be at risk for advanced manual therapy practice and disqualify themselves as a practice subject for these areas.

4.5 Examination and Assignment Schedules

Examination and assignment schedules are printed along with the respective class/laboratory schedules. The final examination date and time may also be listed in the course syllabus. Exceptions for taking quizzes, examination(s), or completing assignments must be made to Instructor and Program Director. Students must submit a request to his/her instructor at the **beginning** of the academic session in order to be considered. Exceptions are only granted for emergency situations. **Arrangements made prior to the issuance of the printed class schedule for any given academic session are made at the student's own risk and cannot be considered as reason for exception on an examination time. The program will attempt to publish a yearly schedule in a timely fashion for students to minimize any time conflicts.**

4.6 Late Grades

Due to the nature of the T-DPT/DScPT program academic sessions do not always follow the university calendar for academic session start and stop. For this reason, participants in courses whose requirements are not completed by the end of the university marking period will receive a deferred grade or DG. The permanent grade is submitted later when the grading process is completed.

Students who are unable to complete a course in the time frame established by the program will receive an "INCOMPLETE (I)" rather than a DG. Prior to the issuance of the "I", the student should have been in contact with the instructor as to the circumstances necessitating this (see Generic Abilities 3.1). The student is required to establish a timeframe that he/she will be able to complete the work by, with the course instructor. Once this has been established, the student **must** adhere to this timeline. Failure to do so will result in the grade defaulting to the percentage earned up to the point of the missing work. All "I"s must be cleared within a 1 year time period.

4.7 Graduate Scholastic Requirements

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

1. A grade of "C" (2.00) or greater in each graduate course
2. An "S" grade in all courses which have Satisfactory/Unsatisfactory grading.
3. 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 GPA back above the 3.00 minimum.

4.8 Exceptions and Remediation

Exceptions to Grading Policies

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

4.9 Graduation Requirements

Students must meet all the following criteria:

1. Satisfactory completion of all required course work and a minimum graduate GPA of 3.0 is required for the completion of the Transitional Doctor of Physical Therapy or Doctor of Clinical Science in Physical Therapy degree.
2. Students must have satisfactorily completed their Capstone Project with proper verification of this from the Chair of the students Capstone committee.

DScPT Students Only

3. Proof of NAIOMT Level III certification or manual therapy certification from another approved program.
4. Proof of competency credit towards or satisfactory completion of 60 hours of 1:3 clinical supervision by an approved clinician.

SECTION 5 ATTENDANCE

5.1 Class Attendance

Regular attendance at all classes, laboratories, and other academic appointments during scheduled sessions are required of each student. Faculty members are expected to keep regular attendance records. Unless otherwise stated, class hours will be 8:00 a.m. until 6:00 p.m. on all days of an on campus session.

5.2 Excused Absences

Due to the nature of the program absences from both didactic and online courses are not allowed. Student who unexpectedly experience life circumstances which prohibits their attendance will be allowed to petition the Physical Therapy Faculty Council for a deferment. Evidence of the incident necessitating the absence will need to be provided. The student will be required to attend the session missed the next time it is offered in the calendar year. The student is expected to contact the department administrative assistant to register for the course at the time of registration for the semester that the course is offered (normally once per year). The student will not have to repay tuition.

If the student fails to rejoin the class the next time that it is offered or the student fails to complete the course on the second attempt, the student will receive the grade earned to date. If this is a non-passing grade, the student will be required to re-register and repay for the course at a future date.

SECTION 6 ACADEMIC TERMS/REGISTRATION

6.1 Schedule for Bachelor or Master's degree Students

YEAR 1	YEAR 2	YEAR 3
Session 1 On Campus (DScPT & t-DPT) PTH500 Doctoral Colloquium 2 CR PTH545 Advanced Clinical Physiology 3 CR PTH630 Clinical Research (Distance Learning) 2 CR	Session 5A On Campus (DScPT & t-DPT) PTH537 NAIOMT Level II Upper 3 CR PTH557 NAIOMT Thoracic Spine 2 CR	Session 9 On Campus (DScPT) PTH546 NAIOMT Level III Upper 3 CR PTH798 Capstone Experience 1 CR
Session 2 On Campus (DScPT & t-DPT) PTH718 Clinical Screening and Differential Diagnosis 3 CR PTH740 Advanced Topics in Clinical Research 3 CR	Session 5B Distance Learning (t-DPT) PTH750 Professional Communication & Consulting 2 CR PTH798 Capstone Experience 2 CR	Session 10 (DScPT) PTH550 NAIOMT Supervised Clinical Practice 4 CR
Session 3A Distance Learning (t-DPT) PTH549 Principles of Contemporary Leadership 3 CR PTH798 Capstone Experience 1 CR	Session 6A Distance Learning (DScPT) PTH549 Principles of Contemporary Leadership 3 CR PTH615 Clinical Pharmacology 2 CR	Session 11 On Campus (DScPT) PTH547 NAIOMT Level III Lower 3 CR PTH798 Capstone Experience 1 CR
Session 3B On Campus (DScPT) PTH536 NAIOMT Level I 3 CR PTH798 Capstone Experience 1 CR	Session 6B Distance Learning (t-DPT) PTH590 Comparative Religion 2 CR PTH615 Clinical Pharmacology 2 CR	Session 12 On Campus (DScPT) PTH548 NAIOMT Level IV 3 CR PTH798 Capstone Experience 2 CR
Session 4 Dist. Learning (DScPT & t-DPT) PTH730 Medical Diagnostics 2 CR PTH760 Applications of Clinical Research 2 CR	Session 7 On Campus (DScPT) PTH538 NAIOMT Level II Lower .. 3 CR PTH798 Capstone Experience 1 CR	
	Session 8 Dist. Learning (DScPT & t-DPT) PTH748 Educational Techniques for Healthcare Professionals 3 CR PTH646 Spirituality in Healthcare 2 CR	

- After session 8, t-DPT students are eligible for graduation pending the completion of the Capstone Experience.
- DScPT student are responsible for attaining the necessary elective credits through an approved plan with the assistant program director. These credits are not reflected on this schedule.

6.2 Schedule for DPT to DScPT Students

YEAR 1	YEAR 2	YEAR 3
Session 1 On Campus PTH536 NAIOMT Level I 3 CR PTH798 Capstone Experience 1 CR	Session 5 On Campus PTH537 NAIOMT Level II Upper 3 CR PTH557 NAIOMT Thoracic Spine 2 CR	Session 8 On Campus PTH547 NAIOMT Level III Lower 3 CR PTH798 Capstone Experience 1 CR
Session 2 Distance Learning PTH549 Principles of Contemporary Leadership 3 CR Differential Diagnosis 3 CR	Session 6 On Campus PTH546 NAIOMT Level III Upper 3 CR PTH798 Capstone Experience 2 CR	Session 10 PTH550 NAIOMT Supervised Clinical Practice 2 CR
Session 3 On Campus PTH538 NAIOMT Level II Lower 3 CR PTH798 Capstone Experience 1 CR	Session 7 PTH550 NAIOMT Supervised Clinical Practice 2 CR	Session 12 On Campus (DScPT) PTH548 NAIOMT Level IV 3 CR PTH798 Capstone Experience 2 CR
Session 4 Distance Learning PTH760 Applications of Clinical Research 2 CR		

- DScPT student are responsible for attaining the necessary elective credits through an approved plan with the assistant program director. These credits are not reflected on this schedule.

6.3 T-DPT/DScPT Curriculum Outline

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

6.4 T-DPT/DScPT Course Description Outline

The *Course Description Outline* provides an abbreviated course description for each of the required courses in the t-DPT/DScPT 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.

6.5 Academic Credit Hours

In November 2010 the U.S. Department of Education adopted new regulations regarding an eligible institution's awarding of academic credit for the Title IV federal financial aid purposes. These revised regulations consisted of two parts:

1. A federal definition of the credit hour applicable to eligible institutions and
2. Requirements for accrediting agencies, as a condition of their recognition, to review the institution's policies and procedures for determining credit hours and the application of those policies and procedures in practice, using the federal definition.

The revised regulations further required the recognized agency to require the institution to take action to address any deficiencies and to report any systematic noncompliance to the Secretary of Education. After consulting with institutions and studying the recent Dear Colleague letter generated by the Department of Education, the Higher Learning Commission drafted the following recommended policy.

ASSIGNMENT OF CREDIT HOURS

The institution's assignment of credit hours shall conform to commonly accepted practices in higher education. Those institutions seeking, or participating in, Title IV federal financial aid, shall demonstrate that they have policies determining the credit hours awarded to courses and programs in keeping with commonly-accepted practices and with the federal definition of the credit hour, as reproduced herein for reference only, and that institutions also have procedures that result in an appropriate awarding of institutional credit in conformity with the policies established by the institution.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practical, studio work, and other academic work leading toward to the award of credit hours.

6.6 Electives

Each student needing elective credit(s) will need to submit a proposal to the Program Director for each elective course they wish to use to satisfy the credit requirement. Andrews University will not routinely schedule elective courses. However, if enough students wish to take the same course, this may be considered. Examples of things that can be used towards the elective credits include:

1. Graduate courses from other universities in the areas of orthopedic physical therapy, business, education, or religion.
2. Continuing education courses in orthopedic physical therapy, women's health, sports medicine, aquatic therapy, vestibular rehab or any other subject within the realm of orthopedic physical therapy, physical therapy education; religion/spirituality or business management.
3. Home study courses from the APTA dealing with subjects such as those listed in #2.

4. Set up of an independent study in a particular topic that may include many aspects such as a review of the literature, case studies, intern hours with a specialist, in-service presentation, etc. Please see Guidelines of Independent Studies in the Appendices.
5. Courses used for elective credits will count toward the didactic hours of elective course work, but further academic work will be required to receive an actual grade for the course. The student will work with their academic advisor to establish meaningful outcome measures for the course topic. Once completed, these outcome measures are reviewed by a committee of 3 persons and the final grade consists of the average of these 3 ratings.

6.7 Registration Procedures

The Postprofessional Program is set up in short course format and/or in directed independent/distance learning sessions. Due to this, our session starts and finish dates are not always at the beginning of the University's semester schedule. This creates problems for student who received student loans, who are seeking to retain previous loan deferment status, and in usage of library services throughout the semester.

In order to remedy some of these problems, Students will be registering for classes at the BEGINNING of each semester that the session falls in, even if the session does not actually start until the middle or end of that semester. For student who have student loans, this will insure that they stay continuously enrolled and will not be pushed into repayment status. For financial aid purposes and for loan deferment you must be registered for at least half-time status which is 4 credits in a graduate program. It is your responsibility to make sure that you are registering for 4 credits or you may lose your deferment status. This is for **each** semester that you want to defer your loans.

Most registration is completed through Registration Central. The exceptions are Independent Study or Competency credits with a PTH590 prefix. The department will email all information on which courses are to be registered for prior to the beginning of each semester.

To get to Registration Central go to <https://vault.andrews.edu/vault/goto/registraiton/central>. Use your Andrews login information. Follow the steps for selecting the current semester. Click on Course Registration and follow the steps to register. Once registration is complete go back and complete your Financial Plan. Financial Plan will need to be completed first if registering after the 15th of the month that registration is due or the 15th of the month prior if registration is due before the 15th.

For all other courses the appropriate registration forms will be emailed to the students prior to the beginning of the semester. Registration **MUST** be completed by the dates given in the email. Failure to do so may interfere with proper distribution of student loans or retaining deferment status for those students receiving financial aid. For those students paying independently, failure to register at the appropriate time will result in a late fee and a denial of access to Moodle, the Library and other campus services.

NAIOMT COURSE REGISTRATION: It is the student's responsibility to register and pay the deposit for each NAIOMT course as you will not be automatically enrolled, due to the variability in each student's plan. It is suggested that you register and pay the deposit at least 6 months in advance. A registration form can be found online at www.andrews.edu/shp/pt/postpro/con_ed.html.

6.8 Summer Classes and Student Loan Status

The online courses that are offered during the summer (Applications of Research, Medical Diagnostics, Spirituality in Healthcare, Educational Techniques) will run from Jun/July through no later than the end of October. This spans 2 semesters at AU but you will only be registered for these courses in the summer semester; **they do not count toward your credit requirements to maintain your loan deferral status for the fall semester.** In order to maintain this status, you MUST register for at least 4 credits during the fall semester. This is when you could register for some of the competency credits you may be eligible for or electives credits. If that doesn't work, you can use some capstone credits or for those who will be doing the clinical supervised practice credits for manual therapy certification, you can register for some of those credits. We can give deferred grades for all of these examples, so you do not have to feel that you have to accomplish all the work needed for completion of these credits at that time. Another option is to register for the PTH788 Project Continuation fee which will give you at least half time status for the semester. There is additional cost added to the total cost of the degree by doing this. **Again, we don't have a method of tracking who needs this so it is YOUR responsibility to keep track of your loan status and register for these credits to keep your loan status secure.**

6.9 International Students

For any semester that you will be on campus, you **MUST** be registered for 8 credits. This is government policy. International students must have a current I20 and/or F1 student visa to enter the country. Student must fill out the budget sheet available in the application packet; have a letter of acceptance and a valid bank statement showing available funds to apply for the I20. These **need to be submitted to enrollment management at least 2 months prior to entering the USA. The I20 is valid for 6 months. If the student is going to need to enter the country after the initial 6 months, they must contact International Student Services at (269) 471-6398 or iss@andrews.edu to get an extension.**

SECTION 7

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 *Bulletin* and *University Student Handbook* provide a more comprehensive view of available services. Please note that since some sessions are held during campus breaks, all facilities may not be available.

7.1 Terrace Café and Gazebo (ext. 3161)

Located on the second floor of the Campus Center, the Terrace Café operates a vegetarian and vegan dishes in an all you care to eat format.. The Gazebo is located in the Campus Center next the student lounge. The menu includes a wide selection of sandwiches, side orders, fountain items and an extensive salad bar.

7.2 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.

7.3 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 A.M. to 4:00 P.M. 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.

7.4 Campus Store (ext. 3287)

Located in the Campus Plaza, the campus stores 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.

7.5 Computer Laboratory Centers

There are three major computing laboratories on campus that are available for use by registered students and faculty who supply their own drives to store personal data files. Various computer programs are available including word processing, spread-sheets, databases and statistical packages. These labs are located in Bell Hall 182 (ext. 6020), Nethery Hall 208 (ext. 6010), and Chan Shun Hall 225/226 (ext. 3422). 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 9 of this handbook.

7.6 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.

7.7 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.

7.8 Housing Information

Andrews University has guest room accommodations available on campus. Contact Guest Services for more information at 269-471-3360/3670 or go online to www.andrews.edu/about/visiting/stay_at_andrews.edu. These rooms are available on a first come, first serve basis

There are several local hotels that also provide accommodations here in the area.

Candlewood Suites 2567 W. Marquettewood Rd Stevensville, MI 269-428-4400 Hwy I-94, exit 23 Ask for special Rate for Andrews	Hampton Inn 5050 Red Arrow Hwy Stevensville, MI 269-429-2700 Hwy I-94, exit 23
Holiday Inn Express 3019 Lakeshore Dr. St. Joseph, MI 269-982-0004 Hwy I-94, exit 23, North on Bus. I-94	Silver Beach Hotel 100 Main Street St. Joseph, MI 866.514.6232 Hwy I-94, exit 23, North on Bus. I-94
The Upper Room (fully equipped 3 bedroom apartment) Ideal for families or students who could share. http://berriensupperroom.com	

7.9 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.

7.10 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. There is also a small resource room in the physical therapy department rich with physical therapy related materials.

For those students who come on campus in August, a library orientation is part of the program orientation. To request articles when off campus please go to <http://www.andrews.edu/library/ocls/offcamp.html#requests>. If the journal you need an article from is held at the James White Library (JWL) they will scan the article and email them to you. For interlibrary loan requests, please go to <http://www.andrews.edu/library/RefDesk/services/borrowing-off.html#2> for a description of the policies regarding these requests. There is a limit of 10 requests per week. Students are encouraged to be familiar with the holdings at their local libraries or hospital libraries as many times the articles can be accessed in these facilities.

7.11 Writing Center (ext. 3358)

Located in Nethery Hall 203, 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.

7.12 Miscellaneous

While on campus, students are invited to make use of the pool, women's or men's health clubs and the track. Information on the pool can be obtained by calling extension 3255. Health Club information is available at the respective residence halls.

SECTION 8 STUDENT RIGHTS

8.1 Confidentiality

Information on the university policies concerning confidentiality may be obtained from *Andrews University Working Policy* 3:231. Available at www.andrews.edu/board.

8.2 Grievance

Students who feel they have a legitimate grievance concerning a grade or treatment in a particular course may appeal to the teacher or course coordinator of that course. If a satisfactory solution to the problem cannot be reached, students then take their complaint to the program administrator, the department chair, the dean of the College of Arts and Sciences, the ombudsperson, the vice president for academic administration, and the president in that order. The department chair may request a written confirmation of each concern before appropriate follow through is made. It is then the student's responsibility to provide the requesting party with written verification of their concern.

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 *Andrews University Working Policy* 3:292.)

8.3 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 *Andrews University Working Policy* 3:294 for more specific information.)

8.4 Discrimination and Harassment (Including Sexual Harassment)

Please contact your program administrator, 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 *Andrews University Working Policy* 3:272 for more information.)

8.5 Petitions

Transcripts are evaluated at the beginning of the program to assess which classes can be transferred in to replace a course or for electives. At this time the program office will fill out the required petitions. These petitions are required to be turned in before graduation.

8.6 Student Injuries

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:

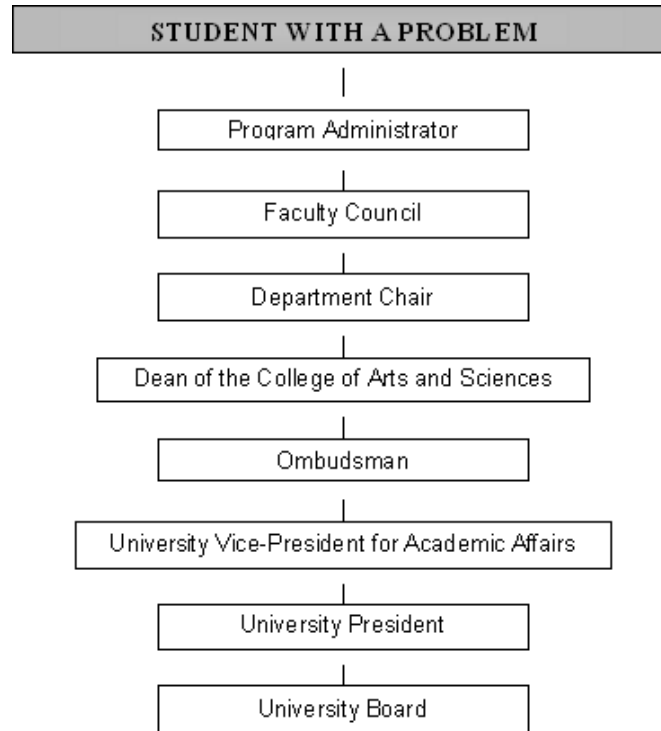
Campus

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.

8.7 Problem Resolution

Several things should be noted:

1. It is hoped that the problem will be solved 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 program administrator. If possible the administrator 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.



8.8 Risk Situations

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

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 signed statement from the student's 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 and is obtained from the Postprofessional administrative assistant.
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 program director. 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.
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 program administrator.***

SECTION 9

PROGRAM POLICIES/PROCEDURES AND OFFICE PERSONNEL

9.1 Program Office Personnel

Postprofessional Marketing & Administrative Assistant

The Postprofessional Administrative Assistant is primarily responsible to the program administrator.

Duties include:

- Maintains the student files in the program office
- Coordinates the course/teacher evaluations conducted by the students each session
- Monitors department policies and procedures, and curriculum issues
- Triages student financial concerns
- Assists students with registration activities in the Postprofessional program

9.2 Office Hours

Physical Therapy Program Office

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 – 5:00
Friday	8:00-12:00

9.3 Faculty Office Hours

Faculty who have offices in the physical therapy building 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 their respective administrative assistants.

9.4 Photocopiers

Please see the Postprofessional Administrative Assistant to make copies. There is a 10¢ charge per page.

9.5 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.

9.6 Student Email

All students will get an email account through Andrews University and must monitor it regularly. Teachers routinely send messages to students concerning changes in class schedules and information for assignments, exams or quizzes. It also serves as a nice way for you as students to contact the program office or send messages of encouragement to each other.

9.7 Telephones

Personal Calls

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

Incoming Calls

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

- ***Only in an emergency*** will the student be called from a class or laboratory.

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.

9.8 Use of Facilities

Remember back to your first visit to Andrews University. What were your first impressions as you walked through the Physical Therapy building? First impressions do count. We have many visitors (prospective students, people coming to be research subjects, clinical patients, 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

A refrigerator and microwave oven are located in the student lobby. The physical therapy kitchen is available for group functions but must be cleared immediately after each use. Do not use the refrigerator in the kitchen as it is cleared out regularly and all items are discarded. Please be sure to pick up all trash and clean all areas utilized prior 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 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. 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.

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 required 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 towel 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 three large computer labs on campus. Bell Hall, Nethery Hall and Chan Shun Hall all have computer resources available to all students. In addition, the physical therapy department 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. Students may see the administrative assistant to purchase printing rights in the computer lab. 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.

Other Department Facilities

Use of any department facilities or equipment must be cleared in advance with the Postprofessional 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 7:00 a.m. to 11:00 p.m. Sunday through Thursday and 7:00 a.m. until 2 hours before sundown on Friday. Students are not permitted in the building after 11:00 p.m. and during Sabbath hours.

9.9 Classroom Use

Students requesting the use of the physical therapy building classrooms for extracurricular activities should contact the operations assistant.

9.10 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, patients, research subjects, delivery vehicles, and visitors.

9.11 Transportation

Each student is responsible for their own transportation to and from classes, clinicals, or any other school function. For a fee, Andrews University's Transportation department provides a pick-up service to/from the South Bend airport. Please call 269-471-3519 at least 24 hours in advance for pick-up service.

9.12 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, first 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 8.6

SECTION 10

FINANCIAL INFORMATION

10.1 Program Application Fee(s)

Please see the Andrews University's *General Information Bulletin* for amounts and the *Physical Therapist Postprofessional Program Information Packet* and online at www.andrews.edu/apply for specific details on how and when they should be paid.

10.2 Tuition Fees

The Physical Therapy Postprofessional Programs tuition rate applies to the physical therapist education program and covers both the tuition and professional education fee. There are no discounts for students who already have a degree from Andrews University.

There is a Registration Fee that applies for each semester that a student registers for classes. Currently this fee is \$115 but is subject to change with University policy. If you have not fully been accepted the fee will be higher until you are accepted. If you get all paperwork in to be fully accepted within the first semester the fee can be reversed to the \$115

10.3 Project Continuation Fee

Each semester that you are not enrolled in any other classes, you must register for and pay a continuation fee to keep your "active" student status. This fee is currently \$220 per semester, but is subject to change with University policy. This "active" status will give you access to the Library, student advisor, program director, administrative assistant, and other University personnel and services. If you are not registered for any courses and have not paid this fee you will lose access to previously mentioned University services. Once you have completed all course work and have not yet finished your Capstone, you will automatically be charged this fee each semester until completion of your Capstone.

10.4 Financial Aid

The Student Financial Services Office handles all financial aid applications and processing of financial aid as well as payment arrangements for financial aid recipients. Please contact Student Financial Services to discuss with your financial advisor any questions you have regarding the financial aid process and time line. Work closely with your financial advisor to be certain that your financial aid/ payment plans are in place well before the beginning of your program, and each Session as they happen. Also visit the APTA Foundation website for more information on grants and scholarships available for post professional students.

10.5 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.

10.6 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. Syllabi greater than 100 pages will be charged and distributed to the students by the instructor of each course. All syllabi that include a copyright charge will also be charged to the student.

SECTION 11

DSCPT SUPERVISED CLINICAL PRACTICE

PTH550 NAIOMT Supervised Clinical Practice (1-4 cr)

A packet with all information needed for Supervises Clinical Hours is online at www.andrews.edu/shp/pt/postpro/resources_student.html.

11.1 Registration

Before you go to any site or count hours towards this class from a colleague in your work environment, you must register for the class. If you complete hours and are not registered for the class BEFORE the hours were done, they do not count towards credit for this course. This is to ensure that you are under the University's liability plan WHILE you are acting as a student in our program. If you are planning to use these hours towards the NAIOMT Clinical Fellowship program, you must be registered in the NAIOMT program BEFORE doing the hours. Please see course outline for specific requirements on number of credits per block of hours.

11.2 Contract

Going along with what was discussed above, you MUST have a signed contract in place between the facility and clinical instructor you are using and Andrews University BEFORE doing your clinical hours. This again protects you under the Andrews University liability plan. When you are ready to arrange for the Supervised Clinical hours, please go to the Supervised Clinical Packet online at www.andrews.edu/shp/pt/postpro/resources_student.html. Please read through the Contract Agreement (to ensure that you have met all the requirements) and then obtain appropriate signatures from the facility on both copies. Once signed, please forward the documents to the Postprofessional Assistant at Andrews University. These will then be completed at Andrews University and copy will be returned to the clinical site. This contract must be in place before any clinical experience can commence.

11.3. License

If you are licensed to practice physical therapy in the state that you will be receiving your supervised clinical practice, then your clinical instructor does NOT have to co-sign your notes. If you are NOT licensed in the state where you are receiving your supervised clinical practice, then your clinical instructor DOES have to co-sign all of your notes and you would sign them as: John Doe, SPT

11.4 Clinical Instructors

For our requirement you have several options as to who is qualified to be your clinical instructor. You may use a NAIOMT certified clinical instructor, a NAIOMT COMT who has been certified for >1 year, a FAAOMPT, or in Canada – a clinician who has passed Part B exam in Orthopedic Manipulative Therapy and been in practice for >1 years since passing the exam. Up to 30 hours can be completed with a NAIOMT CMPT that has been certified for >1 year. You may also use a credentialed individual who has graduated from another recognized program. For this last type of individual, you would be required to submit a copy of the person's CV for review and get prior approval from Andrews University that they may function as your clinical instructor. Your clinical instructor may not currently be enrolled in the Andrews University DScPT program.

11.5 Evaluation

We will be using a modification of NAIOMT Clinical Performance Evaluation. You will be required to have been checked off as satisfactory for all skills from Level I through Level III to successfully complete PTH550. Realize that you may not get all the skills checked off on your first affiliation. The requirement is that all will be complete by the time you finish your total hours for the course, to receive a satisfactory grade in the course. In the event a skill is unable to be observed directly with patient care it is acceptable for you to perform the task or skill on your clinical instructor to allow the instructor the ability to grade you on this performance. However, performance of the item on an actual patient is the preferred method. We will send a packet with the evaluation forms to your clinical instructor prior to your affiliation with appropriate instructions Please see course outline for specific requirement for satisfactory completion of PTH550.

11.6 Supervised Hours and Level III O/P

You MUST complete at least 30 hours PRIOR to attempting the Level III O/P exam. Registration for the O/P is done through NAIOMT not AU. NAIOMT will charge you their fees for all the prior tests you have taken with Andrews.

SECTION 12

RESEARCH CURRICULUM

12.1 Curriculum

For any doctoral program in physical therapy, it is expected that at the conclusion of the program, the graduates will be proficient consumers and evaluators of the literature as well as, contributors to the growing body of evidence supporting what our profession does. These contributions can range from poster or platform presentations at state level meeting, to the same at national meetings with the ultimate hope of future publications by the graduates. With these expectations in mind, the research curriculum offered by the Postprofessional doctorate programs in physical therapy at Andrews University was established.

Three research classes are required for all Postprofessional doctorate students:

1. PTH630: Clinical Research 2CR

Introduces the student to the basic concepts of biostatistics and research design and the formulation of evidence based practice strategies.

2. PTH740: advanced Topics in Clinical Research 3CR

This course continues to cover the topics introduced in PTH630 in a more in-depth fashion. The student will learn how to set up a research study, as well as review the literature and analyze the validity of the information presented. An introduction to setting up outcome studies will also be covered.

3. PTH760: applications in Clinical Research 2CR

Information presented on how to develop and present a publishable quality case study; actual practice of doing an outcomes study in a clinical environment including statistical analysis and interpretation along with critiquing and evaluating current research are covered.

Three groups of students go through the doctoral Postprofessional program at AU: entry level BScPT's, MSPT's and DPT's. The required research classes differ among these 3 groups in recognition of what should have been retained from the previous degree.

1. The BScPT's are required to go through all three research classes that we offer in our curriculum.
2. MSPT's are expected to have a full grasp of Research Methodology and Design from their master's degree so they are not required to take that course. They are required to take PTH740 and PTH760.
3. DPT's, trained either through a tDPT program or entry level program are expected to be conversant with all information in Research Methodology and Design and have a working knowledge of statistical analysis. This is the expectation of CAPTE, the accrediting body of the APTA for anyone trained at the DPT level. Therefore, we only require PTH760 for these students.

The operative word in these explanations is "expected". That is, you as a doctoral student are expected to have the working knowledge of research necessary as a pre-requisite for either PTH740 or PTH760. It is not the professor's responsibility to make sure that you are competent in any pre-requisite knowledge required for the research classes in this program. Therefore, it is expected that you will do a personal assessment of your research knowledge and skills and adequately prepare yourself for entry into whatever research classes you are required to take in your curriculum. For BSc students, there is no pre-requisite and the full expectations of the doctoral research agenda will be covered in the mandatory coursework.

The textbook required for all of our research courses is: *Foundations of Clinical Research: Applications to Practice* (3rd Edition) Leslie Gross Portney (Author), Mary P. Watkins (Author).

The statistical software package that is used at AU is SPSS. These resources can be found at Amazon.com or any other online textbook site. Purchasing these materials and reading through them before the taking PTH740 and/or PTH760 is strongly recommended for MSPT and DPT students.

SECTION 13

CAPSTONE EXPERIENCE

The Capstone Project serves as an outcome component for both the t-DPT and DScPT degrees and at the same time allows students to make a valuable contribution to evidence-based physical therapy practice. It should represent the cumulative knowledge and skill that a student brings with them to the program and develops throughout their course of study.

13.1 Requirements

Students entering the program with a Bachelor's degree will be required to design and conduct an original scientific research study, analyze the results, and write it up in a publishable format for a selected peer-reviewed journal. Assuming previous experience with research, students entering the program with a Master's degree or entry-level DPT degree may conduct an original scientific research study as described above *OR* they may choose to prepare an advanced case report for publication, develop a marketable product, or perform some other type of scholarly work. The deadline for completion is approximately 1 month prior to the planned graduation date.

13.2 Registration and Academic Credit

Students may register for the Capstone Experience PTH 798 credits—4 credits for the t-DPT and 6 credits for the DScPT--as needed to maintain their status as a full-time student and keep them eligible for financial aid. Students will receive a "DG" or "Deferred Grade" for those credits until the project is completed at which time the Capstone Coordinator will change the grades to "S" or "Satisfactory." If a student drops out of the program and does not complete the Capstone Project, a "DN" or "Do not Need" grade will be given.

13.3 Capstone Coordinator

The first step toward completion of a Capstone Project is to prepare an Idea Paper for review by the Capstone Committee. Students may contact Caryn Pierce, PT, Capstone Coordinator (http://www.andrews.edu/shp/pt/faculty/pierce_caryn.html) to discuss ideas (optional) or e-mail Idea Papers to caryn@andrews.edu. The Capstone Coordinator will advise students on the development of idea papers, present idea papers to the Capstone Committee, and relay feedback from the committee to students. Additionally the Capstone Coordinator assigns an Andrews University (AU) Faculty Chair to each approved Project, approves External Committee Members, receives Verification of Completion forms from Faculty Chairs, and catalogs completed Capstone Projects.

13.4 Capstone Committee

Before students proceed with working on a Capstone Project, Idea Papers are subject to the review and approval of the Capstone Committee. All members of the Capstone Committee are physical therapists and Andrews University faculty members. They will be looking for **Quality**--worthy of doctoral level work and representative of program goals, **Academic rigor**--well grounded in the current literature and professional knowledge base, **Originality / Uniqueness**--something that originates with the student and has not been done before, and **Valuable Contribution**--something potentially publishable or marketable that will benefit the physical therapy profession. When an Idea Paper has been reviewed, the committee may approve, disapprove, ask for more information, or set guidelines as a condition for approval at a future date.

13.5 Andrews University (AU) Faculty Chair and External Committee Member

Once the idea for a Capstone Project has been approved by the Capstone Committee, a detailed Proposal needs to be developed and refined in consultation with an **AU Faculty Chair** assigned by the Capstone Coordinator and an **External Committee Member** selected by the student and approved by the AU Faculty Chair and Capstone Coordinator. The External Committee Member should be someone whose knowledge and skills complement those of the student and AU faculty Chair. For instance, the External Committee Member may serve as a content expert, statistician, editor, or source of research subjects—whatever is needed to round out the team. Verification of Completion must be provided to the Capstone Coordinator by the AU Faculty Chair after obtaining verbal or written approval from the External Committee member. Both the AU Faculty Chair and External Committee Member will be appropriately designated as co-authors on any published material that results from your collaboration. Ownership agreements will be drafted and signed in advance for work leading to the development of a marketable product.

13.6 Institutional Review Board (IRB):

All research Proposals involving human or animal subjects must be reviewed and approved by the Andrews University IRB prior to subject recruitment and data collection:

http://www.andrews.edu/services/research/research_compliance/institutional_review/ . Collecting data on human subjects without IRB approval violates U.S. Department of Health and Human Services regulations. It cannot be included in any project that receives academic credit through Andrews University and will not be publishable in professional journals.

13.7 Dissemination

With the student's permission the written portion of completed Capstone Projects will be catalogued in a searchable electronic database accessible through Andrews University's James White Library. This service is free and does not preclude publication. All students are encouraged to submit their projects for publication in appropriate journals or presentations at professional conferences. Continued support through this process may be provided by the AU Faculty Chair.

13.8 Additional Information

Once students have registered for PTH 798 Capstone Experience, they will have access to resources and information about different types of projects, templates for Idea Papers, and step by step instructions for IRB submission, and examples of approved Proposals, etc. at

<https://learninghub.andrews.edu>. Students who have not yet registered for Capstone credits but would like to view this information, may contact the Capstone Coordinator at caryn@andrews.edu to gain access.

APPENDICIES

SECTION 14 CURRICULUM OUTLINES

14.1 TDPT Curriculum Outline

TDPT Curriculum Outline for 2014/15

(35 Semester Credits)

Bolded courses are courses that require on campus time

FIRST YEAR	7 credits	Session 2, Spring 2015	20 credits
Session 1, Fall 2014			9 credits
PTH500 Doctoral Colloquium - Aug - 1 day Distance Follow Up	2 Berglund Oakley	PTH718 Clin. Screening and Diff. Diagnosis Dec - 3 days Distance follow up	3 Musnick
PTH541 Physiological Basis for Exercise Prescription Aug - 4 days Online Follow Up	3 Aerts Kloosterman	PTH740 Adv. Topics in Clinical Research Dec - 3 days Online follow up	3 Walton
PTH630 Clinical Research (Bachelors only)	2 Carlos/Pierce	PTH549 Principles of Contemporary Leadership	3 Soper
Session 3 Summer 2015	4 Credits		
PTH730 Medical Diagnostics	2 Fonstad		
PTH760 Applications of Clinical Research	2 Walton		
SECOND YEAR	4 credits	Session 5, Spring 2016	15 credits
Session 4, Fall 2015			4 credits
PTH750 Prof. Communication & Consulting	2 Goolsby	PTH590 Comparative Religion	2 Matthews
PTH798 Capstone Experience	2 Pierce	PTH615 Clinical Pharmacology	2 Soapman
Session 6, Summer 2016	5 credits	Session 7, Arranged	2 credits
PTH646 Spirituality in Healthcare	3 Dent/Zork	PTH798 Capstone Experience	2 Pierce
PTH748 Education for Healthcare Prof.	2 Hollingshead	This can be registered for as the student wishes throughout the program or saved for the end. Must have 4 total to graduate	
TDPT students can graduate in December pending satisfactory completion of the Capstone Project			

DScPT Curriculum Outline for 2014/15

(64 Semester Credits)

Italicized courses are courses that require on campus time

FIRST YEAR	7 credits	Session 2, Spring 2015	20 credits
Session 1, Fall 2014			9 credits
PTH500 Doctoral Colloquium - Aug - 1 day Distance follow up	2	PTH718 Clin. Screening and Diff. Diagnosis Dec - 3 days Distance follow up	3
PTH541 Physiological Basis for Exercise Prescription Aug - 4 days Online follow up	3	PTH740 Adv. Topics in Clinical Research Dec - 3 days Online follow up	3
PTH630 Clinical Research (Bachelors only)	2	PTH536 NAIOMT Level I - April - 6 days 10 week online follow up	3
Session 3, Summer 2015	4 Credits		
PTH730 Medical Diagnostics	2		
PTH760 Applications of Clinical Research	2		
Session 4, Fall 2015	5 credits	Session 5, Spring 2016	8 credits
PTH537 NAIOMT Level II Upper - Oct - 6 days 10 week online follow up	3	PTH538 NAIOMT Level II Lower - April - 6 days 10 week online follow up	3
PTH557 NAIOMT Thoracic Spine - Nov - 3 days	2	PTH549 Principles of Contemporary Leadership April - 1 day Online follow up	3
Session 6, Summer 2016	5 credits	PTH615 Clinical Pharmacology	2
PTH646 Spirituality in Healthcare	3		
PTH748 Education for Healthcare Prof.	2		
Session 7, Fall 2016	5 credits	Session 8, Spring 2017	5 credits
PTH547 NAIOMT Level III Lower - Sept - 6 days	3	PTH546 NAIOMT Level III Upper	3
PTH550 NAIOMT Supervised Clinical Hours	2	PTH550 NAIOMT Supervised Clinical Hours	2
Session 9, Arranged	5 credits	Session 10, Fall 2017 or Spring 2018	4 credits
PTH798 Capstone Experience This can be registered for as the student wishes throughout the program or saved for the end. Must have 6 to graduate	5	PTH548 NAIOMT Level IV - Sept or March - 6 days	3
PTH770 Practical Comprehensive Exam This will be registered for when taking the NAIOMT Level III Oral Practical Exam or at beginning of program if receiving competency	0	PTH798 Capstone Experience	1

Electives*
 *Student is responsible for attaining the necessary elective credits through an approved plan with the program director. These credits are not reflected on this curriculum as it will vary with each individual student

DScPT students can graduate when all elective requirements are met, clinical hours are complete, NAIOMT Level III Certification is obtained and Capstone project is satisfactorily completed.

DPT - DScPT Curriculum Outline for 2014/15

(38 Semester Credits)

Bolded courses are courses that require on campus time

FIRST YEAR		14 credits
Session 1, Fall 2014		
PTH536 NAIOMT Level I - April - 6 days 10 week online follow up	3	4 credits
PTH798 Capstone Experience	1	Berglund Coolman Pierce
Session 2, Spring 2015		
PTH538 NAIOMT Level II Lower - April - 6 days 10 week online follow up	3	6 credits
PTH549 Principles of Contemporary Leadership April - 1 day Online follow up	3	Berglund Coolman Soper
Session 3, Summer 2015		
PTH760 Applications of Clinical Research	2	4 Credits
PTH798 Capstone Experience	2	Walton Pierce
SECOND YEAR		12 credits
Session 4, Fall 2015		
PTH537 NAIOMT Level II Upper - Oct - 6 days 10 week online follow up	3	5 credits
PTH557 NAIOMT Thoracic Spine - Nov - 3 days	2	Berglund Coolman Pettman
Session 5, Spring 2016		
PTH546 NAIOMT Level III Upper	3	4 credits
PTH798 Capstone Experience	1	Pettman
Session 6, Summer 2016		
PTH550 NAIOMT Supervised Clinical Practice	2	3 credits
PTH798 Capstone Experience	1	Scott Pierce
THIRD YEAR		9 credits
Session 7, Fall 2016		
PTH547 NAIOMT Level III Lower - Sept - 6 days	3	4 credits
PTH798 Capstone Experience	1	Pettman Pierce
Session 8, Spring 2017 or Fall 2017		
PTH548 NAIOMT Level IV - March or Sept - 6 days	3	5 credits
PTH550 NAIOMT Supervised Clinical Hours	2	Pettman Scott
Session 9, Arranged		
PTH770 Practical Comprehensive Exam This will be registered for when taking the NAIOMT Level III Oral Practical Exam or at the beginning of program if receiving competency	0	0 credits
Electives*		3 Credits

*Student is responsible for attaining the necessary elective credits through an approved plan with the program director. These credits are not reflected on this curriculum as it will vary with each individual student

DScPT students can graduate when all elective requirements are met, clinical hours are complete, NAIOMT Level III Certification is obtained and Capstone project is satisfactorily completed.

SECTION 15 POSTPROFESSIONAL COURSE DESCRIPTIONS

15.1 Foundation Curriculum

PTH500 2 Cr
Doctoral Colloquium Berglund/Oakley

A degree orientation course, which will include introduction to the degree(s), utilization of services at Andrews University; introduction to the Guide to Physical Therapy Practice; development of degree contract and portfolio review.

PTH541 3 Cr
Physiological Basis for Exercise Prescription: Level I Aerts/Kloosterman/Wouters

Using the system of Medical Exercise Therapy founded by Odvar Holten, this course covers the physiological basis for exercise prescription specifically related to the healing process. Testing strategies, formulas for exercise dosing and equipment conducive to this approach will be presented along with computer software developed to assist dosage and patient tracking.

PTH549 3 Cr
Principles of Contemporary Soper

Leadership Theory and application of complexity sciences to organizational management; exploration of key leadership roles and changing paradigm; presentation of methods to maximize personal and professional life.

PTH590 2 Cr
Topics in Comparative Religion (t-DPT only) Matthews

Information presented to allow the clinician to be sensitive to the different faith practices and cultures of their clients and how to use that information to treat the person in a professional manner conducive to healing.

PTH615 2 Cr
Clinical Pharmacology Soappman

Develops a non-prescriptive knowledge of specific medications including indications, contraindications, precautions, adverse reactions, and dosage, especially as related to physiological effects of physical therapy interventions.

PTH630 2 Cr
Clinical Research Pierce

Introduces the student to the basic concepts of biostatistics and research design and the formulation of evidence based practice strategies.

PTH646 3 Cr
Spirituality in Healthcare Dent/Zork

A discussion of individual spiritual values; 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/addressing the spiritual needs of the patients/clients, family members and ancillary medical staff in a professional environment.

PTH718 3 Cr
Clinical Screening & Differential Diagnosis Musnick

Knowledge and clinical skills designed for screening patients for medical conditions. Differential diagnosis is addressed through comparison of systematic signs and symptoms. Appropriate diagnostic tests which may indicate involvement of a problem outside the scope of PT practice are addressed. Enhances professional communication with other healthcare practitioners included in the referral process.

PTH730 2 Cr
Medical Diagnostics Fonstad

Addresses imaging, body chemistry values and data derived from musculoskeletal, neurologic, vascular, cardiac and pulmonary testing with the purpose of understanding the disease process. Application of knowledge will determine differential diagnoses.

PTH740 3 Cr
Advanced Topics in Clinical Research Walton
This course continues to cover the topics introduced in PTH630 in a more in-depth fashion. The student will learn how to set up a research study as well as, review the literature and analyze the validity of the information presented. An introduction to setting up outcome studies will also be covered.

PTH748 2 Cr
Education 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 education technology.

PTH760 2 Cr
Applications in Clinical Research Walton
Information presented on how to develop and present a publishable quality case study. Actual practice of doing an outcomes study in a clinical environment.

PTH750 2 Cr
Professional Communication & Consulting (t-DPT only) Goolsby
An introduction to the integration of the physical therapist as a consultant. Discussion will include applying physical therapy consultation to services to individuals, business, schools, government agencies and/or other organizations.

15.2 Manual Therapy Curriculum

PTH536 3 Cr
NAIOMT Level I: Intro to the Fundamentals of Ortho/Manual Therapy Berglund
Appropriate skills in basic and objective selective tissue examination necessary for generating a provisional differential diagnosis of spinal dysfunction. Signs, symptoms, pathology, and management of common spinal pathologies are reviewed. Selective tissue tensioning techniques for the peripheral joints are introduced. Cyriax's principles are introduced.

PTH537 3 Cr
NAIOMT Level II: Intermediate Upper Quadrant Berglund
A comprehensive biomechanical and anatomical review of the upper thoracic, upper and lower cervical spine, shoulder, elbow, wrist and hand. Specific biomechanical assessment of each area is taught along with appropriate and effective treatment techniques for common injuries and mechanical dysfunctions.

PTH538 3 Cr
NAIOMT Level II: Intermediate Lower Quadrant Berglund
A comprehensive biomechanical and anatomical review of the lower thoracic and lumbar spines, the hip, knee ankle and foot. Specific biomechanical assessment of each area is taught along with appropriate treatment techniques for common injuries and dysfunctions.

PTH546 3 Cr
NAIOMT Level III: Advanced Upper Quadrant Pettman
Builds on the techniques learned in Level II and helps the student understand the kinetic chain inter-relationships of the upper quadrant. Integrates information generated in the assessment to understand how remote dysfunctions can be causal or contributory. Advanced techniques are demonstrated along with new material on temporo-mandibular joint material and peripheral manipulation skills. *Prerequisite: PTH537*

PTH547 3 Cr
NAIOMT Level III: Advanced Lower Quadrant Pettman
Builds on the techniques learned in Level II and helps the student understand the kinetic chain inter-relationships in the lower quadrant. Presents advanced biomechanical tests and treatment and includes the sacroiliac and pubic joints. Discusses the integration of examination and treatment techniques. *Prerequisite: PTH538*

PTH548 3 Cr
NAIOMT Level IV: High Velocity Manipulation Pettman
Instructs the student on the indications and contra-indications, as well as, the safe and effective application of spinal, pelvic, and costal manipulation techniques. *Prerequisites: PTH546 and 547*

PTH550 4 Cr
NAIOMT Supervised Clinical Practice Scott
Using a 3- to-1 model, students will be required to do a minimum of 60 supervised clinical hours applying hands-on techniques with patients under the supervision of a certified NAIOMT clinical instructor. These hours can be done all at one time or split up according to the student's desire.

PTH557 2 CR
NAIOMT Thoracic Spine Pettman
Lecture/lab course studying the thoracic spine as a source of spinal dysfunction. Emphasis is placed on biomechanical model for detailed examination and treatment of the thoracic spine and costovertebral dysfunction.

15.3 Elective Curriculum

The student must complete a minimum of 7 elective credits from course work in at least two areas of interest. Students may develop a personal elective plan in areas of interest.

PTH590 1-10Cr
Topics in _____ Physical Therapy Arranged
Exists to allow independent direction in the elective track. Topic decided by student and advisor.

PTH608 2 Cr
Post-Operative Management of Common Orthopedic Surgeries Stupansky
This course covers the surgical techniques, guidelines for acute postoperative management and principles needed to safely design a rehabilitation program which will enable the patient to return to their previous level of function.

PTH609 2 Cr
Evidenced Based Orthopedic Clinical Practice: A Research Review Schneider
This course covers an up-to-date understanding of evidence supporting the evaluation and treatment of orthopedic pathologies. Keys to a working knowledge of contemporary research methodology and design along with the ability to analyze results of published studies from the perspective of statistical analysis will be presented.

15.4 Professional Contribution Curriculum

PTH798 1-6 Cr
Capstone Experience Pierce
Serves as an essential outcome component to augment the professional development and new learning that Occurs in didactic course work and demonstrates the ability of the graduate to make significant contributions to the profession and/or serve as a change agent in the field of physical therapy.

SECTION 16

COMPETENCY CREDIT CRITERIA

16.1 Academic Work for Competency Credit Award

Andrews University DScPT program offers academic credit for previously taken continuing education courses. We are proud to acknowledge the hard work that most physical therapists put in when seeking additional knowledge to improve their clinical practice skills. In giving competency credit for these courses and assessing the tuition at a lower rate, Andrews is acknowledging the money the student has already spent in taking these courses.

Mere attendance at a course does not constitute mastery of the material. Therefore, it is necessary to assign additional academic work in the selected topic area in order to produce an outcome measure to assess knowledge acquisition. Please be assured that going back to the specific course information is not required. A "Topics" course with a name such as: Topics in Manual Physical Therapy" will be assigned for a certain number of hours of continuing education. Under this topic, since it is not desired to arbitrarily assign academic work that may not be meaningful for the student, please **adhere to the following procedure when formulating academic work assignments:**

1. Establish SPECIFIC learning objectives for what you want to learn more about within the given general topic area. Please refer to Bloom's taxonomy regarding levels of learning (can be found on Google). After reading this information, please make sure that your learning objectives reflect knowledge acquisition at the higher levels. IE do not just write: Understand the effects of taping; list the contraindications of manipulation, etc. You must demonstrate how you will use the information to analyze, synthesize, evaluate, create, etc. which you will understand after reading the taxonomy.
2. Decide what would be the most meaningful outcome measures for you to submit for review. **You must link your learning objectives to the outcome measures.** IE for each learning objective you write you must show where in each outcome measure you create this learning objective is being met. For example, suppose one of your learning objectives is to review the literature on effective management of rotator cuff tears over the last 10 years and another is to synthesize this information into a form that clinicians can use when evaluating and treating rotator cuff tears in the clinic. An outcome measure may be to develop a standard clinical evaluation for your staff to conduct when examining a shoulder patient. Ie you will develop an illness script for what the clinician may hear in the history that would alert him/her to the possibility of a rotator cuff tear. Then you will have a list of tests and measures they must perform to rule in or out that hypothesis with an explanation of the specificity and sensitivity of each test so the clinician can thoroughly evaluate their results.
3. REFERENCES: for anything you decide to do for these credits you must have an adequate list of references to support your work every step of the way. For a 1 credit assignment a minimum of 10 references would be appropriate; as the number of credits increases, so should the number of your references.
4. Depending on how many credits you are receiving, you may need to do more than one outcome measure. Some examples are:
 - a. A case study of a patient with a condition within the topic area that required differential diagnosis or specific treatment techniques covered within the topic. Attention should be given to the clinical reasoning needed to evaluate and treat the patient successfully with references to back up the clinical reasoning, etc.
 - b. A review of literature on a topic within the larger subject that you wish to learn more about. You need to develop "research questions" that you hope to answer by your review of literature that should be clearly identified so the reviewer can evaluate whether or not you achieved your goals with the paper.
 - c. Development of an inservice education lecture on the topic for your colleagues, PT students, etc that you actually present. This would need to include a reference list and all slides should contain references where appropriate. You can use subscript/superscript on the slides just like a paper. This would also require the participants to evaluate your teaching skills using an approved evaluation form and a

reflection paper to ensure that you are taking in this information to improve your presentations skills.

- d. Development of clinical protocols for your place of employment; ie evaluation methodologies, recording forms to be used when the evaluation is being conducted, treatment protocols, etc. If this is chosen there will need to be feedback from work colleagues or supervisors as to the utilization of these in the clinic. IE they try them for a week or two and then give written feedback to you which you then evaluate. If there are changes that seem reasonable to make, you will implement the change; etc.
 - e. Mentorship time with someone who is a clinical expert in the given topic area to solidify clinical skills or clinical reasoning process'. Written assignment would be a reflection paper about this experience along with verification from the mentor of the hours spent and some type of evaluation regarding the learning objectives and whether the mentor felt that these were met.
 - f. A poster or platform presentation at professional meeting in the given topic area.
5. **For each competency credit awarded, it is expected that a minimum of 15-20 hours of work go into the academic assignment.** Keep this in mind when designing outcome measures. Please note on your proposal the amount of time you estimate each step to take.
 6. Submit your learning objectives and desired outcome measures to your advisor (Kathy Berglund). Your request will be reviewed and if needed changes will be discussed jointly. **Once the plan is formally approved**, the student may complete the assignments as they wish.
 7. Assignments are graded by a committee of three persons. Once the assignments are submitted, each person receives a copy of the original learning objectives and the assignments. The reviewers are attempting to decide whether the work submitted meets the desired objectives AND constitutes scholarly activity worthy of a doctoral degree candidate. Although this is usually an S or U grade, a grade average of B or higher must be attained from all 3 reviewers for an S to be achieved.
 8. Please allow **a minimum of 6 weeks** to receive a final grade after submission of the assignments.

SECTION 17

INDEPENDENT STUDIES CRITERIA

17.1 Guidelines for Independent Studies

Dr. Berglund is the advisor for most independent studies (IS) done as part of the DSc in Physical Therapy. For IS's done outside her area of expertise, another advisor will be assigned to the student.

The first step is to decide what topic area the independent study will address along with how many credits the course will be awarded. The academic guidelines for time spent reading, doing literature reviews, writing papers or some other related work is 48 hours per (1) credit awarded. For any portion of the course that includes "lab" work such as working with another practitioner to improve clinical skills, the time associated with those activities is 2x the time related to reading, researching, etc.

The second step is to develop a detailed list of learning objectives that are to be achieved during the course. These objectives should reflect not only a lower level of learning (written using words such as: understand, know, learn, memorize, etc.) but must also reflect higher levels of learning (written using words such as: synthesize, integrate, apply, extrapolate, analyze, etc.) The learning objectives must clearly cover the breath of information and skill expected to be attained through the independent study. Obviously the larger the number of credits, the more learning objectives will need to be included in this list.

The third step is to relate outcome measures to the learning objectives so that the advisor has an objective method by which to assess whether or not the learning objective was satisfied. For example; if one of the learning objectives is to understand a given topic and show how certain dysfunctions could cause injuries, a well referenced paper reviewing the literature on this topic could be written. Resources for papers like this can include textbooks written about the given topic which are read as part of the course, but should also include current research findings as well. The total length of the paper depends on the topic and the number of course credits.

Other examples of activities that can be used to demonstrate basic knowledge acquisition can include development of teaching materials to be used in teaching others about the topic such as PowerPoint presentations and course notes. If this activity was chosen, the student would also be required to actually deliver the lecture(s) to a "test" audience or real audience and an evaluation of the lecture/course would need to be administered to the attendees. Subsequent to that, the student would need to tabulate the average scores they receive on the evaluation and all comments written to turn into Dr. Berglund. Lastly, the student is asked to write a reflection paper summarizing the strengths of the presentation (based on the attendees evaluation and the student's personal feelings) as well as, addressing any constructive comments or personal assessments of what to change to do it even better the next time.

If the topic includes acquisition of clinical skills related to the topic, another course activity may include working with another clinician who is skilled in this topic. Prior to this occurring, there needs to be a contract in place between the facility that the student is going to and Andrews University for liability purposes. Once that contract is signed by both parties, the student can go work with that clinician for however many hours has been determined as adequate by the student and the advisor. The student must take notes on all patients that were seen during the time spent and at the end of the clinical, must write a paper detailing the patients seen. This write up would include the patient's history, diagnosis, evaluation results, differential diagnosis, and the PT interventions. IF the patient was seen on subsequent days, progress or lack thereof should be noted. Clinical reasoning should be included in all cases. The write up should also include the students perspective on what was learned during the clinical hours and a comparison between what was actually learned and done in the clinic as opposed to the textbook or research approach should be written.

The student will work with the advisor to refine the list of learning objectives and the outcome measures to make sure they adequately reflect the appropriate amount of work for credits being awarded. The student must then develop a time line as to when each of the learning objectives will be accomplished and when the assignments will be completed by. Once these documents have been approved by the advisor, the student can then begin the independent study and is expected to adhere to the planned time frame. The advisor will provide grading rubrics for each activity so that the student understands the amount and quality of work needed to achieve a given grade. Failure to adhere to

the time line for non-emergent reasons results in a lower grade being given at the discretion of the advisor.

Independent studies can be used towards any of the elective requirements for the DSc degree. There may be a limit imposed on how many of these credits are allowed to be completed via this process. This will be up to the discretion of the director of the program.