INTRODUCTION

Andrews University was established over a century ago, in 1874, as Battle Creek College in Battle Creek, Michigan—a collegiate program that offered literature, languages, science and mathematics, training for teachers, and theology. Its founders, the visionaries of the young Seventh-day Adventist denomination, believed they should use every avenue to spread the gospel and serve the world, including higher education.

On the brink of a new century, seeking room for expansion and a fresh start, the school moved in 1901 to a beautiful site near the banks of the St. Joseph River in Berrien Springs and was renamed Emmanuel Missionary College. From woods and farmland on which faculty and students built three wooden frame buildings to hold their new school, the campus has grown to a property of 1,600 acres and a complex of academic buildings, residence halls and apartments, and service buildings.

The vision blossomed still further when, in 1959, the Seventh-day Adventist Theological Seminary and a school of graduate studies, together known as Potomac University and located in Washington, D.C., were moved to the campus of Emmanuel Missionary College. The following year the three entities united under one charter bearing the name Andrews University—with an integrated board of trustees, administration and faculty. The name honors John Nevins Andrews (1829–83), pioneer Adventist theologian and intellectual and the denomination's first official missionary to serve outside North America.

In 1974, the undergraduate division of Andrews was organized into two colleges—the College of Arts and Sciences and the College of Technology. The School of Business Administration, which evolved from the Department of Business Administration, was established in 1980. In a similar move, the Department of Education became the School of Education in 1983. The present organizational structure of the School of Graduate Studies was adopted in 1987. In 1993, the Department of Architecture became the Division of Architecture, and in 2012 became a school. It is now the School of Architecture & Interior Design. In 2011, the School of Distance Education was formed to support distance education and educational programs offered at locations across North America and the world. Because of the many international partnerships, the school has been renamed as the School of Distance Education & International Partnerships. Also in 2012, five departments housed in the College of Arts and Sciences together became the School of Health Professions. All of the colleges and schools offer both undergraduate and graduate degrees, except for the Seventh-day Adventist Theological Seminary, which maintains graduate and professional programs only. The only Seventh-day Adventist doctoral research university, Andrews University is also a comprehensive institution of higher learning integrating an exemplary liberal arts and sciences core with six prestigious professional schools and a number of excellent graduate programs.

Rooted in a tradition of visionaries who saw what was possible and enriched by an international and diverse faculty and student body, Andrews University now offers a wealth of choices in degree and certificate programs to prepare its graduates for life in a complex, fast-changing world. The goal of this distinguished institution, however, remains the same—to provide excellent academic programs in an environment of faith and generous service to God and humankind.

Recognizing that students benefit from studying at an accredited institution, Andrews University is accredited by the Higher Learning Commission for programs through the doctoral level, as well as by the Adventist Accrediting Association of the General Conference of Seventh-day Adventists. Professional organizations have accredited specific degree programs of the University and other programs are moving toward accreditation. (Please see the complete listing of university accreditations, approvals, and memberships.)

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The DPT program is also fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) to offer the doctoral degree in physical therapist education. On average, 100% of those who complete the DPT program pass the licensure exam and 100% of those who seek employment are employed within six weeks.

Please consult with postprofessional program director Valerie Coolman if you have questions relating to this handbook or the Physical Therapy Department here at Andrews University.
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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, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world. 2

- **Seek Knowledge** as they
  - Engage in intellectual discovery and inquiry
  - Demonstrate the ability to think clearly and critically
  - Communicate effectively
  - Understand life, learning, and civic responsibility from a Christian point of view
  - Demonstrate competence in their chosen disciplines and professions

- **Affirm Faith** as they
  - Develop a personal relationship with Jesus Christ
  - Deepen their faith commitment and practice
  - Demonstrate personal and moral integrity
  - Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
  - Apply understanding of cultural differences in diverse environments

- **Change the World** as they go forth to
  - Engage in creative problem-solving and innovation
  - Engage in generous service to meet human needs
  - Apply collaborative leadership to foster growth and promote change
  - Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church

1.2 Department Vision Statement

Uniting Christianity with Healthcare Education.

1.3 Department Mission

To empower students who dream of becoming excellent physical therapists.

Exemplify Christian values through:

- **Family Spirit**
  - Advocate for the vulnerable
  - Maintain a safe environment
  - Work together
  - Take responsibility
  - Be accountable
  - Have fun

- **Servant Heart**
  - Live prayerfully
  - Lead selflessly
  - Listen deeply
  - Display compassion
  - Model humility
  - Show respect

- **Inquisitive Mind**
  - Desire life-long learning
  - Ask relevant questions
  - Integrate knowledge into practice
  - Remain contemporary
  - Display intellectual courage
  - Analyze, produce & apply evidence-based practice

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*

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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 clinical 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 Patient Simulators
Because the post-professional physical therapy program maintains a hands-on curriculum, each student is expected to serve as a practice subject (patient simulator) for other students while enrolled in the classes. With input from instructors, students are expected to identify any aspect of their health status that presents a contraindication to a specific therapeutic exercise or manual therapy technique. If a contraindication is identified, students will abstain from participating as a practice subject for these specific activities. However, the student is expected to remain present in the classroom, practicing the techniques on others and closely observing others practice.

3.3 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 cite sources, please refer to the style manual or 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!

It is up to each student to inquire whether a proctor is necessary for the course. The proctors must have academic responsibilities in a university, college, school or workplace continuing education setting, usually a testing facility (see full list of acceptable proctors). Proctors must agree to supervise exams at their place of work (not at home), and be prepared to observe the student throughout the
exam session. Family members, friends, tutors, fellow students, work colleagues and church personnel are NOT acceptable proctors.

https://www.andrews.edu/distance/students/exams.html

If you have any questions, please contact Steve Fox at 269.471.6566. K-20 Testing Supervisor deexams@andrews.edu.
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.

4.5 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.
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 5:00 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. Students 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 program office to sign up 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
FINANCIAL INFORMATION

6.1 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.

6.2 Tuition
The Physical Therapy Postprofessional Programs tuition rate applies to the physical therapist education program and covers both the tuition and professional education fee. For current tuition rates - http://www.andrews.edu/shp/pt/postpro/tuition. There are no discounts for students who already have a degree from Andrews University.

6.3 Registration Fee
There is a Registration Fee that applies for each semester that a student registers for classes. Currently this fee is $118 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 $118.

6.4 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 $233 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.

6.5 Financial Aid
The Student Financial Services Office (ext. 3334) 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.

6.6 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.

6.7 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 7
ACADEMIC PLAN

7.1 Academic Plan
Upon acceptance into the post-professional physical therapy program (or earlier if requested) an academic plan is created for each student according to the degree they are pursuing, listing courses that they will register for and complete during each semester throughout their course of study. Required courses and the sessions when they are offered are listed below in section 8. Additionally, elective courses—1 credit for the DPT-DScPT, 5 credits for the full DScPT—must be chosen. Academic plans sent to students by e-mail.

7.2 Review of Documents
To customize each plan, the program director or assistant program director will review CV, purpose statement, transcripts, and course certificates submitted with the application to assess which prior learning experiences may fulfill tDPT or DScPT degree requirements. This may include but is not limited to graduate courses taken at another academic institution, professional continuing education, or military training. The program office will notify students of eligibility for Credit for Prior Learning (CPL) when the academic plan is created and sent to students via e-mail. However, it is ultimately the responsibility of each student to choose a course of action regarding the use of CPL to fulfill degree requirements. (see sections 7.7-10; 18)

7.3 Adherence to the Plan
It is the student’s responsibility to follow the plan as written unless explicit revisions have been made in communication with the program office as far in advance as possible for planning purposes. However, there is some flexibility as to when students register for Credit for Prior Learning, Dissertation Project and Supervised Clinical Practice credits in order to maintain student status for visa or financial aid requirements. If a student requests multiple revisions and is still unable to fulfill their intended plans, they may be required to sign a contract to either complete the courses according to the current plan or be disqualified from the program.

7.4 Duration of the Program
The minimum time to completion is 2 years for the t-DPT or 3 years for the DScPT degree, though most students take somewhat longer to finish their Dissertation Projects. At 6 years the student must write a letter of intent to the program director detailing plans to complete degree requirements (including timeline) if they choose to remain in the program. Courses more than 10 years old cannot be counted toward a current degree awarded by the university, therefore additional courses would have to be added to the individual academic plan for a student who chose to continue pursuing a degree beyond this point.

7.5 Required Courses
To view a detailed description of required courses and course schedule, please refer to the course schedules in Section 8 or the Curriculum Outline and Course Descriptions in the appendices.

T-DPT/DScPT Curriculum Outline
The Curriculum Outline provides a list of courses that the Postprofessional physical therapy student will take for regular credit or receive competency credit for 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.

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.
7.6 Elective Courses
Students may choose electives from among Andrews University’s physical therapy professional continuing education course offerings each year or propose one of the options listed below. For courses not taken at Andrews University. (see sections 7.8-10; 18).

1. If there are enough students interested in a specific physical therapy continuing education course or topic that is not currently scheduled at Andrews University, it may be considered for a future date and arranged through the program office.
2. Professional continuing education courses offered elsewhere on any topic within the realm of physical therapy practice, physical therapist education, religion/spiritual growth, or business management.
3. Graduate courses from Andrews University or other Universities related to topics listed in #2.
4. Independent study courses may be set up through academic advisors, see Independent Study Guidelines in Section 19.
5. Home study courses offered through the APTA.

7.7 Regular Credits
Courses taken through Andrews University as part of the current degree program, registered for at full tuition, are defined as residency credits. We refer to them as “regular credits” to distinguish them from our orthopedic residency program. At least 50% of the 64-credit DScPT degree or 70% of the shorter tDPT or DPT-DSc degrees must be taken at or through Andrews University.

7.8 Transfer Credits
Credits transferred from another academic institution may fulfill up to 20% of degree requirements. Often students entering our postprofessional degree program have previous experience with research in the academic setting. If so, credits from a graduate level research course may be transferred into our degree program to cover the PTH 630 Clinical Research requirement, because this course was designed to prepare inexperienced students for the more advanced research courses. At the reviewer’s discretion relevant academic credits from a previously earned graduate degree other than an entry-level PT degree (e.g. a leadership course that was part of an MBA) may occasionally cover elective or other course requirements. Only courses in which the student earned a grade of B or above will be eligible for transfer into our program. Petitions for transfer credit are handled through the program office at the student’s request. There is no charge for transfer credits.

7.9 Credit through Validation of Professional Continuation Education for Elective Courses
Andrews University is proud to acknowledge the financial investment and hard work most physical therapists put into their professional development. At the reviewer’s discretion, CPL may be granted for professional continuing education courses based on the number of contact hours (15-20 hours per credit) and evidence that the student had mastered the material and integrated it into practice. To receive credit, the student must submit a proposal for Credit for Prior Learning (CPL) according to the guidelines in Section 18. Tuition for CPL assessed at a lower rate. Occasionally a student may use CPL to fulfill other degree requirements.

One common example involves students entering the program with the Orthopedic Clinical Specialist (OCS) credential from the American Physical Therapy Association (APTA). Three credits are granted for that credential and evidence of 50-60 contact hours of continuing education related to orthopedic physical therapy.

7.10 Credit through Validation of NAIOMT Courses:
Andrews University partners with the North American Institute of Orthopedic Manual Therapy (NAIOMT) to offer orthopedic manual therapy courses that make up the core of the DScPT curriculum. Credit for Prior Learning (CPL) may be granted for NAIOMT courses taken prior to acceptance into the DScPT program if they have been 1) taken within the last 7 years and/or 2) if the student has passed a certification exam. If the student has not yet passed the certification exam, online portions for Levels I and II must be taken before taking the CMPT exam and moving on to Level III. The online portions of the courses are not required if the certification exam was passed prior to acceptance into the program. This also applies to NAIOMT courses taken elsewhere while enrolled in the program. For students who enter the program with the FAAOMPT or FCAMPT credential, credit for all required NAIOMT courses, supervised clinical practice hours, and exam will be granted.
If a manual therapy certification has been achieved through another organization prior to acceptance into the DScPT program, CPL may be applied toward some or all of the NAIOMT course requirements on a case by case basis. Content, contact hours, mentoring, and rigor of assessment will be considered and compared with the NAIOMT requirements and certification process when students apply to the program. Often the Level III and IV courses are still required.

To receive credit, the student must submit a proposal for Credit for Prior Learning (CPL) according to the guidelines in Section 18. Tuition for CPL is assessed at a lower rate.
### SECTION 8
#### ACADEMIC SEMESTERS/REGISTRATION

#### 8.1 Schedule for Students Entering the program with a Bachelor’s or Master’s Degree

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1 On Campus (DScPT &amp; t-DPT)</strong></td>
<td><strong>Session 5A On Campus (DScPT)</strong></td>
<td><strong>Session 9 On Campus (DScPT)</strong></td>
</tr>
<tr>
<td>PTH700 Doctoral Colloquium ........... 2 CR</td>
<td>PTH734 NAIOMT Level II Upper ........ 3 CR</td>
<td>PTH757 NAIOMT Level III Upper ........ 3 CR</td>
</tr>
<tr>
<td>PTH741 Physiological Basis for Exercise Prescription .......... 3 CR</td>
<td>PTH746 NAIOMT Thoracic Spine ........ 2 CR</td>
<td>PTH896 Dissertation Project ........... 1 CR</td>
</tr>
<tr>
<td>PTH732 Clinical Research (Distance Learning) .......... 2 CR</td>
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</tr>
<tr>
<td><strong>Session 2 On Campus (DScPT &amp; t-DPT)</strong></td>
<td><strong>Session 5B Distance Learning (t-DPT)</strong></td>
<td><strong>Session 10 (DScPT)</strong></td>
</tr>
<tr>
<td>PTH818 Clinical Screening and Differential Diagnosis .......... 3 CR</td>
<td>PTH750 Professional Communication &amp; Consulting ........... 2 CR</td>
<td>PTH850 NAIOMT Supervised Clinical Practice ........... 4 CR</td>
</tr>
<tr>
<td>PTH840 Advanced Topics in Clinical Research .......... 3 CR</td>
<td>PTH898 Dissertation Project ........... 2 CR</td>
<td></td>
</tr>
<tr>
<td><strong>Session 3A Distance Learning (t-DPT)</strong></td>
<td><strong>Session 6A Distance Learning (DScPT)</strong></td>
<td><strong>Session 11 On Campus (DScPT)</strong></td>
</tr>
<tr>
<td>PTH744 Principles of Contemporary Leadership .......... 3 CR</td>
<td>PTH744 Principles of Contemporary Leadership .......... 3 CR</td>
<td>PTH752 NAIOMT Level III Lower .......... 3 CR</td>
</tr>
<tr>
<td><strong>Session 3B On Campus (DScPT)</strong></td>
<td><strong>Session 6B Distance Learning (t-DPT)</strong></td>
<td><strong>Session 12 On Campus (DScPT)</strong></td>
</tr>
<tr>
<td>PTH790 Comparative Religion .......... 2 CR</td>
<td><strong>Session 7 On Campus (DScPT)</strong></td>
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<tr>
<td>PTH716 Clinical Pharmacology .......... 2 CR</td>
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<tr>
<td>PTH898 Dissertation Project .......... 2 CR</td>
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<tr>
<td><strong>Session 4 Dist. Learning (DScPT &amp; t-DPT)</strong></td>
<td><strong>Session 8 Dist. Learning (DScPT &amp; t-DPT)</strong></td>
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<tr>
<td>PTH830 Medical Diagnostics .......... 2 CR</td>
<td>PTH846 Spirituality in Healthcare .......... 3 CR</td>
<td></td>
</tr>
<tr>
<td>PTH860 Applications of Clinical Research .......... 2 CR</td>
<td>PTH848 NAIOMT Level IV .......... 3 CR</td>
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<tr>
<td></td>
<td>PTH898 Capstone Experience .......... 1 CR</td>
<td>PTH898 Dissertation Project .......... 2 CR</td>
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</table>

- After session 8, t-DPT students are eligible for graduation pending the completion of the Dissertation Project.
- 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.

#### 8.2 Schedule for Students entering the DScPT program with a DPT Degree

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1 On Campus</strong></td>
<td><strong>Session 5 On Campus</strong></td>
<td><strong>Session 8 On Campus</strong></td>
</tr>
<tr>
<td>PTH733 NAIOMT Level I .......... 3 CR</td>
<td>PTH734 NAIOMT Level II Upper .......... 3 CR</td>
<td>PTH752 NAIOMT Level III Lower .......... 3 CR</td>
</tr>
<tr>
<td><strong>Session 2 Distance Learning</strong></td>
<td><strong>Session 6 On Campus</strong></td>
<td><strong>Session 10</strong></td>
</tr>
<tr>
<td>PTH744 Principles of Contemporary Leadership .......... 3 CR</td>
<td>PTH757 NAIOMT Level III Upper .......... 3 CR</td>
<td>PTH850 NAIOMT Supervised Clinical Practice ........... 2 CR</td>
</tr>
<tr>
<td><strong>Session 3 On Campus</strong></td>
<td><strong>Session 7</strong></td>
<td><strong>Session 12 On Campus (DScPT)</strong></td>
</tr>
<tr>
<td>PTH738 NAIOMT Level II Lower .......... 3 CR</td>
<td>PTH850 NAIOMT Supervised Clinical Practice ........... 2 CR</td>
<td>PTH848 NAIOMT Level IV .......... 3 CR</td>
</tr>
<tr>
<td><strong>Session 4 Distance Learning</strong></td>
<td></td>
<td></td>
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<tr>
<td>PTH860 Applications of Clinical Research .......... 2 CR</td>
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</tbody>
</table>

- 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.
8.3 Registration Procedures
The DScPT and tDPT degrees are offered in short course format (on campus intensives) along with interactive online experiences and directed independent study. Registration procedures will be sent out to students via e-mail prior to the beginning of each University semester. This will include instructions about which courses and section numbers to register for, timing, and important web links. Registration MUST be completed according to the procedures and dates posted in the email. Failure to do so may interfere with proper distribution of student loans or retaining loan deferment status for those students receiving financial aid. Further, it will result in a late fee and loss of access to the LearningHub, library and other campus services necessary for course participation.

Students will use their Andrews University login information to register through Registration Central at https://vault.andrews.edu/vault/goto registraiton/central.

NAIOMT COURSE REGISTRATION: An additional step is required to register for NAIOMT courses. A registration form can be found online at http://www.andrews.edu/shp/pt/postpro/con ed. (It will also be included with the registration e-mail. It is the student’s responsibility to fill in and return this form to the program office along with a deposit (to will be applied toward tuition) to hold a spot for each NAIOMT course planned to attend. The student will not be automatically enrolled when registering through Registration Central. It is recommended that the NAIOMT Registration Form be turned in at least 3 months in advance so as to make sure a spot is held as these courses take continuing education students as well.

8.4 Student Enrollment Status
It is the student’s responsibility to register for at least 1 course or pay the project continuation fee to remain enrolled in the program. Working on incomplete assignments or projects from courses taken in previous semesters does not count toward current enrollment. If students have taken all of the required courses offered in a given semester, this is a good time to register Credit for Prior Learning (CPL), Dissertation Project, or Supervised Clinical Practice credits. Deferred grades may be given for these courses because students are not expected to complete all of the required work within one semester. Registering for PTH788 Project Continuation is another option, which will give students at least half time status for the semester. While the fee is less than the cost of regular credit, it does add to the total cost of the degree.

It is the student’s responsibility to register for the number or credits needed to fulfill any external requirements for obtaining visas or financial aid.

To receive financial aid or loan deferment students must be enrolled at least half time, which is 4 credits per semester. It is the student’s responsibility to register for at least 4 credits each semester.

To enter the United States with a student visa, international students must be enrolled full time, which is 8 credits per semester. It is the student’s responsibility to register for at least 8 credits in each semester they come on campus for any length of time.

The program office does not track these external requirements.

If a student chooses to drop out of the program, Physical Therapy Faculty Council reviews these situations.” A written statement regarding the situation and plan on returning must be provided.

8.5 International Students
International students should contact International Student Services at (269) 471-6395 or iss@andrews.edu for additional information and assistance related to student visas.

International students must have a current I-20 and an F1 student visa to enter the country. To obtain the I-20, students must present their program acceptance letter, a valid bank statement, and a budget sheet to an Andrews University Student Financial Advisor at (269) 471-6380 or isl@andrews.edu at least 2 months prior to entering the USA. This demonstrates that the student has adequate funds to cover the tuition and expenses they will incur while in the country. A blank budget sheet may be obtained from the Financial Aid Advisor. Should you need to supply any additional documentation, students will be notified via email.

Students are also required to pay SEVIS I-901 fee payment of US$200 for the I-20 document. This payment may be made online at:
https://www.fmjfee.com/i901fee/desktop/index.jsp?view=desktop. Please print a copy of this payment confirmation receipt to use when applying for an F1 visa.

For any semester that an international student is on campus for any length of time, they **MUST** register for no less than 8 credits as a graduate student in order to demonstrate full-time student status.” A new I-20 must be obtained each time the student enters the country to attend classes on campus.
SECTION 9
GRADUATION

9.1 Graduation Requirements
Students must meet all the following criteria:
1. Satisfactory completion of all course work with a minimum graduate GPA of 3.0 is required for the completion of the tDPT or DscPT degree.
2. Students must have satisfactorily completed and defended their Dissertation Project with proper verification of this from the assigned AU Faculty Chair.
3. Each student must complete the Graduate Exit Survey in order to graduate. A link to fill this out online will be sent out in the semester that you have applied to graduate in.

DScPT Students Only
4. Proof of NAIOMT CMPT certification or other manual therapy certification from an approved program.
5. Satisfactory Completion of 60 hours of 1:3 clinical supervision by an approved clinician.

9.2 Advancement to Candidacy & Candidacy Course Check Sheet
During the semester before the students anticipated graduation, a student must apply for Advancement to Degree Candidacy. The program office helps with this paperwork and requires that the student fill out the Candidacy Course Check Sheet. Failure to submit this form by the requested day may result in a delay in graduation. Once the Candidacy Course Check Sheet is turned in to the Operations Coordinator & Advisor, the Advancement to Candidacy form will be completed and signed by the student’s advisor and submitted to the records department.

9.3 Graduation Application
The Graduation Application can now be completed online Graduate Graduation Application. The Graduation Application must be completed by the deadline for the semester of graduation. This deadline will be emailed out by the program office. Failure to fill the form out on time may result in a late fee or a delay in graduation.
SECTION 10
STUDENT SERVICES

A variety of services are available to all university students and faculty. Andrews University is committed to helping students succeed by keeping each learner, “classroom ready.” This handbook only briefly introduces the reader to some of the many services offered. The 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. All phone numbers begin with area code 269 and prefix 471.

10.1 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.

10.2 Campus Ministries (ext. 3211)
Located in the Student Center, the Campus Ministries office helps create an atmosphere where the University family can become an interdependent community whose highest purpose is service to Christ and humanity. It directs and coordinates the chapel and assembly programs, the Student Missions program, ADRA, Task Force, The Way Sabbath School, Church services, and BRANCH. Through the Pastoral Care Program, it provides pastoral and counseling visits, Bible studies, Engaged Encounter seminars, and Marriage Enrichment seminars.

10.3 Campus Safety (ext. 3321)
The Campus Safety Department is available 24 hours a day, seven days a week 365 days a year to help you. It is located in the one story red brick building on Seminary Drive between Garland Avenue and Grove Street. Their regular office hours are from 8:00 A.M. to 8:00 P.M. Monday through Thursday and 8:00 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.

10.4 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.

10.5 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.

10.6 Counseling and Testing Center (ext. 3470)
Located in Bell Hall 123 the Counseling and Testing Center assists students, without charge, in reaching their maximum potential when confronted by social, intellectual, or emotional problems. Professional Counselors and doctoral students in counseling are available for any student by appointment or immediately, if necessary.
10.7 **Health Services (269-473-2222)**  
Students may direct their health needs to the University Medical Specialties, located next to Apple Valley Market, between 8:00 A.M. and 5:00 P.M. Monday through Thursday, and 8:00 A.M. and 12:00 noon on Friday. Physician appointments and nurse visits, as well as most short-term medications are available to all students.

10.8 **Housing Information**  
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.

<table>
<thead>
<tr>
<th>Hotel Name</th>
<th>Address</th>
<th>Phone</th>
<th>Rate</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candlewood Suites</td>
<td>2567 W. Marquettewood Rd</td>
<td>269-428-4400</td>
<td>Ask for special Rate for Andrews</td>
<td>Hwy I-94, exit 23</td>
<td></td>
</tr>
<tr>
<td>Hampton Inn</td>
<td>5050 Red Arrow Hwy</td>
<td>269-429-2700</td>
<td>Hwy I-94, exit 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holiday Inn Express</td>
<td>3019 Lakeshore Dr.</td>
<td>269-982-0004</td>
<td>Hwy I-94, exit 23, North on Bus. I-94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silver Beach Hotel</td>
<td>100 Main Street</td>
<td>866.514.6232</td>
<td>Hwy I-94, exit 23, North on Bus. I-94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Upper Room</td>
<td>(fully equipped 3 bedroom apartment)</td>
<td><a href="http://berriensupperroom.com">http://berriensupperroom.com</a></td>
<td></td>
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</tr>
</tbody>
</table>

10.9 **International Student Services (ext. 6378)**  
Located in the Student Center, the International Student Services office provides counseling on immigration regulations and coordinates orientation programs for international students. Assistance is available in both their home country and on campus.

10.10 **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.

10.11 **Student Financial Services (ext. 3334)**  
The Student Financial Services office, located in the Administration Building, handles all applications and processing of financial aid as well as payment arrangements. Students desiring financial aid should contact Student Financial Services by February 1 of each school year.

10.12 **Student Success Center (ext. 6096)**  
Located in Nethery Hall, the Student Success Center provides academic services such as individual and small group tutoring on specific course content and on general topics such as note-taking, time management, memory techniques and reducing test anxiety.
10.13 **Students With Disabilities (ext. 3227)**
Located in Nethery Hall with Student Success, this department helps determine if and what reasonable accommodations are needed for students with qualified disabilities. Students are required to provide necessary documentation of disability from a qualified licensed professional and make an application for accommodation before the accommodation can be considered.

10.14 **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.

10.15 **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 11
STUDENT RIGHTS

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

11.1 Confidentiality
Information on the university policies concerning confidentiality may be obtained from the Andrews University Student Handbook.

In compliance with the Family Educational Rights and Privacy Act (FERPA), the federal law that governs release of and access to student education records, Andrews University grants the rights outlined within the Act to our students. For more information please see the Andrews University Student Handbook section on FERPA online at http://bulletin.andrews.edu/content.php?catoid=10&navoid=1114.

Due to FERPA, University Faculty and Staff are unable to share confidential information with anyone other than the student unless the student has given specific permission for a third-party to receive information. This can be done through your iTue by selecting ‘Manage FERPA Contacts’ and adding them as a ‘New Contact.’

11.2 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.)

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

The ombudsperson is alert to the chief causes for student concerns and is expected to make recommendations for elimination of these causes consistent with the fundamental purposes of the university. (See Andrews University Working Policy 3:294 for more specific information.)
https://bulletin.andrews.edu/content.php?catoid=11&navoid=1300
11.4 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.)

11.5 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.

11.6 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.

<table>
<thead>
<tr>
<th>Student With a Problem</th>
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</thead>
<tbody>
<tr>
<td>Program Administrator</td>
</tr>
<tr>
<td>Faculty Council</td>
</tr>
<tr>
<td>Department Chair</td>
</tr>
<tr>
<td>Dean of the College of Arts and Sciences</td>
</tr>
<tr>
<td>Ombudsman</td>
</tr>
<tr>
<td>University Vice-President for Academic Affairs</td>
</tr>
<tr>
<td>University President</td>
</tr>
<tr>
<td>University Board</td>
</tr>
</tbody>
</table>

11.7 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 12
PROGRAM POLICIES/PROCEDURES AND OFFICE PERSONNEL

12.1 Program Office Personnel

Operations Coordinator & Advisor
The Operations Coordinator & Advisor is primarily responsible to the program administrator. Duties include:

- Processes Admissions for the Distance and On Campus Postprofessional Programs
- Assists Director with setting up continuing education courses on campus
- Coordinates the Marketing Plan for each year
- Advises students in matters of admissions, registration and graduation

12.2 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:

<table>
<thead>
<tr>
<th>Monday through Thursday</th>
<th>9:00 – 12:00 &amp; 1:00 – 4:00</th>
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</thead>
<tbody>
<tr>
<td>Friday</td>
<td>9:00-12:00</td>
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</table>

12.3 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 the administrative assistant.

12.4 Photocopiers

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

12.5 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.

12.6 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.

12.7 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.
12.8 **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.

**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.

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

12.10 **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.

12.11 **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.

12.12 **Program Safety**
Information about all Andrews University Campus Safety Procedures can be found online through the LearningHub and on the Campus Safety web site. Direct link access to these resources are:

Learning Hub:  [https://learninghub.andrews.edu/course/view.php?id=5298](https://learninghub.andrews.edu/course/view.php?id=5298)
Campus Safety:  [https://www.andrews.edu/services/safety/](https://www.andrews.edu/services/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 in the modalities area. Policies for reporting personal injury are stated in Section 11.6

**Lockdown**
**Inside Threat:**

**RUN**
1. Get out of the building if you can do so safely
2. Encourage others to get out, but don’t let them slow you down
3. Don’t try to move unconscious injured
4. Warn others/Prevent them from entering
5. Call 9-1-1

**HIDE:** If you cannot safely get out
1. Lock and Barricade Doors
2. Turn Off Lights
3. Close Blinds or Cover Windows
4. Turn off Computers and Projectors
5. Get down and Spread Out
6. Silence Cell Phones
7. Call 9-1-1

**FIGHT:** If your life is in imminent danger
1. Commit to your actions, Act Aggressively,
2. Improvise Weapons and Throw Items
3. Rush the attacker together
4. Attack vulnerable body areas
5. Continue until the attacker is no longer a threat
Outside Threat:
If you are in a building:

1. Lock and Barricade Exterior Doors
2. Perform all actions from HIDE above
3. Call 9-1-1

If you are caught outside:

1. Leave Campus, if you can safely do so
2. Run to a Building, if you can safely do so
3. Seek Cover
4. Call or Text 9-1-1
SECTION 13
DSCPT SUPERVISED CLINICAL PRACTICE

PTH850 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.

13.1 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.

13.2 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 Operations Coordinator 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.

13.3 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

13.4 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.

13.5 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 PTH850. 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. Please see course outline for specific requirement for satisfactory completion of PTH850.

13.6 Supervised Hours and Level III O/P
You MUST complete at least 30 hours PRIOR to attempting the CMPT 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 14
RESEARCH CURRICULUM

14.1 Curriculum

It is expected that graduates of any physical therapy doctoral program will be proficient consumers and evaluators of professional 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 and national meetings to the ultimate hope of future publications by the graduates. The research curriculum offered by the postprofessional doctorate programs in physical therapy at Andrews University was established with these expectations in mind.

Three research classes are required for all Postprofessional doctorate students:

1. **PTH732: Clinical Research Methods 2CR**
   This course is provides an introduction to clinical research methods. Course content includes: formulating a research question, defining variables, designing the study, instrumentation, validity, and reliability of measurement and design, data collection procedures, basic data analysis, and ethical and legal responsibilities of the researcher.

2. **PTH840: Advanced Topics in Clinical Research 3CR**
   This course is designed to prepare students to match research questions with study designs, perform the appropriate statistical analysis, and report results. Students use SPSS to run descriptive and inferential statistics including measures of central tendency and variability of a frequency distribution as well as tests of difference or relationship: t-tests, ANOVAs, correlations, regression analysis, Chi-square, and non-parametric equivalents.

3. **PTH860: Applications of Clinical Research 2CR**
   This course provides an in-depth review of study designs and serves to develop researchers’ skills in evaluating both quantitative and qualitative research. Information is presented on grant writing and IRB application as well as disseminating completed research projects through manuscript, poster and oral presentation.

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 PTH840 and PTH860.
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. An exam over PTH840 objectives will be administered prior to admission PTH860. Students who do not pass this exam with a core of 75% or better will be required to take PTH840. It may fulfill elective requirements.

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 prerequisite for either PTH840 or PTH860. It is not the professor’s responsibility to make sure that you are competent in any prerequisite 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 prerequisite 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 23. These resources can be found at Amazon.com or any other online textbook site. Purchasing these materials and reading through them before the taking PTH840 and/or PTH860 is strongly recommended for MSPT and DPT students.
Dissertation Projects

The Dissertation 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.

15.1 Requirements

Students entering the program with a Bachelor’s degree will be required to design and conduct an original clinical research study 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. If an alternative Project is proposed, an abstract of previous research must be submitted to verify previous research experience. The deadline for completion is approximately 1 month prior to the planned graduation date.

15.2 Registration and Academic Credit

Students may register for the Dissertation Project PTH 898 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. If a student is working on a Capstone while not registered for any classes for credit, the Project Continuation Fee applies.

15.3 Dissertation Project Coordinator

The first step toward completion of a Dissertation Project is to prepare an Idea Paper for review by the Dissertation Project Committee. Students may contact Caryn Pierce, PT, Dissertation Project 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 Coordinator will advise students on the development of idea papers, present idea papers to the Committee, and relay feedback from the committee to students. Additionally the Coordinator assigns an Andrews University (AU) Faculty Chair to each approved Project, approves External Committee Members, receives Verification of Completion forms and files them with the Office of Academic Records, schedules Project defenses, and catalogs completed Dissertation Projects.

15.4 Dissertation Project Committee

Before students proceed with working on a Dissertation Project, Idea Papers are subject to the review and approval of the Dissertation Project Committee. Committee members are all members of the Andrews University Physical Therapy Department faculty. They will be looking for Quality—worthy of doctoral level work and representative of program goals, Academic rigor—strong foundation in the current literature and professional practice, 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.

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

Once the idea for a Dissertation Project has been approved by the Dissertation Project Committee, a detailed Proposal needs to be developed and refined in consultation with an AU Faculty Chair assigned by the Dissertation Project Coordinator and an External Committee Member selected by the student and approved by the AU Faculty Chair and Project 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 Project 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. Andrews University co-owns any data generated as part of a Dissertation Project and may use it in future studies.

15.6 Institutional Review Board (IRB):
All research Proposals involving human 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.

Dissertation Project Completion
After reviewing and approving the students final Dissertation Project submission and obtaining written or verbal approval from the External Committee member, the AU faculty chair will sign a Verification of Completion form and turn it in to the Dissertation Project Coordinator along with an electronic copy of the manuscript or product prototype. Once the Coordinator receives these items, a Dissertation Project Oral Defense will be scheduled. This can be done in person or via video-conference. Students will have 20 minutes to present the Project followed by 10 minutes of questions from the audience. Students, faculty, and members of the community will be invited to attend. Every effort will be made to schedule Oral Defenses while Postprofessional students are on campus for short course intensives.

At least 2 faculty members in addition to the AU faculty chair will be present to evaluate the defense. Revisions may be requested. These must be addressed before the Project Coordinator will clear the deferred grades and turn in the Verification form to the Academic Records Office. This must be completed at least 1 month prior to the graduation date, which means that the Verification of Completion form must be received by the Coordinator a minimum of 8 weeks prior to the graduation date in order to schedule the defense and accommodate any requested revisions.

15.7 Dissemination
With the student’s permission the written portion of completed Dissertation 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 or Dissertation Project Coordinator.

15.8 Additional Information
Students enrolled in the postprofessional physical therapy program will have access to additional Dissertation Project resources and on the LearningHub https://learninghub.andrews.edu (in progress). Meanwhile, contact Caryn Pierce, PT, Dissertation Project Coordinator at caryn@andrews.edu with any questions.
APPENDICES
## tDPT Curriculum Outline for 2015/16

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Session 1, Fall 2015</th>
<th>Session 2, Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH500 Doctoral Colloquium - Aug - 1 day</td>
<td>PTH718 Clin. Screening and Diff. Diagnosis</td>
</tr>
<tr>
<td>7 credits</td>
<td>Dec - 3 days Distance follow up</td>
</tr>
<tr>
<td>2 Oakley</td>
<td>9 credits</td>
</tr>
<tr>
<td>PTH541 Physiological Basis for Exercise Prescription Aug - 4 days Online Follow Up</td>
<td>PTH740 Adv. Topics in Clinical Research</td>
</tr>
<tr>
<td>3 Aerts</td>
<td>Dec - 3 days Online follow up</td>
</tr>
<tr>
<td>2 Kloosterman</td>
<td>3 Katuli</td>
</tr>
<tr>
<td>PTH630 Clinical Research (Bachelors only)</td>
<td>PTH549 Principles of Contemporary Leadership</td>
</tr>
<tr>
<td>2 Pierce</td>
<td>3 Soper</td>
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**SECOND YEAR**

<table>
<thead>
<tr>
<th>Session 3 Summer 2016</th>
<th>Session 5, Spring 2017</th>
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<tbody>
<tr>
<td>PTH730 Medical Diagnostics</td>
<td>PTH590 Comparative Religion</td>
<td>PTH798 Capstone Experience</td>
</tr>
<tr>
<td>4 credits</td>
<td>Dec - 3 days Distance follow up</td>
<td>This can be registered for as the student wishes throughout the program or saved for the end. Must have 4 total to graduate</td>
</tr>
<tr>
<td>2 Fonstad</td>
<td>2 Matthews</td>
<td>2 Pierce</td>
</tr>
<tr>
<td>PTH760 Applications of Clinical Research</td>
<td>PTH615 Clinical Pharmacology</td>
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<td>2 Soappman</td>
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**Session 4, Fall 2016**

<table>
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<tr>
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<td>Session 6, Summer 2017</td>
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<tr>
<td>Session 7, Arranged</td>
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</tbody>
</table>

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<tr>
<th>Session 5, Spring 2017</th>
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</thead>
<tbody>
<tr>
<td>PTH646 Spirituality in Healthcare</td>
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<tr>
<td>3 Dent</td>
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<tr>
<td>PTH748 Education for Healthcare Prof.</td>
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<td>2 Hollingsead</td>
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**SECOND YEAR**

<table>
<thead>
<tr>
<th>Session 6, Summer 2017</th>
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<tbody>
<tr>
<td>PTH646 Spirituality in Healthcare</td>
<td>PTH798 Capstone Experience</td>
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<tr>
<td>3 Dent</td>
<td>This can be registered for as the student wishes throughout the program or saved for the end. Must have 4 total to graduate</td>
</tr>
<tr>
<td>PTH748 Education for Healthcare Prof.</td>
<td>2 Pierce</td>
</tr>
<tr>
<td>2 Hollingsead</td>
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**Bolded courses are courses that require on campus time**

**TDPT students can graduate in December pending satisfactory completion of the Capstone Project**
# DScPT Curriculum Outline for 2015/16

(64 Semester Credits)

<table>
<thead>
<tr>
<th>First Year</th>
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<tr>
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<td>PTH500 Doctoral Colloquium - Aug - 1 day</td>
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<tr>
<td>PTH541 Physiological Basis for Exercise Prescription</td>
<td>3 Aerts</td>
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<tr>
<td>Aug - 4 days Online follow up</td>
<td>Klessig</td>
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<tr>
<td>PTH632 Clinical Research (Bachelor’s only)</td>
<td>2 Pierce</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Credits</td>
</tr>
<tr>
<td>Session 3, Summer 2016</td>
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<tr>
<td>PTH700 Medical Diagnostics</td>
<td>2 Fonstad</td>
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<td>PTH760 Applications of Clinical Research</td>
<td>2 Kattuli</td>
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<th>Second Year</th>
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<td>Session 4, Fall 2016</td>
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<tr>
<td>PTH537 NAOMT Level II Upper - Oct - 6 days</td>
<td>3 Berglund</td>
</tr>
<tr>
<td>10 week online follow up</td>
<td>Coolman</td>
</tr>
<tr>
<td>PTH537 NAOMT Thoracic Spine - Nov - 3 days</td>
<td>2 Pettman</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>5 credits</td>
</tr>
<tr>
<td>Session 6, Summer 2017</td>
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</tr>
<tr>
<td>PTH546 Spirituality in Healthcare</td>
<td>3 Dent</td>
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<tr>
<td>PTH748 Education for Healthcare Prof.</td>
<td>2 Hollingshead</td>
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<table>
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<tr>
<th>Third Year</th>
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</thead>
<tbody>
<tr>
<td>Session 7, Fall 2017</td>
<td>5 credits</td>
</tr>
<tr>
<td>PTH547 NAOMT Level III Lower - Sept - 6 days</td>
<td>3 Pettman</td>
</tr>
<tr>
<td>PTH550 NAOMT Supervised Clinical Hours</td>
<td>2 Scott</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td>5 credits</td>
</tr>
<tr>
<td>Session 9, Arranged</td>
<td></td>
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<tr>
<td>PTH798 Capstone Experience</td>
<td>5 Pierce</td>
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<td></td>
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<tr>
<td></td>
<td>7 Credits</td>
</tr>
<tr>
<td>Electives*</td>
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</table>

*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, NAOMT Level III Certification is obtained and Capstone project is satisfactorily completed.

3/22/2015
DPT - DScPT Curriculum Outline for 2015/16
(38 Semester Credits)

**FIRST YEAR**

<table>
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<tr>
<th>Session 1, Fall 2015</th>
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<tbody>
<tr>
<td>PTH536 NAIOMT Level I - October - 6 days</td>
<td>3</td>
<td>Soappman Coolman</td>
<td>PTH538 NAIOMT Level II Lower - April - 6 days</td>
</tr>
<tr>
<td>10 week online follow up</td>
<td>1</td>
<td>Pearce</td>
<td>10 week online follow up</td>
</tr>
<tr>
<td>PTH798 Capstone Experience</td>
<td>1</td>
<td>Pierce</td>
<td>PTH549 Principles of Contemporary Leadership</td>
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<td></td>
<td></td>
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<td>April - 1 day Online follow up</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Session 3, Summer 2016</th>
<th>4 Credits</th>
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<tbody>
<tr>
<td>PTH760 Applications of Clinical Research</td>
<td>2 Katuli</td>
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<tr>
<td>PTH798 Capstone Experience</td>
<td>2 Pierce</td>
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**SECOND YEAR**

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<tr>
<th>Session 4, Fall 2016</th>
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<th>4 credits</th>
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<tbody>
<tr>
<td>PTH537 NAIOMT Level II Upper - Oct - 6 days</td>
<td>3</td>
<td>Berglund Coolman</td>
<td>PTH546 NAIOMT Level III Upper</td>
</tr>
<tr>
<td>10 week online follow up</td>
<td>2</td>
<td>Pettman</td>
<td></td>
</tr>
<tr>
<td>PTH557 NAIOMT Thoracic Spine - Nov - 3 days</td>
<td>2</td>
<td>Pettman</td>
<td>PTH798 Capstone Experience</td>
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<td></td>
<td></td>
<td></td>
<td>Pierce</td>
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<table>
<thead>
<tr>
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<th>3 credits</th>
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<tbody>
<tr>
<td>PTH560 NAIOMT Supervised Clinical Practice</td>
<td>2 Scott</td>
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<tr>
<td>PTH798 Capstone Experience</td>
<td>1 Pierce</td>
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**THIRD YEAR**

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<tr>
<th>Session 7, Fall 2017</th>
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<th>Session 8, Spring 2018 or Fall 2018</th>
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<tr>
<td>PTH547 NAIOMT Level III Lower - Sept - 6 days</td>
<td>3</td>
<td>Pettman</td>
<td>PTH548 NAIOMT Level IV - March or Sept - 6 days</td>
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<tr>
<td>PTH798 Capstone Experience</td>
<td>1</td>
<td>Pierce</td>
<td>PTH550 NAIOMT Supervised Clinical Hours</td>
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<table>
<thead>
<tr>
<th>Session 9, Arranged</th>
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<tbody>
<tr>
<td>PTH770 Practical Comprehensive Exam</td>
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<table>
<thead>
<tr>
<th>Electives*</th>
<th>3 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*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</td>
<td></td>
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</tbody>
</table>

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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 17
POSTPROFESSIONAL COURSE DESCRIPTIONS

17.1 Foundation Curriculum

PTH700 2 Cr
Doctoral Colloquium  Coolman/Kim/Oakley
This course is dedicated to the development of doctoral quality writing skills through guided practice of writing a literature review for a scientific paper in preparation for publishing work. This is a degree orientation course, which includes introduction to the degree(s), being oriented to the James White Library, including endnote training and introduction to the APTA Guide to Physical Therapy Practice.

PTH741 3 Cr
Physiological Basis for Exercise Prescription: Level I  Aerts/Kloosterman
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.

PTH744 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.

PTH790 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.

PTH716 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.

PTH732 2 Cr
Clinical Research  Pierce
This course provides an introduction to clinical research methods. Course content includes: formulating a research question, defining variables, designing the study, instrumentation, validity and reliability of measurement and design, data collection procedures, basic data analysis, and ethical and legal responsibilities of the researcher.

PTH846 3 Cr
Spirituality in Healthcare  Dent
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.

PTH818 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.

PTH830 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.

**PTH840**  
*Advanced Topics in Clinical Research*  
Katuli  
3 Cr  
The course is designed to prepare students to match research questions with study designs, perform the appropriate statistical analysis, and report results. Students use SPSS to run descriptive and inferential statistics including measures of central tendency and variability of a frequency distribution as well as tests of difference or relationship: t-tests, ANOVAs, correlations, regression analysis, Chi-square and non-parametric equivalents.

**PTH748**  
*Education for Healthcare Professionals*  
Hollingsed  
2 Cr  
This course provides a discussion of personal spiritual values; how faith and spirituality facilitate the healing process; and how these can be incorporated into patient care. Attention will be given to discerning and addressing the spiritual needs of the patients/clients, family members, and ancillary medical staff in a professional environment. Information is presented from a Christian perspective with the intent to understand other worldviews.

**PTH860**  
*Applications in Clinical Research*  
Katuli  
2 Cr  
This course provides an in-depth review of study designs and serves to develop researchers’ skills in evaluating both quantitative and qualitative research. Information is presented on grant writing and IRB application as well as disseminating completed research projects through manuscript, poster, and oral presentation.

**PTH750**  
*Professional Communication & Consulting*  
Goolsby  
2 Cr  
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.

### 17.2 Manual Therapy Curriculum

**PTH733**  
*NAIOMT Level I: Intro to the Fundamentals of Ortho/Manual Therapy*  
Soapman/Coolman  
3 Cr  
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.

**PTH734**  
*NAIOMT Level II: Intermediate Upper Quadrant*  
Soapman/Coolman  
3 Cr  
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.

**PTH738**  
*NAIOMT Level II: Intermediate Lower Quadrant*  
Soapman/Coolman  
3 Cr  
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.

**PTH757**  
*NAIOMT Level III: Advanced Upper Quadrant*  
Pettman  
3 Cr  
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*

**PTH752**  
*NAIOMT Level III: Advanced Lower Quadrant*  
Pettman  
3 Cr  
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*

**PTH848**  
*NAIOMT Level IV: High Velocity Manipulation*  
Pettman  
3 Cr  
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*

**PTH850**  
*NAIOMT Supervised Clinical Practice*  
Scott  
4 Cr  
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.

**PTH746**  
*NAIOMT Thoracic Spine*  
Pettman  
2 CR  
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.

### 17.3 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.

**PTH790**  
*Topics in _____ Physical Therapy*  
Arranged  
1-10Cr  
Exists to allow independent direction in the elective track. Topic decided by student and advisor.

**PTH608**  
*Post-Operative Management of Common Orthopedic Surgeries*  
Stupansky  
2 Cr  
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**  
*Evidenced Based Orthopedic Clinical Practice: A Research Review*  
Schneider  
2 Cr  
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.

### 17.4 Professional Contribution Curriculum

**PTH898**  
*Dissertation Project*  
Pierce  
1-6 Cr  
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 18
PROCEDURE FOR EARNING CREDIT FOR PRIOR LEARNING (CPL)

18.1 Credit for Prior Learning (CPL)
Andrews University’s postprofessional physical therapy program offers academic credit for professional continuing education courses taken prior to acceptance into the IDPT or DScPT programs. Faculty advisors determine potential eligibility for CPL when faculty advisors review documents submitted with upo as determined by portfolio review. In granting credit for these courses and assessing tuition at a lower rate, Andrews University acknowledges the time and money students have already spent acquiring knowledge and skills above and beyond their entry-level education.
CPL is most commonly applied toward elective course requirements but may occasionally count toward other degree requirements as well.

For electives, credit will be granted for a PTH 790-002 “Topics” course for the designated number of academic credits in a given content area (e.g. “Topics in Sport-specific Rehabilitation” or “Topics in Women’s Health”). The section number 002 will be important to designate the lower tuition rate for CPL.

For NAIOMT courses, credit will be granted for the corresponding NAIOMT course in the DScPT curriculum (e.g. PTH734-002 NAIOMT level II Intermediate upper quadrant).

If credit is to be applied toward other degree requirements, ask for specific instructions.

Supplemental Assessment Activities
Mere attendance at a course does not demonstrate that learning has taken place. Therefore, unless competence has already been assessed through an official certification process, supplemental assessment activities must be documented. Faculty evaluators will determine whether or not supplemental assessment activities are needed and whether or not those provided are sufficient. For NAIOMT courses, students will take the online portions of the level I and II courses as Supplemental Assessment Activities if they have not yet passed the certification exam.

Proposals for Credit for Prior Learning must be submitted to the program office at ptpostpro@andrews.edu for faculty review and approval. A satisfactory “S” grade will be given for prior learning credits if the doctoral level learning related to program objectives is demonstrated in the proposal. Depending on the time of year, review may take 2-4 weeks, and additional artifacts may be requested. If you are preparing for graduation, please allow a minimum of 8 weeks to receive a final grade after submission of a proposal for CPL.

Proposals for Credit through Prior Learning should include the following elements:

- Student Name and ID number
- Title: Proposal for Credit for Prior Learning
- PTH 790 Topics in ________________________, _____ credits (from eligibility notes on academic plan); or other course as indicated.
- A 2-4 page (1-inch margins, 1.5-2.0 spacing, 10-12pt. font) reflective statement about why you chose this topic, what it means to you and your physical therapy practice, and how it relates to program objectives. Please identify specific program objectives.
- List related professional continuing education course titles and contact hours that served as a stimulus for learning (at least 15-20 hours per credit; related to the named topic), and include copies of course certificates as an appendix.
- If a professional certification was achieved, include a copy your credentials and an official description of certification requirements as an appendix.
- In the absence of an approved credential, Supplemental Assessment Activities are needed. Please list specific professional activities that demonstrate integration of the acquired
knowledge into your professional practice. In an appendix, please include artifacts representing an additional 45 hours of learning experiences per credit.

Examples of Professional Activities:
- Patient Care (applying specific content)
- Management or supervisory roles
- Mentoring (as the mentor or mentee)
- Presentation (inservices; poster or platform presentations at conferences)
- Teaching (academic or professional continuing education)
- Publication (newsletter, educational brochure, professional journal, textbook chapter)

Examples of artifacts:
- a letter from a supervisor or qualified mentor familiar with your practice
- documentation of hours spent with a mentor or mentoring others
- a case study demonstrating competent application in patient treatment
- presentation materials and/or evaluations
- title page of publication; brochure

Additional information and resources about CPL will soon be available on the Andrews University LearningHub

18.3 Prior Learning Assessment
Once a CPL proposal has been received, 2 postprofessional physical therapy faculty members will review it to determine whether or not it represents doctoral level learning that meets program objectives.

Depending on the time of year, review may take 2-4 weeks, and additional artifacts may be requested. If you are preparing for graduation, please allow a minimum of 8 weeks to receive a final grade after submission of a proposal for CPL.

18.4 Instructions and Criteria for developing solid academic work:

1. **Establish SPECIFIC learning objectives** for what you want to learn more about within the chosen topic. Please refer to Bloom’s taxonomy regarding levels of learning. (Here is a good resource if you are unfamiliar with the taxonomy: [http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives](http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives).) Make sure that your learning objectives reflect knowledge acquisition at the higher levels of the taxonomy. For example, do not just write, “Understand the effects of taping,” or “list the contraindications for manipulation,” etc. Describe how you will use the acquired knowledge to analyze, synthesize, evaluate, create, etc.

2. Choose **learning activities** that are relevant to your practice and will help you meet your learning objectives. This may include time spent with a mentor or reviewing literature; additionally this may include time spent creating your outcome measures. **For each competency credit awarded, it is expected that a minimum of 15-20 hours go into the academic work.** Keep this in mind when writing your proposal.

3. Create meaningful **outcome measures** to submit for review and assessment. **You must link your outcome measures to learning objectives and activities.** For example, suppose your learning objectives are to update your knowledge regarding accurate diagnosis of rotator cuff tears and integrate it into current physical therapist practice. Relevant learning activities would include reviewing current literature (<10 years old) and observing a skilled therapist or physician performing clinical examinations of patients with shoulder complaints. A meaningful outcome measure might be to develop a standard evaluation form for physical therapists to use while examining a patient’s shoulder in the clinic. Not only would you submit the form for review, but you would provide an illness script for what a patient might report in the history that would lead you to suspect the possibility of a rotator cuff tear and a referenced explanation of the specificity and sensitivity of the tests and measures listed on the form that would help rule that hypothesis in or out so the results could be thoroughly
evaluated. A reflection paper on how your practice may have grown or changed as a result of this experience would also demonstrate relevant knowledge acquisition.

4. **REFERENCES**: 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 references.

5. Depending on the proposed number of credits, you may need to create more than one outcome measure. **Here are some examples of outcome measures:**

   a. A case study of a patient whose condition required differential diagnosis or treatment techniques within the topic area. Emphasis should be placed on clinical reasoning (with supporting references) applied in the evaluation and treatment of the patient.

   b. A review of literature on a topic(s) within the subject that you wish to learn more about. Develop clear “research questions” that you hope to answer so the reviewer can evaluate whether or not you met your objectives with the paper.

   c. An inservice education lecture on the topic that you actually present to your colleagues, PT students, or etc. PowerPoint slides and/or handouts, speaker notes, and a reference list would be submitted for review along with a summary of participant evaluations provided on an approved form and a reflection paper on how you felt about it and how you might modify the presentation if you did it again.

   d. Clinical protocols developed for your place of employment (e.g. evaluation methodologies, recording forms to be used during patient examination, treatment pathways, etc.) submitted along with written feedback from colleagues or supervisors who have utilized them in the clinic. Upon evaluating the feedback, you would implement any changes that seemed reasonable and include that in your report.

   e. Written reflection on time spent with an expert mentor to help solidify clinical skills or reasoning processes related to the topic. Verification of hours by the expert mentor and some type of evaluation of whether or not learning objectives were met must be included.

   f. A poster or platform presentation at professional meeting in the given topic area.
SECTION 19
INDEPENDENT STUDIES

19.1 Guidelines for Independent Studies

Independent studies can be used to fulfill elective requirements for the DScPT degree. There may be a limit imposed on how many credits are allowed to be completed by this process. This will be up to the discretion of the program director. The assistant program director will serve as the advisor for most independent studies undertaken as part of the DScPT degree. For independent studies outside their area of expertise, a third person will be consulted.

The first step is to decide what topic area the independent study will address along with how many credits the course will be awarded. Students must register for an Independent Study Topics course PTH 690 for the desired number of credits and name the topic. 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 breadth and depth 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. Here is a good resource regarding how to develop learning objectives, activities and outcome measures according to Bloom’s taxonomy: http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives.

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 proposed learning objectives, activities, and 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 begin the independent study and is expected to adhere to the planned time frame. The advisor will provide grading rubrics for each outcome measure 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.

Proposals
The following elements must be included in an Independent Study proposal:

- Student Name and ID number
- Proposal for Independent Study
- PTH 890 Topics in ________________________, ______ credits
- A brief introductory statement about why you have chosen this topic and what it means to you and your practice.
- Learning Objectives
- Learning Activities (include a time estimate for each activity; 48-60 hours of learning activities per credit, may include time spent creating outcome measures)
- Outcome Measures (items to be turned in for assessment; tied to specific learning objectives)
- Estimated timeline and completion date.
- Grading rubrics provided by the advisor for each outcome measure.