



PHYSICAL THERAPY STUDENT HANDBOOK



FAULKNER UNIVERSITY

Therefore, whether you eat or drink, or whatever you do, do all
to the glory of God. 1 Corinthians 10:31 New King James Version

APRIL 2021
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FAULKNER UNIVERSITY
Montgomery, Alabama

Faulkner Honor Code Statement

“As members of the Faulkner community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of academic and campus life.”

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Purpose of the Handbook

The Department of Physical Therapy Student Handbook provides necessary information regarding policies, responsibilities, and expectations for both the didactic and clinical education portion of the DPT curriculum at Faulkner

University. Students are responsible for all information contained in the Clinical DPT Handbook. Questions regarding this manual should be directed to the Chair/ Program Director and/or the Director of Clinical Education (DCE) of the Physical Therapy Program.

This handbook is not a contract but serves as a supplement to the Faulkner University School of Graduate Studies Handbook and other Faulkner University documents. To ensure the accuracy of information in this handbook, every effort is undertaken in order to adhere to best practices and for the protection of students and the University. The University, the College of Health Sciences (CHS) and the Department of Physical Therapy (DPT) reserve the right to change policies, procedures, and regulations at any time. These changes will take effect when the University administration determines that such changes are prudent. Students and other stakeholders will be notified of changes in a timely manner via email or official announcements and will have access to the updated document.

The Department of Physical Therapy Handbook will be reviewed at least annually. Notice of changes, revisions, or any additions to the Handbook will be incorporated into the program syllabi, posted on the Faulkner University DPT website, or distributed to all stakeholders in writing by the Program Director and/or the Director of Clinical Education (DCE) of the DPT Program. Each faculty member (core, associated and clinical), clinical facility, and student is responsible for making the appropriate changes in their handbook. When significant changes to the handbook are made, students will be notified and will be required to sign a new attestation. Students will be held to the policy changes once students have been notified of the change and have signed the attestation form. Students who have entered their clinical year will be held to the clinical education policies that were active on the date they entered their full time clinical experiences.

It is the responsibility of the student to read this handbook, official announcements, campus emails, and communications from the DPT program in order to be informed regarding the information related to the DPT program, including the clinical experiences at Faulkner University.

Accreditation Information

Faulkner University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the following levels: associate, baccalaureate, master, and doctorate. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Faulkner University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The Southern Association of Schools and Colleges (SACS) officially approved the developing DPT program on December 6, 2019.

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective April 27th 2021, Faulkner University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE). If needing to contact the program/institution directly, please call 334-386-7378 or email physicaltherapy@faulkner.edu. Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

CAPTE

3030 Potomac Ave., Suite 100
Alexandria, Virginia 22305-3085
Telephone 703-706-3245
accreditation@apta.org

Faulkner University

Faulkner University Mission

The mission of Faulkner University is to glorify God through education of the whole person, emphasizing integrity of character in a caring, Christian environment where every individual matters every day.

Faulkner University Vision

The vision of Faulkner University is to be a leading Christian university that offers an engaging learning community, transforming students for lives of faithfulness, accomplishment and purpose.

Safety

The Faulkner Police Department serves the Faulkner community by providing professional law enforcement and emergency response services around the clock,

every day of the year. In close cooperation with the Montgomery Department of Public Safety, our professionally trained officers are continuously available to answer calls for service and to respond to any emergency on campus.

Department Phone: 334-386-7415

Email: police@faulkner.edu

The on-duty officer can always be contacted at: 334-239-5496

In an effort to provide the best possible emergency services to Faulkner's community, the Faulkner Police Department maintains a close working relationship with the Montgomery Police Department. Patrol and dispatch services are provided 24 hours a day, with immediate access to municipal emergency services. The Faulkner Police Department monitors the National Weather Service radio network. A campus-wide alerting system notifies the campus community of threatening weather conditions.

The department maintains records of incidents that have occurred on campus and such statistical data is available in public safety's annual report. The ultimate responsibility for personal safety rests with each individual. Individuals should be aware of their surroundings and potential risks to personal safety, exercise caution and take reasonable actions to protect themselves, walk with friends in lighted areas at night, keep residence halls secure, lock room doors, do not prop open outer doors, know building evacuation procedures, know how to contact proper authorities, how to drive defensively, and report suspicious activities.

A safety escort service is available for all students during the day or night. Escorts are provided to any destination on campus. The escort service is provided for safety-related reasons only. Because there is safety in numbers, groups of three or more students are encouraged to walk to their destination. The escort is given by either foot or vehicular patrol.

STUDENT RIGHT-TO-KNOW AND CAMPUS SECURITY ACT Faulkner University fully complies with the Student Right-to-Know and Campus Security Act (Public Law 101- 524). The Act requires institutions of higher education receiving Title IV funds to provide annual reports for campus security: [https://www.faulkner.edu/wp-content/uploads/Annual-Police-and-Fire-Safety-Report-2017-](https://www.faulkner.edu/wp-content/uploads/Annual-Police-and-Fire-Safety-Report-2017-edited.pdf) edited.pdf and graduation; <https://nces.ed.gov/collegenavigator/?q=faulkner+university&s=all&id=101189#crime>

Emergency Procedures

Notification Systems

Eagle Alert is an emergency notification system that notifies faculty, staff, students and others of critical information and situations affecting campus through the use of text messages, voice messages to multiple phone numbers, email, and more. This system makes immediate notifications across campus without delay.

To sign in to Eagle Alert to change your contact information, go to <https://member.everbridge.net/index/2935150585315360>.

If you have any questions, please email us at eaglealert@faulkner.edu or call us at 334-386-7415.

Outdoor Warning Sirens

Outdoor warning sirens are operated by the local emergency management agencies. These sirens are activated for weather and other emergencies requiring action. Once the sirens are activated, members of the campus community should seek shelter and tune to radios or television for updates and instructions. Local emergency management agencies also routinely test the outdoor sirens.

NOAA Weather Radios

NOAA weather radios are located in some buildings on campus. The NOAA weather alert radios receive information directly from the National Weather Service. This information includes current weather and also any issued watches or warnings.

Building Fire Alarms

Fire alarms are in place to notify building occupants of possible fire dangers in the building. If you hear the fire alarm, evacuate the building immediately.

Questions or suggestions regarding the procedures and response should be directed to Campus Security at (334) 386-7250 or police@faulkner.edu. You can also visit the Campus Safety website at:

<https://www.faulkner.edu/student-life/campus-safety-and-police-department/>

Educational Records

Policy of Education Record

Students may inspect a copy of their educational record (transcript) by going to getmytranscript.org, or by visiting a Faulkner campus. In accordance with FERPA (Family Educational Rights and Privacy Act), Faulkner University will only send official transcripts, via the request process, to destinations authorized by the student.

Procedure to Inspect Education Records

Students may inspect and review their education records upon request to the appropriate record custodian. Submit to the record custodian, or appropriate University staff personnel, a written request which identifies as precisely as possible the record(s) the student wishes to inspect.

The record custodian or an appropriate University staff person will make the needed arrangements for access as promptly as possible. The student will be notified of the time and place where the records may be inspected. Access must be given in 45 days or less from the receipt of the request.

When a record contains information about more than one student, the student may inspect and review only the documents which relate to his or her record.

Rights of the University to Refuse Access

Faulkner University reserves the right to refuse permission for a student to inspect the following records:

1. The financial statement of the student's parents.
2. Letters and statements of recommendation for which the student waived his or her right of access, or which were placed in file before January 1, 1975.
3. Records connected with an application to attend Faulkner University if the application was denied.
4. Those records which are excluded from the FERPA definition of education records.

Refusal to Provide Copies

Faulkner University reserves the right to deny transcripts or copies of records not required to be made available by the FERPA in any of the following situations:

1. The student lives within commuting distance of Faulkner.

2. The student has an unpaid financial obligation to the University.
3. There is an unresolved disciplinary action against the student.

Custodian of Academic Records- The custodian of all academic records for Faulkner University is the University Registrar. The University Registrar's office is located on the Montgomery campus. Any questions about access to your academic record or this policy should be directed to the University Registrar.

Family Education Rights and Privacy Act: Postsecondary Student Rights

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all educational institutions that receive funds under an applicable program of the U.S. Department of Education. FERPA affords students certain rights with respect to their education records.

These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

FERPA authorizes the disclosure of certain information about students in the absence of their consent. This information is known as "directory information" and includes the following: student's name, address, place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and weight and height of athletes on an intercollegiate team sponsored by the University.

By this provision students and parents are hereby given notice of the categories of information that the University has designated "directory information" and that such information will be provided without consent of either students or parents UNLESS the parent, student, or guardian informs the Registrar in writing that some or all of such information should not be released without their prior consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

5. The right to obtain a copy of Faulkner University's student records policy. This policy is available in the Office of the Registrar.

Health Insurance Portability and Accountability Act (HIPAA)

Students have an obligation to protect and keep confidential all patient data/information whether printed, written, spoken, or electronically produced, and to access this information for appropriate and authorized purposes such as patient care and records processing. Patient information must be accessed, maintained, and released in a confidential manner. Any violation of the confidentiality of patient information or unauthorized access may result in disciplinary or corrective action up to and including immediate dismissal from the Doctor of Physical Therapy Program. Per HIPAA guidelines, a release of information form must be completed before any information is mailed, faxed, or given to any party, including the patient or his/her caregiver. Students are not to discuss patient names, addresses, and medical or financial information with any individuals other than those who are directly involved with care of the patient. This includes any public forum such as the classroom, clinical conferences, and seminars either on or off-campus. Patients must sign consent forms before they can be recorded, either audio or video, or observed by any other party.

To remain in compliance with the federal Health Insurance Portability & Accountability Act (HIPAA) regulations and respect the confidentiality of patient information, students in the DPT program may not remove any patient protected health information (PHI) including patient health records and photos from the clinical site.

Unauthorized disclosure of patient information may violate state or federal laws (including HIPAA) and unauthorized release of information may result in dismissal from school and legal action taken against the student.

Please note: HIPAA rules and regulations also apply to individuals, including students, faculty and clinicians, who volunteer to serve as demonstration subjects.

Whether in your external clinical experiences or inside our labs and classrooms, no photos or videos of patients or patients records is allowed. Please avoid having pictures taken of you during clinical experiences unless the photographer is authorized by the facility to take pictures. No information related to patients or your clinical experiences may be posted on social media sites including pictures, status updates or comments.

Nondiscrimination Statement

Faulkner University complies with all applicable laws, regulations, and executive orders prohibiting discrimination towards students, faculty, staff, and persons served in the program's clinics. In connection with its educational policies, admissions, financial aid, educational programs, or activities, Faulkner University complies with all applicable laws, regulations, and executive orders prohibiting discrimination on the basis of age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status to those who meet its admission criteria and are willing to uphold its values as stated in the Conduct Regulations contained in the Student Handbook and relevant program handbooks.

Faulkner University is a church-affiliated liberal arts institution committed to employing a highly qualified and diverse administration, faculty and staff, who reflect the University's religious traditions, values, affiliation, and purpose. Faulkner University complies with all applicable laws, regulations, and executive orders prohibiting discrimination towards faculty and staff on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status. However, Faulkner University exercises a preference in employment for those qualified applicants who are members of the Church of Christ, whose lifestyles are consistent with the mission of the University and with the beliefs and values of the Churches of Christ.

Based upon this commitment, Faulkner University follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Faulkner is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of sex in its admissions policies, treatment of students, employment practices or educational programs except as required by religious tenets of the Church of Christ. Faulkner has an Equal Opportunity Plan available upon request in the Office of Human Resources. Inquiries concerning the application of federal and state laws or regulations may be referred to the Office of Human Resources.

Nondiscrimination Policy

Purpose: To preserve a learning environment that is free from unlawful discrimination Faulkner University's policy is to ensure that persons who apply for admission and persons who are enrolled are treated in a nondiscriminatory manner in matters of race, color, nationality or ethnic origin, gender, age, or disability, including qualified disabled veterans and qualified veterans of the Vietnam Era, in accordance with applicable federal, state and local laws.

Scope: This policy applies to all students of the university. This policy applies to all terms and conditions of enrollment, including, but not limited to, admission standards and processes, and the guidelines by which enrollment may be denied or terminated, based on the standards outlined in the Student Handbook.

Policy: Faulkner University complies with all applicable federal and state non-discrimination laws and does not engage in prohibited discrimination on the basis of race, color, nationality or ethnic origin, gender, age, or disability, including qualified disabled veterans and qualified veterans of the Vietnam Era. Faulkner University is affiliated with the fellowship of the Church of Christ. The university is governed by a Board of Trustees, all of whom are members of the Church of Christ, and is operated within the Christian-oriented aims, ideals, and religious tenets of the Church of Christ. As a religiously controlled institution of higher education, Faulkner University is exempt from compliance with some provisions of certain civil rights laws, including some provisions of Title IX of the Education Amendments of 1972.

1. It is the responsibility of each student to obtain, read and comprehend the purpose, policies, and procedures of the Student Handbook, including the policy for non-discrimination.
2. As stated in the Application for Admission, the signing of the application constitutes acceptance of and an agreement to abide by the policies and regulations of Faulkner University.
3. The University reserves the right to make changes to the Student Handbook at any time. Such changes will be communicated with students by means of email and Chapel announcements and will be updated on the Dean of Students Website, which serves as the official Student Handbook.
4. The University reserves the right to deny the enrollment, or terminate the admission, of any student whose attitudes and actions do not represent the Christian mission of the university as set forth by the Student Handbook. Such decisions will be made according to the principles and guidelines described in the Student Handbook, with careful consideration of the fair and reasonable processes provided for appeal.
5. Faulkner University encourages students with disabilities to request any appropriate academic and other accommodations with the Center for Disability Services (located in the Rotunda Room 124). The Director of the Center for Disability Services (a service for students with disabilities) serves as the compliance coordinator for ADA/Section 504.
6. Faulkner University encourages applicants for enrollment or enrolled students with a complaint regarding discrimination to report the offense to the designated Title IX Coordinator or the general counsel of the university. If a faculty or staff

member should receive a complaint of discrimination, he or she shall first consult the designated Title IX Coordinator or the general counsel of the university.

7. The designated Title IX Coordinator and the general counsel of the university will investigate all complaints of discrimination and make recommendations to the President for appropriate action.

Student Health

The Health Center, located on the first floor of the Tine Davis Gym on the Montgomery campus, provides a registered nurse (RN) to assist students with basic health services and health care needs.

- These services are provided by the RN and are free to all students (pursuant to the Alabama Board of Nursing: Nursing Practice Act 610-X-6-.03)
 - Nursing care and patient counseling.
 - Health promotion and well-being services such as blood pressure checks and temperature checks.
 - Basic treatment of minor cuts, minor sprains, flu, cold, and other minor illnesses.
 - Referrals and assistance in making appointments with a physician, nurse practitioner, physician assistant or other healthcare providers for other treatments and care.

Note: All fees associated with these providers or services are the sole responsibility of the student.

Student health records are confidential and will not be accessible to or reviewed by the Program Director, Director of Clinical Education, or faculty. Student health records are stored and maintained in the Student Health Center. Program faculty and staff do not have access to student health records as they are protected by the Health Insurance Portability and Accountability Act (HIPAA) regulations. Students are provided notice of these privacy rights via the University Health Services Privacy Notice. Page 5 of the notice instructs students how to file a complaint if these privacy rights are violated.

The University Counseling Center, located on the second floor of the Harris-Parker Bible building on the Montgomery Campus, provides confidential counseling services for personal, emotional, social, and mental health concerns students may face. The University Counseling Center is a service for current Faulkner students. Counseling is available by appointment. Referrals will be made to community mental health providers when the needs of the student cannot be met by the University Counseling Center.

Note: All fees associated with community providers or services are the sole responsibility of the student. The University Counseling Center employs three master's level counselors for students

TimelyCare

TimelyCare is a convenient way for Faulkner University students and employees to receive 24/7, no cost Medical, TalkNow and scheduled counseling for common conditions that can be safely and accurately diagnosed and treated online. This service is available to all students and employees.

Health Insurance

Students are required to maintain health insurance for the duration of their enrollment in the DPT program. Students are responsible for the cost of their health insurance. It is important that students ensure that their insurance is accepted in the State of Alabama as well as any other state they plan to complete a clinical experience.

Students are encouraged to investigate options available to them. Some options include:

Healthcare marketplace: <https://www.healthcare.gov/>

BCBS of Alabama: <https://www.bcbsal.org/web/index.html>

Financial Aid

Faulkner University is a private, nonprofit institution. It must generate income from the following sources: student tuition and fees, grants, private gifts, endowment earnings, and auxiliary enterprises. The university reserves the right to adjust fees and rates at any time as deemed necessary. Information concerning loans is available through the Financial Aid Office. Faulkner's Financial Aid Office is happy to assist you with financing your education. Click on this link for more information: <https://www.faulkner.edu/financial-aid/>

Financial Aid Satisfactory Progress

Students must be making satisfactory progress in order to be eligible for federal financial assistance. Financial Aid standards for satisfactory progress are not necessarily the same as academic standards for good standing.

Student Loans

Educational loans provide an excellent source of financial assistance needed to meet the expense of your Faulkner University education. Faulkner offers a variety of loan programs to meet the borrowing needs of our students. The primary source for students is the Federal Direct Loan Program. In order to qualify for the Direct Loan Program, the student must submit the Free Application for Federal Student Aid (FAFSA) to establish eligibility. The FAFSA can be completed by going to the Financial Aid website at www.faulkner.edu, as well as, the other necessary financial aid documents can be obtained from the same site.

Private Educational Loans

In addition to federally supported loans, many private lending institutions offer loans to students and families seeking assistance to meet expenses related to attendance at Faulkner University.

Additional Information on Financial Aid

Please see the Faulkner University Financial Aid page for more information on available sources of financial aid. <https://www.faulkner.edu/financial-aid/financial-aid-for-doctor-of-physical-therapy/>

Financial Literacy Information

Students are strongly encouraged to learn as much as they can about the investment they are making in their career and the best methods to maintain financial health. Long term planning is key to a successful future. The APTA is one resource that provides resources and education for students. Others are also listed below.

<https://www.apta.org/your-career/financial-management-debt.org/students/debt/>

<https://www.fiscal.treasury.gov/dms/resources/federal-student-loans.html>

Veteran's Benefits

Veterans and dependents may be eligible for benefits. For additional information or questions concerning benefits the student may contact the Military and Veteran Services Office at Faulkner. Complaint Policy for Students receiving VA Educational Benefits: Any complaint against the school should be routed through the VA GI Bill Feedback System by going to the following link:

<http://www.benefits.va.gov/GIBILL/Feedback.asp>.

The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

Publicity and Image Use Policy

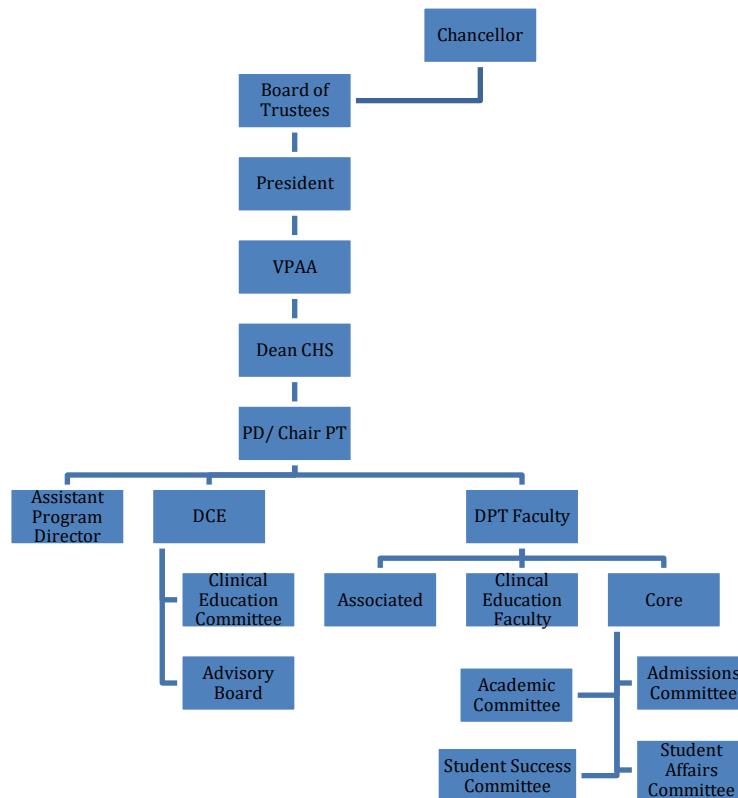
Faulkner University and its authorized agents have permission to use student images in photographic or video format for promotional and/or educational purposes. This includes but is not limited to press releases; advertising in print, digital, and video formats; view books; yearbooks; digital view books; catalogs; CDs; DVDs; brochures; collateral; and the Worldwide Web.

Expectations of Students, Faculty, and Staff

The right of sharing in the privileges of a graduate degree at Faulkner University involves the recognition and acceptance of mutual responsibilities. These include the recognition of the authority of the administration and faculty of Faulkner University over all procedures, policies, and guidelines for governing the graduate degree programs. Certain standards of integrity are expected to be met by students, faculty, and staff, and are stated here for self-discipline and support by all members of the Faulkner University community. Each may expect of the other honesty in all relationships, responsibilities, and tasks; integrity and good stewardship in all financial obligations and dealings; conscientious concern for each other in matters of personal habits, attitudes, and actions; demonstration of a spirit which recognizes the Lordship of Christ and expresses Biblical love for God and man; and appreciation for the campus of Faulkner University and a stewardship concern for maintaining both its natural and physical facilities. Evidence of conspicuous or persistent failures in moral responsibility will lead to disciplinary action that may result in suspension or dismissal from Faulkner University.

Department of Physical Therapy

Organizational Structure



Faculty

Program Director/ Chair

Dr. Heather E. Mount, PT, DSc

Dr. Heather E. Mount has been a physical therapist for twenty five years. She earned a Masters in Science Degree in Physical Therapy from the University of Mobile and a Doctorate of Physical Therapy from the University of Alabama at Birmingham. She is a Board Certified Orthopedic Specialist from ABPTS. She is also a graduate of the Fellowship in Education Leadership, from the American Physical Therapy Association. She has been teaching at the graduate level for 11 years, primarily in the areas of Orthopedics, Differential Diagnosis and Health Promotion. She is currently a tenured Professor and the Program Director/ Chair of the Faulkner University's Department of Physical Therapy. Prior to transitioning to academia, she practiced full time for 14 years in a variety of settings including outpatient, home health, acute care and skilled nursing facilities.

Assistant Program Director**Dr. Hayden T. (Tom) Ford, PT, PhD**

Dr. Ford started his career as a coach and physical education teacher. He has a Bachelor of Science in Education, a Master of Education and a Doctor of Philosophy degree in Biomechanics, all from Auburn University. In 2000, at the age of 36, he graduated from the University of Alabama at Birmingham with a Master of Science in Physical Therapy. His therapy practice experience includes working at East Alabama Medical Center's outpatient clinic, RehabWorks, serving as director of Auburn University Montgomery's Athletic Training and Physical Therapy Clinic and eventually opening Ford Physical Therapy, a family run outpatient private practice. In 2020 Dr. Ford returned to full-time teaching and in 2023 he joined the faculty at Faulkner University. He has been a physical therapist for 23 years (16 years full-time) and he has been teaching for 19 years. Dr. Ford also serves as a pastor / elder at Grace Baptist Church in Montgomery. He has been married for 32 years to his wife Leigh. They live in Montgomery, Alabama and have 8 children and 3 grandchildren.

Director of Clinical Education**Dr. Chris Ireland, PT, DPT, OCS**

Chris Ireland joined the faculty at Faulkner University in June 2020 and serves as the Director of Clinical Education and an Associate Professor for the program. He earned his B.S. in Exercise Science from Samford University ('06), his Doctorate of Physical Therapy from the Medical College of Georgia ('09), and is specialty certified in Orthopedics by the American Board of Physical Therapy Specialties ('12). He spent 8 years in private practice gaining knowledge in multisite management, leadership development, and new hire mentorship. He has spent the past 5 years teaching at the graduate level with primary responsibilities in Orthopedics, Management of the Spine, and Cardiopulmonary. He is currently pursuing his PhD in Health and Human Performance from Concordia University.

Faculty**Dr. Elizabeth Bartel, PT, DPT, NCS**

Dr. Bartel joined Faulkner University Department of Physical Therapy in August 2022. She earned a Bachelor of Science in Biology, Bachelor of Science in Health Sciences and a Doctor of Physical Therapy Degree from Duquesne University. She has been practicing in Alabama for 4.5 years, primarily in inpatient rehabilitation. Her primary focus involves improving the lives of individuals with neurological disorders as well as preparing their families and loved ones for the life transitions following an inpatient stay. She is a Board Certified Specialist in Neurology and certified as an NDT specialist.

Dr. Robin Irwin, PT, MS, ScDPT

Dr. Irwin has been a licensed physical therapist for 35 years, primarily in the areas of pediatrics and administration and management. Prior to joining Faulkner University, Dr. Irwin was a private practice owner for over 30 years. Her education includes a BS in Physical Therapy, MS in Neurology with an emphasis in pediatrics and DSc in Physical Therapy with a Pediatric Neurology emphasis. Her primary teaching areas include pediatrics, neurological rehabilitation, and the movement system. Her research interests include the value of telehealth in physical therapy and teaching compassionate care in PT education.

Dr. Lesley Parrish, DPT, SCS, CMTPT, Cert. DN, Cert. SMT, Dip. Osteopractic

Dr. Parrish is a licensed physical therapist that has dedicated 21 years of clinical practice to the art of caring for individuals with orthopedic and sports medicine injuries. Her focus has been in sports medicine with a specialization in movement assessment, injury prevention, and rehabilitation of orthopedic injuries. Most of her practice has consisted of working with both professional and collegiate athletes. She has worked with individuals from teams such as the Tennessee Titans, the New York Giants, the Montreal Alouettes, the New York Jets, the Lipscomb University Bisons, and the Troy University Trojans. She has worked alongside physicians from the Andrews Sports Medicine and Orthopedic Center, the Hughston Clinic, and Tulane Institute of Sports Medicine. Dr. Parrish's research interests focus on clinical advancements such as movement assessment and injury prevention. She focuses on utilization of wearable technology to assess movement strategy for injury prevention and return to high-level functional activity. She has also served as adjunct faculty for the Troy University Athletic Training Program and Lipscomb University Athletic Training Program. She has had the honor of representing her profession on venues such as ESPN and Sports Illustrated. She received her Bachelor's degree from The University of Alabama and was awarded a Doctorate Degree in Physical therapy from Belmont University in 2002. She is certified in Dry Needling, IASTM, concussion, spinal manipulation, trigger point dry needling, and is APTA board certified in sports medicine. She is also a certified manual trigger point therapist and has recently completed a fellowship in Orthopedic Manual Therapy through the American Academy of Manipulative Therapists with full fellowship status which was conferred in October of 2022. She is currently on Faculty with Faulkner University's Doctorate of Physical Therapy Program. She continues to passionately pursue her PT practice in southeast Alabama where she, her husband, and two children reside. She is actively involved in her church, tennis, and wellness. She is blessed to work at a career that she feels makes a difference in so many lives by returning individuals to their desired level of functionality.

Dr. Teresa Petosky, DPT, OCS

Dr. Teressa Petosky joined the Faulkner Physical Therapy Department with 10 years of clinical experience in orthopedic physical therapy and 13 years of military service. She enlisted in the United States Army in 1998 and served as an Arabic translator during the Iraq War. Upon separating from the Army, she returned to school to pursue her interest in physical rehabilitation. She graduated from Augusta University in 2013 with a doctorate in physical therapy and worked for three years in a spine clinic before being commissioned as a physical therapist in the Air Force. Doctor Petosky is a board-certified Clinical Specialist in Orthopedic Physical Therapy, a graduate of the Air Force Tactical Sports and Orthopedic Manual Physical Therapy fellowship program, and a fellow of the American Academy of Orthopaedic Manual Physical Therapists. In her last military assignment, she led a team of athletic trainers and strength/conditioning coaches in the provision of preventative and rehabilitative medicine to 110 elite warfighters responsible for combat search and rescue operations. Doctor Petosky has been married to her husband Casey for 22 years, and they have been blessed with three daughters (Skyler, Danielle, and Amber). She is a follower of Christ and strives to bring glory to God in all she does.

Dr. Sharon Rhodes, PT, DSc

Dr. Sharon Young Rhodes graduated from the University of Alabama in Birmingham with a BS in Physical Therapy in 1980. She received an MS in Exercise Science from the University of South Alabama in 2003, and a DSc in Physical Therapy from the University of Alabama in Birmingham in 2007 with a focus area on research and outcome measurement. In 1992, Dr. Rhodes became the first Physical Therapist in Alabama to be credentialed by the McKenzie Institute. She has published articles regarding the clinical utility of a clinical examination of the lumbar spine and sacroiliac joint and the relationship of psychological distress to neck pain disability, and has presented at state, national and international conferences. Dr. Rhodes was a private practice owner from 1998 to 2023. She has taught at the University of Mobile and the University of the Incarnate Word. Her primary teaching areas include leadership, professionalism, ethics, research and evidence based practice. Dr. Rhodes resides in Dauphin Island, AL and teaches online courses for Faulkner University.

College of Health Science Mission

The mission of the CHS is to train competent and compassionate health care professionals who use current knowledge and best practices to glorify God by being the hands and feet of Christ in the community.

Department of Physical Therapy Mission

The mission of Faulkner University's Department of Physical Therapy is to glorify God by educating the whole person to become independent physical therapy practitioners and leaders who are committed to addressing the changing needs of the individual, the profession, and a global society with compassion, integrity and best evidence in order to optimize health and movement. The department fulfills its mission as follows:

1. Creating a collaborative, learner centered Christian environment; where every student matters, everyday (PG 2)
2. Fostering innovation, creativity, and leadership; (PG 3)
3. Facilitating critical inquiry; (PG 1)
4. Developing skills for self-directed, lifelong learning; (PG 1, SG 2, GG 3)
5. Cultivating mutual respect for all persons and their differences; (GG 1)
6. Providing unique opportunities to learn and practice in diverse environments and settings. (PG 3, SG3)

Department of Physical Therapy Vision

The vision of the Department of Physical Therapy is to become a destination for students and faculty who aspire to become:

1. Leaders, collaborators, and lifelong learners who strive for excellence in order to advance the science and profession of physical therapy;
2. Advocates for the profession and those it serves;
3. Servant leaders representing the hands and feet of Jesus in the community and beyond.

Doctor of Physical Therapy Values

The Doctor of Physical Therapy Program was founded on the same principles as the University and is consistent with the profession. These include:

1. Excellence- we strive to do our best at all times, to give the best we have to others, in order to glorify God. (*2 Peter 1:5-8*)
2. Collaboration- we work to establish relationships between God and his people as well as each other in order to advance our profession and help our community and society (*Ecclesiastes 4:12*)
3. Service- we seek to become servant leaders in order to meet the needs of all individuals (*Mathew 20:28*)

4. Integrity- we stand strong in pursuing and demanding ethical practice of physical therapy, built on a strong moral foundation that guides our words and actions. (*James 1: 23-25*)
5. Faith- we relentlessly pursue a relationship with Jesus Christ as God's Son, depend upon God's Word as our guide for life, and fellowship with other believers. (*Proverbs 3:5-6*)
6. Respect- Each person is valued as one of God's people, regardless of beliefs or individual characteristics. We are called to love and care for all of God's children and this should be reflected in our thoughts, words and deeds. (*1 Corinthians 9:19-23*)

Student Learning Outcomes

Upon completion of the curriculum, students will be able to:

1. Demonstrate knowledge, skills and behaviors necessary for entry level practice of physical therapy that is legal, professional, safe, and ethical.
2. Perform a physical therapy examination using evidence-based tests and measures and evaluate examination data to make clinical judgments in order to determine a diagnosis and prognosis that guides patient management.
3. Design and implement physical therapy plans of care that are effective, safe, and based on current best evidence, and competently modify the plan of care as needed, throughout the course of interventions.
4. Demonstrate effective written, oral, verbal and non-verbal communication that is professional, accurate, culturally sensitive and congruent with the situation, audience and best evidence.
5. Demonstrate knowledge, skills, and behaviors necessary to practice as an independent member who functions in a collaborative manner with other members of the healthcare team.
6. Practice responsibilities associated with the physical therapy profession, including community and professional service, and professional development.

Program Goals: The program has the responsibility to:

1. Develop a curriculum which challenges students to be critical thinkers, lifelong learners and competent, ethical professionals based on contemporary education and practice.

2. Create a collaborative, caring, learner centered Christian environment where every student feels valued and respected.
3. Build strong relationships with institutional and community partners to address the continuing health care needs of Alabama and the surrounding region.

Faculty Goals: Faculty members have the responsibility to:

1. Serve as role models to students, faculty, and the community, in service, leadership, and interprofessional collaboration.
2. Exhibit a strong commitment to excellence through knowledge acquisition, practice and professional growth in teaching, service and scholarship.

Student Goals: Students are expected to:

1. Demonstrate skills necessary to practice physical therapy in a variety of settings with integrity, both independently and collaboratively, utilizing the best available evidence and sound clinical judgment.
2. Exhibit the traits of lifelong learners who continue to grow professionally and personally through continuing education, mentorship and self-directed learning.
3. Develop an appreciation for the role of each physical therapist in impacting change within the profession, the community and society as a whole.

Graduate Goals: Graduates are expected to:

1. Engage in compassionate, holistic, person centered, evidence-based care which promotes optimal movement and health.
2. Participate in activities which support the physical therapists' leadership role in effecting change within their profession, community and society.
3. Practice the traits of lifelong learners who continue to grow professionally and personally through continuing education, mentorship and self-directed learning.

Curriculum

Course #	Fall 1	17
PHT 6520	Basic Science I	5

PHYSICAL THERAPY STUDENT HANDBOOK

PHT 6312	Movement Science I	3
PHT 6130	Professionalism and Leadership I	1
PHT 6210	Introduction to the Clinical Sciences	2
PHT 6350	Principles of Clinical Practice I	3
PHT 6222	Pathology and Medical Management I	2
PHT 6134	Introduction to Seminar	1
Course #	Spring 1	17
PHT 6421	Basic Science II	4
PHT 6351	Principles of Clinical Practice II	3
PHT 6313	Movement Science II	3
PHT 6240	Evidence based practice I	2
PHT 6323	Pathology and Medical Management II	3
PHT 6224	Exercise physiology	2
Course #	Summer 1	17
PHT 6214	Movement Science III	2
PHT 6580	Foundation of Clinical Sciences- Physical Therapy Through the Lifespan I	5
PHT 6581	Foundation of Clinical Sciences: Physical Therapy Through the Lifespan II	5
PHT 6311	Basic Examination	3
PHT 6131	Professionalism and Leadership II	1
PHT 6141	Evidence Based Practice II	1
Course #	Fall 2	16
PHT 7582	Foundation of Clinical Sciences: Physical Therapy through the Lifespan III	5
PHT 7200	Integrated Clinical Experience*	2
PHT 7173	Advanced Clinical Sciences: Pediatrics	1

PHYSICAL THERAPY STUDENT HANDBOOK

PHT 7483	Advanced Clinical Sciences: Physical Therapy Management of the Spine	4
PHT 7233	Faith, Health and Quality of Life	2
PHT 7271	Advanced Clinical Sciences: Neurological Rehabilitation	2
Course #	Spring 2	16
PHT 7360	Advanced Clinical Sciences: Outpatient Rehabilitation I	3
PHT 7201	Community Health*	2
PHT 7142	Evidence Based Practice III	1
PHT 7052	Seminar- Grand Rounds **	0
PHT 7361	Advanced clinical Sciences: Inpatient rehabilitation I	3
PHT 7384	Advanced clinical sciences: Primary Care	3
PHT 7485	Advanced Clinical Sciences: Special Populations	4
Course #	Summer 2	11
PHT 7272	Contemporary Physical Therapy Practice	2
PHT 7143	Evidence Based Practice IV	1
PHT 7232	Professionalism and leadership III	2
PHT 7362	Advanced clinical Sciences: Outpatient Rehabilitation II	3
PHT 7363	Advanced Clinical Sciences: Inpatient Rehabilitation II	3

*PHT 7200 and PHR 7201 are offered fall 2 and spring 2 only and students are enrolled in 1 course in the fall and the other in the spring.

** PHT 7152 is offered in the fall 2 and spring 2 only and students are randomly assigned to enroll in either fall or spring.

Course #	Fall 3	10
PHT 8590	Experiential learning I (10 weeks)	5
PHT 8591	Experiential learning II (10 weeks)	5
Course #	Spring 3	7
PHT 8692	Experiential learning III (12 weeks)	6
PHT 8135	Professional Seminar	1

Total: 111 credits

Some courses may be offered in an online only format. For courses that are offered in this format, additional fees will be assessed.

DPT Course Descriptions

SEMESTER 1

PHT 6520 Basic Science I (5 hours)

This course is an advanced, detailed examination of the structure and function of the human body. All systems (cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems) will be studied with special emphasis on the musculoskeletal, neurological, cardiovascular, and respiratory systems. A variety of learning opportunities will be provided to gain a better understanding of the systems and their interrelationships.

PHT 6312 Movement Science I (3 hours)

The first course in the series provides an introduction to the fundamental concepts underlying human movement. In this course, the principles of anatomy, functional anatomy, biomechanics, and kinesiology will provide a basis for understanding normal and abnormal movement in the human body. Ergonomic assessment and observational gait analysis will also be introduced.

PHT 6130 Professionalism and Leadership I (1 hour)

In this course, students will be educated about the past, present and future directions of the profession, the APTA and the physical therapists role/responsibility as part of the health care team. Various health care models will be introduced. Documents that will be reviewed include: APTA core documents such as the Vision and Strategic Plan for the Physical Therapy Profession, Professionalism in Physical Therapy: APTA Code of Ethics, Core values, and the Guide to Physical Therapist Practice. The Core Competencies of Leadership will be introduced and meaningful ways to apply leadership skills discussed. The course will also present strategies for success in the professional program.

PHT 6210 Introduction to Clinical Sciences (2 hours)

In this course, students will learn the foundations of patient centered holistic care, including: effective communication and interpersonal interactions (patient/therapist relationship), clinical decision making, foundations of education, Patient

Client Management Model, reflective practice, intercultural competence and health promotion.

PHT 6350 Principles of Clinical Practice I (3 hours)

This course series introduces students to foundational skills used in clinical practice. Primary areas of emphasis include: observational analysis, positioning and draping, transfer training, wheelchair mobility, use of assistive devices, posture and body mechanics, safety, vital signs, response to emergencies, infection control, integumentary integrity and circulation, anthropometric measurements, PROM/ AAROM/ AROM, and measurement of joint motion. Students will also be introduced to documentation in health care.

PHT 6222 Pathology and Medical Management I (2 hours)

The first of two courses that focus on the pathogenesis, clinical presentation, prognosis, and medical intervention of diseases encountered in physical therapy practice. The relevance of medical imaging and laboratory values in diagnosis and management will be covered. Students will be introduced to the pharmacological management of various conditions and the implications related to physical therapy practice will be discussed.

PHT 6134 Introduction to Seminar (1 hour)

This course is an introduction to the seminar series. Seminar courses are a “grand rounds” experience in a problem based learning format. Students develop their clinical decision making process, as cases increase in complexity, through research, discussion and collaboration. IPE competencies are introduced. The first course introduces students to the tools necessary to be a successful problem based learner and the “grand rounds” format. Students will learn how to work effectively as part of a healthcare team, how to manage conflict and solve problems while respecting individual differences.

SEMESTER 2

PHT 6421 Basic Science II (4 hours)

This course is an in depth study of the structure and function of the neurological system, including gross anatomy, histology, embryology and physiology. Students will be introduced to selected pathologies and special tests that facilitate the understanding of the relationship of the nervous system to movement of the human body.

PHT 6351 Principles of Clinical Practice II (3 hours)

The second course is a continuation of clinical practice I, which teaches students about essential skills required for clinic. Topics include motor performance and manual muscle testing, therapeutic modalities, soft tissue mobilization, and

assistive technology. Students will be introduced to the SOAP note format and practice accurate documentation of techniques.

PHT 6313 Movement Science II (3 hours)

In the second course, students will be introduced to theories related to motor control, motor development, motor learning and motor behavior. These concepts will serve as a framework for evaluation and treatment of movement dysfunction throughout the lifespan. The theories and constructs behind the prescription and use of prosthetics and orthotics and their impact on the movement system will also be discussed.

PHT 6240 Evidence Based Practice I (2 hours)

This course series is designed for students to gain the knowledge and skills required to become an evidence based practitioner. The first course introduces the foundation of evidence based practice and the integration of clinical decision making. Students will learn how to access knowledge for practice, and will learn the methods of scientific inquiry, including research theory, design, methods, and measurement. Research ethics and the IRB will be reviewed.

PHT 6323 Pathology and Medical Management II (3 hours)

The final course that focuses on the pathogenesis, clinical presentation, prognosis, and medical intervention of diseases encountered in physical therapy practice. The relevance of medical imaging and laboratory values in diagnosis and management will be covered. Students will be introduced to the pharmacological management of various conditions and the implications related to physical therapy practice will be discussed.

PHT 6224 Exercise Physiology (2 hours)

This course examines the body's physiological response, both acute and chronic, to exercise. Students will learn about the changes in exercise responses through the lifespan and in special populations as well as measurement of oxygen uptake/energy expenditure.

SEMESTER 3

PHT 6214 Movement Science III (2 hours)

In the final course in the series, exercise prescription and progression strategies will be analyzed utilizing the foundations of movement science. Students will utilize knowledge from previous courses and movement analysis to develop exercise regimes. Clinical reasoning through patient case studies will facilitate student understanding of mechanical concepts.

PHT 6580 Foundation of Clinical Sciences: Physical Therapy through the Lifespan I (5 hours)

This course presents an in depth study into the examination and treatment of movement system disorders of the musculoskeletal system through the lifespan. Emphasis is placed on patient centered care and practice expectations including: screening, examination, evaluation, diagnosis, prognosis, development of a plan of care, intervention, and evaluation of outcomes. Application of foundational concepts including: collaboration with the health care team, professionalism, patient/ caregiver education, intercultural competence, health promotion/ prevention and documentation is emphasized. Medical management of orthopedic conditions including surgical and non-surgical procedures of common musculoskeletal conditions and the implications for physical therapy practice is included

PHT 6581 Foundation of Clinical Sciences: Physical Therapy through the Lifespan II (5 hours)

This course will provide the student with a foundation in examination and treatment of movement system disorders of the neurological system. Examination skills will focus on development of movement analysis for motor control dysfunction across the lifespan. Medical management of common neurological conditions is included as well as precautions or special considerations pertinent to physical therapists. Emphasis is placed on patient centered care and practice expectations including: screening, examination, evaluation, diagnosis, prognosis, development of a plan of care, intervention, documentation and evaluations of outcomes. Application of foundational concepts including: collaboration with the health care team, professionalism, patient/ caregiver education, intercultural competence and health promotion/ prevention.

PHT 6311 Basic Examination (3 hours)

This course is designed to teach students the foundational concepts and skills required to perform the basic components of a physical therapy examination. Students will draw upon previous knowledge to design a plan given patient case scenarios.

PHT 6131 Professionalism and Leadership II (1 hour)

The second course in the series expands on the role of the physical therapist as a professional and a leader. Students will explore the practice of physical therapy with an emphasis on leadership. Focus areas include advocacy, public policymaking in the United States focusing on health care and physical therapy, legal and ethical aspects of health care. Specialty areas of practice will also be examined in relation to legal and ethical practice including direct access, health and wellness and pro bono services.

PHT 6141 Evidence Based Practice II (1 hour)

The second course in the series focuses on developing skills necessary to integrate evidence into practice. Students will learn how to develop a research question and search strategy, critically appraise the literature and write a literature review. Research methods, proposals and grant sources will also be discussed. Students will also learn how to determine the statistical conclusion validity of research evidence for practice, learn the logic of hypothesis testing and learn specific statistical tests used in research analysis. Students will explore various methods to integrate results into clinical practice.

SEMESTER 4PHT 7582 Foundation of Clinical Sciences: Physical Therapy through the Lifespan III (5 hours)

This course presents an in depth study into the examination and treatment of individuals with acute medical and surgical conditions, cardiopulmonary pathology and integumentary dysfunction through the lifespan. The impact of medical management of pathology on rehabilitation will be discussed, including the role of pharmaceuticals in rehabilitation. Emphasis is placed on patient centered care and practice expectations including: screening, examination, evaluation, diagnosis, prognosis, development of a plan of care, intervention, and evaluation of outcomes. Application of foundational concepts including: collaboration with the health care team, professionalism, patient/ caregiver education, intercultural competence, health promotion/ prevention and documentation is emphasized.

PHT 7200 Integrated Clinical Experience (2 hours)

Students will take this course in either the fall or spring of their second year. This is a part time clinical experience that will take place in an inpatient and/or outpatient setting. Students will have the opportunity to integrate knowledge and skills from the classroom into the clinic.

PHT 7173 Advanced Clinical Sciences: Pediatrics (1 hour)

This course provides an in depth study of the unique aspects of pediatric physical therapy. Students will integrate previous coursework and research to improve their ability to provide patient centered, holistic, family centered, collaborative care. Pediatric

PHT 7483 Advanced Clinical Sciences: Physical Therapy Management of the Spine (4 hours)

This course presents an in depth study into the examination and treatment of movement system disorders of the spine, sacroiliac joint and temporomandibular joint through the lifespan. Emphasis is placed on patient centered care and

practice expectations including: screening, examination, evaluation, diagnosis, prognosis, development of a plan of care, intervention, and evaluation of outcomes. Application of foundational concepts including: collaboration with the health care team, professionalism, patient/ caregiver education, intercultural competence, health promotion/ prevention and documentation is emphasized. Medical management of surgical and non-surgical techniques of common musculoskeletal conditions and the implications for physical therapy practice is included. Physical therapy intervention will be directed at resolution of specific impairments and functional limitations, but will also address contributing factors and prophylaxis.

PHT 7233 Faith, Health and Quality of Life (2 hours)

This course is designed to examine the complex role of the physical therapist in interactions with patients/ clients, colleagues, families and the profession. Students gain an understanding of the role and impact of illness, disability, health, spirituality, and other factors on patients/ clients as well as their own life. Students will explore what it means to be a Christian in health care. Emphasis will be placed on self-awareness as well as awareness of others with respect to illness, pain, addictions, cultural differences, spirituality, and coping strategies. Discussions include faith-based foundations, including the Christian moral tradition, sociocultural influences, professional codes, organizational norms, and personal ethical norms are explored.

PHT 7271 Advanced Clinical Sciences: Neurological Rehabilitation (2 hours)

This course expands upon existing knowledge of the neurological system and neurological disorders and provides students with advanced skills in the examination, evaluation and treatment of adults and older adults with neurological conditions. Clinical scenarios will be utilized to examine complex conditions and students will be encouraged to integrate evidence into proposed assessment and treatment methods

PHT 7052 Seminar – Grand Rounds (0 hour)

The seminar course is a “grand rounds” experience in a problem based learning format. Students develop their clinical decision making process, as cases increase in complexity, through research, discussion and collaboration. IPE competencies are emphasized. Students will take this course in the fall or spring of their second year.

SEMESTER 5

PHT 7360 Advanced Clinical Sciences: Outpatient Rehabilitation I (3 hours)

Outpatient rehabilitation I is the first of two courses designed to integrate knowledge and skills from prior courses in the examination, evaluation and treatment of patients/clients typically presenting to physical therapy in ambulatory

care centers such as: private practice, home health, school system and wellness settings. Students are challenged to integrate important considerations such as the dynamics of the setting, medical conditions, comorbidities and unique characteristics of the individual in order to provide a comprehensive examination and treatment. Clinical decision making and use of the best evidence will be developed as the learner selects, applies, and justifies treatment interventions for specific patient-centered functional goals for case vignettes presented in increasing levels of complexity.

PHT 7201 Community Health (2 hours)

This course is designed to provide students with learning experiences both in the classroom and in the community. Emphasis is placed on population health and methods to incorporate service into their practice and make a lasting difference in their communities. Students will enroll in this course in either the fall or spring of their second year, alternating with PHT 7200.

PHT 7142 Evidence Based Practice III (1 hour)

In this course, students will apply knowledge from previous coursework as well as their ICE experience in order to complete a case study report. Students are required to complete both a written case study and presentation.

PHT 7361 Advanced Clinical Sciences: Inpatient Rehabilitation I (3 hours)

Inpatient rehabilitation is the first of two courses designed to integrate knowledge and skills from prior courses in the examination, evaluation and treatment of patients/clients typically presenting to physical therapy in inpatient settings such as: acute care, inpatient rehabilitation, and long term care. Students are challenged to integrate important considerations such as dynamics of the setting, medical conditions, comorbidities and unique characteristics of the individual in order to provide a comprehensive examination and treatment. Clinical decision making and use of the best evidence will be developed as the learner selects, applies, and justifies treatment interventions for specific patient-centered functional goals for patient vignettes presented in increasing levels of complexity.

PHT 7384 Advanced Clinical Sciences: Primary Care (3 hours)

The focus of this course is the acquisition of knowledge and skills to practice as an independent practitioner of physical therapy. This course facilitates the development of a safe, effective comprehensive examination that can be implemented in a variety of settings. Essential skills include screening for a wide range of conditions and pathologies that are not within the scope of physical therapist practice. Emphasis will be on the role of diagnostic imaging as it relates to physical therapy, including indications for referral for imaging, and integrating imaging information with significant findings from patient history, laboratory values and patient examination in physical therapy assessment. In addition, the

skills necessary to effectively collaborate and communicate with medical professionals along with patterns of referral to the appropriate health care provider are discussed and practiced. Independent practice in the health and wellness arena is also explored. Principles of health promotion, including the role of nutrition, screening for health and wellness needs, and designing interventions to promote health behavior change will be covered. Effective clinical decision making will be emphasized throughout the course, using patient case vignettes and clinical prediction rules.

PHT 7485 Advanced Clinical Sciences: Special Populations (4 hours)

In this course, students engage in an in depth study of various special populations encountered in physical therapy practice. Areas of study include but not limited to: gender health across the lifespan, industrial rehabilitation, cancer, mental health/illness and sport specific rehabilitation.

SEMESTER 6

PHT 7272 Contemporary Physical Therapy Practice (2 hours)

This course expands upon existing knowledge and provides students with advanced theory and skills in the evaluation and management of various topics within physical therapy. Different topics will be addressed, representing areas that are either early in their development within the physical therapy profession or that are not widely addressed within the entry-level curriculum. This will be a student driven course, where information will be researched and presented by students, with faculty leading problem solving sessions to deal with complex patient issues.

PHT 7143 Evidence Based Practice IV (1 hour)

This course requires students to draw upon previous coursework and IPE experiences in order to choose a topic of interest and conduct a systematic review. Students are required to submit a written document and complete an oral presentation.

PHT 7362 Advanced Clinical Sciences: Outpatient Rehabilitation II (3 hours)

Outpatient rehabilitation II is the second of two courses designed to integrate knowledge and skills from prior courses in the examination, evaluation and treatment of patients/clients typically presenting to physical therapy in private practice, home health, school system and wellness settings. Students are challenged to integrate important considerations such as dynamics of the setting, medical conditions, comorbidities and unique characteristics of the individual in order to provide a comprehensive examination and treatment. Clinical decision making and use of the best evidence will be developed as the learner selects, applies, and justifies treatment interventions for specific patient-centered functional goals for case vignettes presented in increasing levels of complexity.

PHT 7363 Advanced Clinical Sciences: Inpatient Rehabilitation II (3 hours)

The second course in the series, inpatient rehabilitation is designed to integrate knowledge and skills from prior courses in the examination, evaluation and treatment of patients/clients typically presenting to physical therapy in acute care, inpatient rehabilitation, and long term care. Students are challenged to integrate important considerations such as dynamics of the setting, medical conditions, comorbidities and unique characteristics of the individual in order to provide a comprehensive examination and treatment. Clinical decision making and use of the best evidence will be developed as the learner selects, applies, and justifies treatment interventions for specific patient-centered functional goals for patient vignettes presented in increasing levels of complexity.

PHT 7232 Professionalism and Leadership III (2 hours)

In the final course in the series, students examine leadership and administration theories and prepare for the transition from student to professional. Topics include: strategic planning, management, marketing, budgeting, human resources, quality assurance and networking. Current trends in billing and reimbursement will also be discussed. Strategies for building a successful portfolio, career development, lifelong learning and personal financial planning will be covered. The importance of becoming a high-performance, well-balanced professional will be emphasized.

SEMESTER 7**PHT 8590 Experiential Learning Experience I (5 hours)**

This course is a full time 10 week experience in which students integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States.

PHT 8591 Experiential Learning Experience II (5 hours)

This course is a full time 10 week experience in which students integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States.

SEMESTER 8**PHT 8692 Experiential Learning Experience III (6 hours)**

This course is a full time 12 week experience in which students integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States.

PHT 8135 Professional Seminar (1 hour)

This course is designed to prepare students to enter the profession of physical therapy. Students will prepare for the transition by creating a career development plan, completing their Professional Portfolio and Service Learning Activities as well as preparing for the National Licensure Examination.

Essential Functions

Faulkner University is dedicated to graduating highly competent physical therapists who are knowledgeable and proficient to practice physical therapy in all healthcare settings at entry level. To accomplish this goal, the program has been designed to prepare students to treat individuals across the lifespan, with conditions affecting all body systems, in a variety of settings, independently or as part of a healthcare team. The program is an intensive course of study that includes didactic and clinical preparation. In order to function in complex and diverse environments, students must integrate knowledge, skills, attitudes and behaviors to make effective and safe clinical decisions. There are certain required abilities, standards and qualifications necessary to achieve satisfactory competence to practice physical therapy. These essential functions are not achieved solely by gaining academic knowledge. In addition to academic knowledge, the student must meet a combination of cognitive, psychomotor, affective, sensory, and communication skills that are required for entry level competency.

The Doctor of Physical Therapy Program at Faulkner University, is in compliance with Section 504 of the Rehabilitation Act of 1973, Section 504 subpart E, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008. The DPT Program at Faulkner University does not discriminate against qualified individuals with disabilities. The Essential Functions document allows each candidate/ student to evaluate his or her ability to successfully perform the specified tasks and complete the program.

The DPT program at Faulkner University requires students to demonstrate essential functions that are expected of all physical therapists. These functions are required to ensure the safety and wellbeing of patients/clients, colleagues, faculty, and other health care professionals. In order to be admitted to and successfully complete the requirements for a doctorate degree in physical therapy, students must be able to perform, with or without reasonable accommodations, the essential functions listed below. These skills are performed in the learning environment such as classrooms and laboratories as well as community settings such as schools, hospitals and skilled nursing facilities. The presence of a disability will not exempt students from completing required tasks and a reasonable accommodation will not guarantee that a student will be successful in meeting the requirements of any one course. During matriculation, if it becomes apparent to DPT faculty and staff that the student

cannot perform these essential functions with reasonable accommodations, or the accommodations are not reasonable and would put an undue hardship on the university, or that the performance of these functions would significantly increase the risk the harm or jeopardize the safety of others, the program may withdraw the offer of admission to DPT program or dismiss the student from the program. The university cannot guarantee that the clinical education facility will be able to offer the same reasonable accommodations that are made available to the students in didactic courses.

Cognitive Functions

The student must have the intellectual ability to solve problems by integrating a variety of complex information from different sources in a safe, appropriate, effective and timely manner.

1. Measure, calculate, analyze, comprehend, integrate, recall, retain and synthesize a large body of knowledge under time constraints.
2. Gather appropriate information from a variety of sources during patient encounters, including medical records, past medical history, interviews and examinations to make effective clinical decisions that consider the individual patient and their unique needs.
3. Critically analyze information from a variety of sources including research literature, textbooks, lectures, class discussions, patient demonstrations, medical history and laboratory classes in order to make effective clinical decisions.
4. Evaluate and assess information gathered during a patient encounter to formulate a diagnosis, prognosis, and plan of care and modify if appropriate.
5. Assess limitations of one's own knowledge and/or performance in order to provide safe, effective patient care and acknowledge the need to refer the patient/client to other healthcare professionals.
6. Select and disseminate appropriate, clear and concise information to all stakeholders, including patient/client, family, health care professionals, researchers, and payers.
7. Demonstrate ability to plan, organize, supervise and delegate in order to accomplish tasks and goals.
8. Effectively utilize technology such as computers and equipment for research, classroom assignments and clinical experiences, including electronic medical records.

Motor Function

Students must have sufficient gross and fine motor skills, coordination and mobility to safely, accurately and efficiently perform all responsibilities of a physical therapist in all settings. This includes patients/clients across the lifespan and conditions involving all body systems.

1. Assume and maintain for extended periods a variety of positions and movements, including but not limited to sitting, standing, squatting, kneeling, reaching, walking, stair climbing and pushing and pulling.
2. Demonstrate appropriate and safe body mechanics and respond safely and effectively to sudden or unexpected movements of patients and/or colleagues.
3. Respond quickly to emergency situations and perform procedures such as lifting, pulling, or pushing patients/clients, transporting patients and applying force to perform CPR.
4. Safely, reliably, and efficiently perform required physical therapy screenings, examinations, and intervention procedures in order to evaluate and treat movement dysfunction and promote health and wellness.
5. Safely and reliably operate physical therapy related equipment, patient monitoring devices and therapeutic devices.
6. Demonstrate the required neuromuscular control and eye-hand coordination required to perform all physical therapy skills and procedures safely, reliably, and efficiently.

Communication

Students must be able to communicate effectively utilizing the appropriate verbal and nonverbal, written and electronic communication that is professional and meets the needs of the target audience including but limited to: colleagues, health care professionals, patients/ clients, caregivers, faculty, policy makers and payers.

1. Comprehend and interpret the verbal, non-verbal, and written communications of others and respond in an appropriate, professional manner.
2. Gather a thorough history from patients and caregivers.
3. Communicate clearly, effectively and with sensitivity both verbally and non-verbally in English with a variety of audiences.
4. Demonstrate the ability to give and receive constructive feedback.
5. Actively listen to others and modify communication style to meet the needs of the audience.
6. Communicate complex information in an appropriate, efficient and clear manner to a variety of stakeholders, including but not limited to patients, caregivers, health care professionals and third party payers.
7. Demonstrate interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of professional relationships with others.
8. Educate others by applying teaching and learning theories and methods in health care and community environments.
9. Complete reading and written assignments, document and maintain written records, participate in group activities, present oral and written reports and provide constructive feedback.

Sensory

Students must be able to perceive all information necessary to provide effective patient care. Students will be required to utilize their visual, auditory and tactile sensations in order to assess patient status and detect any changes.

1. Observe audiovisual presentations, written materials, demonstrations and physical therapy procedures.
2. Observe activity and behavior as well as changes in patient/ client status from a distance as well as closely, in order to make clinical decisions.
3. Accurately monitor and interpret results from equipment and patient monitoring systems, including therapeutic exercise equipment, therapeutic modalities, EKGs and radiographs.
4. Ability to perform auscultation and auditory evaluation including but not limited to lungs, heart, pulse, blood pressure, joint noises and prostheses.
5. Appreciate tactile feedback related to safe and accurate application of procedures such as palpation, manual muscle testing, and joint mobilization.
6. Demonstrate ability to discern changes in body structures through observations and palpation of body surfaces.
7. Perceiving appropriate tactile feedback in order to perform examinations, procedures and skills that require application of various pressures, such as joint mobilization, palpation and manual muscle testing.
8. Recognize the signs of disease and impairments through the use of multiple senses simultaneously including observation, palpation, smell (signs of infection or poor hygiene) auditory information (voice, lungs and heart sounds)

Affective

Students must be able to demonstrate emotional intelligence, maturity and respect for others and their differences. Students must be able to maintain effective, professional relationships with others, and be able to engage with sensitivity, honesty, compassion, and integrity.

1. Act in an ethical, legal, and responsible manner consistent with the Core Values and Professional Behaviors outlined by the American Physical Therapy Association.
2. Recognize and demonstrate respect for cultural, ethnic, ethical, and value differences among students, faculty, staff, patients, caregivers, and other health care professionals
3. Develop professional, empathic relationships with individuals from a variety of backgrounds, ages, and needs, based on mutual trust.
4. Develop and maintain effective, respectful working relationships with professional colleagues, peers, patients, families, and the general public.
5. Work effectively as part of a team, whether at school, in the community or as part of an interdisciplinary team.
6. Demonstrate flexibility and adaptability to changing situations and uncertainty.
7. Maintain personal hygiene at all times.

8. Recognize the impact of their own personal values, beliefs, emotions and experiences affect perceptions and relationships with others.
9. Respond appropriately to stressful situations in the classroom and clinic.
10. Value the importance of the interprofessional team to the health and function of individuals and society.
11. Effectively manage multiple demands and deadlines effectively both in the academic, clinical and personal arena.
12. Accept responsibility for all actions, reactions and inactions.
13. Value the importance of personal, emotional, spiritual and professional development in professional practice.
14. Discern important environmental cues in a complex and distracting environment.

Professional Conduct

Students must possess the ability to practice in an ethical, legal and responsible manner. Students must be willing to learn and adopt professional standards of conduct as well as the Code of Conduct for the University. Students must abide by the core values of compassion, integrity, altruism, professional duty, excellence, accountability, and social responsibility. Students must be able to engage in the care of all patients, in all settings.

Resources

1. American Physical Therapy Association. Guide to Physical Therapist Practice. Alexandria, Virginia, 2008.
2. American Physical Therapy Association. Minimum Required Skills of Physical Therapist Graduates at Entry Level. BOD G11-05-20-449.
3. Ingram, D. (1997) Opinions of physical therapy education program directors on essential functions. *Physical Therapy*. 77: 37-45.
4. Rangel A, Wittry A, Boucher B, Sanders B. A survey of essential functions and reasonable accommodations in physical therapist education programs. (2001) *Journal of Physical Therapy Education*. 15: 11-19.

Students with Disabilities

In conjunction with Faulkner's community principles and overall mission, the Center for Disability Services acknowledges disability as an integral part of the campus experience. CDS is committed to providing equal access and opportunity to all campus programs and services for individuals with disabilities. In order to establish equal access, documentation of disability by qualified professionals is necessary. Accommodations must be reviewed each semester and are not retroactive. If you are interested in obtaining accommodations please contact the Director of the Center for Disability Services (334-386-7185) at your earliest convenience or visit the Center for Disability Services page on Faulkner's website for additional information.

Reasonable Accommodations

Reasonable Accommodations are:

- Academic adjustments that assist the individual with a disability to have equal access to the educational program
- Has a direct relationship between the barrier created by the student's disability and educational requirements of the course
- Does **not** alter a course's
 - Essential skill requirement
 - Essential knowledge requirement OR
 - An established objective

Comprehensive Examinations

Students will take a comprehensive written and practical examination after the successful completion of the first and at the end of the second year of matriculation. The comprehensive exam will be given during the summer semester, prior to the start of the full time clinical experiences. It is expected that academic honesty will be observed during the entire examination process.

Written Examination

Year One

This examination covers all of the academic content taught during the first year of the program. The purpose of this examination is to determine the students' knowledge in the content areas covered during the first academic year and identify any significant deficits that may hinder progress in year two. It also assists students in preparation to take the NPTE.

Year Two

This examination covers all of the didactic content taught during the program. While the purpose of this examination is similar to year one examination, because it covers all of the entry level content, students must achieve a minimum passing score to progress to the clinic. Students who are not successful will have the opportunity to remediate the deficient information and demonstrate competency prior to beginning full time clinical experiences. The minimum passing score will be determined by faculty prior to administration. The examination will take place in PHT 7363: Inpatient Rehabilitation II and will be reflected in the course grade.

Practical Examination

Year One

Students will take a comprehensive clinical examination at the completion of year one which includes all content and skills learned during the first academic year. The results of this examination will provide feedback regarding students' level of knowledge and ability to apply it in a clinical environment, psychomotor skills, identify areas of weakness or deficiencies to be addressed, and facilitate success in the second year practical. It also serves to familiarize students with the format of the comprehensive practical.

Year Two

Students will take the comprehensive practical examination after the successful completion of all required didactic coursework. The grade requirements are the same as other practical examinations, and only one retake will be given. If remediation is required, the student may not be able to begin clinical experiences on schedule, and therefore the student's graduation may be delayed. This examination is essential to ensure that students have the level of knowledge and skill necessary to practice safely and competently in a full time clinical environment. Each student must achieve a passing score, with no safety concerns, in order to progress to the full time clinical experiences. The practical examination will take place in PHT 7362: Outpatient Rehabilitation II.

Remediation of Comprehensive Examinations

Year One

Students will meet with their advisor to review the results of the written and practical exam and will outline a plan to review any areas of deficiency. If it is determined that a formal plan is necessary, the advisor, in consultation with the program director, will outline a Remediation Plan. The plan will be forwarded to the Student Success Committee, who will be responsible for ensuring that the plan is completed. If significant deficiencies are identified, especially in areas of professionalism or safety, that would place potential risk to a patient, clinical instructor or to the students, themselves, a student may be delayed in participating in an Integrated Clinical Experience. Students will not be allowed to progress to a clinical environment until they can demonstrate safe, professional clinical behaviors.

Year Two

Students are encouraged to review the results of their examination with their advisors to determine any areas of weakness. If a student does not meet the minimum passing score of the examination, written or practical, the student will be given 1 opportunity to remediate and retake the examination. The student will meet with the advisor and the Program Director to outline a Remediation Plan. If the student did not pass the Comprehensive Practical, the DCE will also be involved in developing the Remediation Plan. The student will not be allowed to retake the examination until the Remediation Plan has been completed. If the student fails to pass the examination on the second attempt, the student may not progress to clinic and may be subject to dismissal from the program.

Graduation Requirements

In order to qualify for the Doctor of Physical Therapy Degree, the following conditions must be met:

1. The student must complete all Institutional requirements for graduation, including meeting all financial obligations, and completing all required courses with requisite grades.
2. The student must successfully complete all of the Physical Therapy required courses in the curriculum with a grade of “C” or better and a cumulative 3.0 GPA or higher. This expectation includes completing all Individual Development Contracts (IDCs).
3. The student must earn a rating of entry level or above on the CPI at the completion of their clinical experiences.
4. The student must be recommended for graduation by the Department of Physical Therapy Faculty.

Graduation

A commencement ceremony will be held each Spring at the end of the final academic semester. Only students who have met all requirements for graduation will be eligible to participate. Any student who has delayed clinical experience for any reason will not be able to participate in the ceremony. The traditional academic regalia will be worn and any addition not formally recognized by the University will not be permitted. Advanced approval is required for any additional ornamentation to the attire.

Exit Interview

Each student who graduates from the Faulkner University Department of Physical Therapy is required to attend two Exit Interviews. One held by the Department Chair/ Program Director and Director of Clinical Education and a second by Student Services. Students may also request an individual interview with the Department Chair/ Program Director and/ or class advisor.

PT Program Admissions

Admissions Requirements

Degree Requirements

Applicants must complete a Bachelor’s degree from an accredited institution prior to starting the DPT program.

Prerequisite Courses

Course	Lab Requirement	Credit hours
*Human Anatomy/ A & P I with lab	YES	4
*Human Physiology/ A & P II with lab	YES	4
Biology I and II	YES	8
General Chemistry I and II	YES	8
General Physics I and II	YES	8
General Psychology	NO	3
Statistics	NO	3
Precalculus trigonometry or higher	NO	3
English Composition I and II	NO	6
Medical Terminology	NO	1

All applicants must complete each of the following prerequisites with a grade of “C” or better and must have a minimum prerequisite grade point average (GPA) of 3.0 or greater on a 4.0 scale. Applicants may choose to repeat a course; however, the grades will be averaged and only the first retake will be used.

*Course must be in department of biology, neuroscience, anatomy, physiology (not kinesiology)

All science courses must be taken within 10 years of the admission cycle year. Credit for courses older than 10 years may be made through validation by examination or other appropriate mechanism. All courses must also be from an accredited institution.

GPA Requirements

Applicants must have a minimum prerequisite grade point average (GPA) of 3.0 or greater on a 4.0 scale and at least a 3.0 GPA in the last 60 hours of undergraduate academic coursework. Overall GPA will also be considered; therefore it is strongly recommended that the overall GPA be at least a 3.0 as well. Graduate work is not used to calculate GPA.

Official Test Scores

All applicants must take the Graduate Record Examination (GRE) within 5 years of the admission cycle year. While there is no minimum score required, scores are considered along with other data in the application.

Letters of Recommendation

Two letters of recommendation are required with the application. One must be from a professor who can speak to the applicant's academic ability to matriculate successfully through a graduate professional program. The other must be from a licensed physical therapist who can speak to the applicant's professional demeanor, ability to function in a complex environment, communicate effectively, and collaborate with others.

Recommendations are not accepted from family, friends, politicians, or clergy.

Observations Hours

Applicants are required to complete a minimum of 50 hours of observation of physical therapy services within the past two years of the admission cycle year. These observation hours must occur in a minimum of 2 different settings. (outpatient, acute care, home health etc.)

Interview

Successful completion of an admission interview. Applicants are selected for interviews based on a holistic evaluation of their application and supporting materials. Submission of all required application material does not guarantee an interview.

Additional Requirements

The holistic evaluation process includes a review of both academic and nonacademic factors. No single factor guarantees admission into the program. These include leadership activities, community service, advanced education, and patient care experiences. Students are strongly encouraged to spend time observing physical therapists in various practice settings in order to gain an understanding of the profession. Both observation hours and employment in a clinical facility will be considered.

****Completion of minimum requirements does not guarantee admission. The Faulkner University PT Program Admissions Process is a competitive process; final decisions for admission are based on the recommendations of the Admissions Committee*

Transfer Credit

The Department of Physical Therapy does not accept transfer students. Students from other programs who wish to apply must do so through the PTCAS system and will be considered with the applicant pool for that academic year. Any student who has previously attended a Physical Therapy program and was dismissed, must obtain a letter of support from the Chair/ Program Director of that program in order to be considered for admission.

Deferment of Admission

Extenuating circumstances such as a family emergency, death in the family, catastrophic or life changing event, extreme financial hardship or military service, may impact a student's ability to accept admission into the Doctor of Physical Therapy Program. In these situations, students may decide to defer acceptance into the program. Students who have been accepted but would like to defer their admission must provide a written request for deferment which includes a detailed explanation of the reasons for the deferment. The written request must be submitted no later than July 1st of the year of matriculation. Any requests following the deadline will be considered on a case by case basis.

The DPT Admissions Committee will review the request to determine if it meets the program requirements and sufficient information has been provided. The Admissions Chair will contact the applicant directly for clarification, request additional information or supportive documentation. (ie. Letter from physician) The Program Director will consult with the Dean of the College of Health Sciences for final approval. Once a decision has been made, the Admission Committee will notify the applicant in writing, and a copy will be placed in the applicant's file.

If granted, the deferment will be given for one year only. After one year, the student will forfeit the deferment but is not prohibited from applying again to the program in the future. If the applicant accepts deferment, all requirements for admission, must still be met prior to matriculation. If a deferment is granted, the next applicant on the waitlist will be offered admission to the program.

Professionalism Within the Program

Professional Standards

Students in the Department of Physical Therapy are expected to adhere to professional standards that are outlined in Physical Therapy Documents as well as the University and Department Handbook. Professional Behaviors are attributes, characteristics, or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Ten Professional Behaviors were identified through

a study conducted at the Physical Therapy Program at UW-Madison. The ten abilities and definitions developed are:

Generic Ability Definition

1. Critical Thinking

The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

2. Communication

The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

3. Problem Solving

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

4. Interpersonal Skills

The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

5. Responsibility

The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

6. Professionalism

The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

7. Use of Constructive Feedback

The ability to seek out and identify quality sources of feedback, reflects on and integrates the feedback, and provides meaningful feedback to others.

8. Effective Use of Time and Resources

The ability to manage time and resources effectively to obtain the maximum possible benefit.

9. Stress Management

The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/client and their families, members of the health care team and in work/life scenarios.

10. Commitment to Learning

The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

**Originally developed by the Physical Therapy Program, University of Wisconsin-Madison May, W.W., Morgan, B.J., Lemke, J.C., Karst, G.M., & Stone, H.L. (1995). Model for ability-based assessment in physical therapy education. Journal of Physical Therapy Education, 9(1), 3-6. Updated 2010, to be published.*

Professional Practice Expectations

Students, considered professional colleagues in the DPT Program at Faulkner University, are expected to adhere to the standards of the Physical Therapy profession in all activities and interactions. The American Physical Therapy Association (APTA), a professional organization for physical therapists in the United States, has established core documents for professionals to follow. These include, but are not limited to: APTA Code of Ethics, Core Values and Standards of Practice. Students will be introduced to these documents in the first semester of the program and will be utilized and referred to throughout the curriculum. Professional behaviors will be assessed throughout the academic and clinical program. Students who violate these professional behaviors will be reported to the Student Success Committee. The committee may deliberate in conjunction with CHS administration per the CHS Handbook. The committee will send their recommendation to the full DPT Faculty for deliberation. The disciplinary action will depend on the severity of the offense, but may include dismissal from the program.

Please see the appendix for APTA documents.

ACADEMIC APPEALS / GRIEVANCES

If a student has reason to question the decision of an instructor regarding course content, a grade received, or penalties imposed for academic dishonesty, misconduct, or unacceptable classroom or instructional behavior, the student must follow the academic appeal procedure which begins with an appeal to the instructor if appropriate. Students should also follow this process if appealing a Notice of Dismissal and for all other academic grievances. It should be understood that an instructor's decision as to any matter takes effect immediately and remains in place until the appeals process is complete. *Non-academic grievances should follow the process outlined in CHS Handbook. If an individual

program maintains certain academic requirements (such as a 3.0 GPA), those requirements should be enforced using the procedure in this section.

Appeal to the Instructor

In all cases involving the decision of an instructor regarding course content, a grade received, or sanctions imposed for unacceptable classroom or instructional behavior, the student should attempt to initially resolve the matter with the instructor. The student should complete the “Student Complaint Record: Academic” (Appendix C), and submit a copy to the Program Director. The student may request confidentiality upon submission. However, the request for confidentiality will only be granted in rare cases. The Program Director will then initiate the appeals process by emailing the “Student Complaint Record: Academic” (Appendix C) to the instructor and including the student who made the appeal in the email. The form should include the student’s account of all pertinent facts, a statement listing all reasons as to why the instructor’s decision was inappropriate, and a statement of the relief sought by the student. Any issue not raised in the written appeal is deemed waived and forfeited. A student who fails to timely submit a written appeal complying with the requirements of this section waives and forfeits the right to pursue the appeal. The student must make the appeal within seven (7) days of the date of the decision to be appealed. Failure by the student to make the appeal to the instructor within this time frame constitutes forfeiture of the right to appeal. Within three (3) days after receiving the student’s written appeal, the instructor must respond in writing to the appeal and either grant or deny the relief sought. No discussion of the matter should take place between the instructor and the student once a written appeal has been initiated. The student has 48 hours after receiving the instructor’s response to inform Program Director and Instructor (in ongoing email thread) whether they believe a resolution has been reached. If a resolution has been reached at the instructor level, the completed “Student Complaint Record: Academic” detailing the resolution must be confidentially maintained by the Program Director. The Program Director will send a copy of the completed complaint record to Dean’s office and to the Vice President of Academic Affairs.

Appeal to the Program Director / Program Committee

If it is inappropriate for the student to initially submit the “Student Complaint Record: Academic” to the instructor, the student should still complete the “Student Complaint Record: Academic” (Appendix C), and submit a copy to the Program Director. The student may request confidentiality upon submission. However, the request for confidentiality will only be granted in rare cases. Additionally, if the student is dissatisfied with the instructor’s response in the first stage of the appeal, the student has 48 hours from the date of the instructor’s response to appeal in writing using the Complaint Record to the respective Program Director. Failure by the student to make this appeal within this time constitutes forfeiture of the right to appeal. Within four (4) days of the student’s appeal to the Program Director, the Program Director (with input from the

program committee) shall rule on the appeal in writing and provide copies of the completed Student Complaint Record to the instructor, student, CHS Dean's office, and to the Vice President of Academic Affairs.

The completed complaint record should be maintained by the Program Director. If the instructor whose decision is appealed is the Program Director, the student should appeal directly to the office of the Dean of the College of Health Sciences. If the instructor whose decision is appealed is the Dean of the College of Health Sciences, the appeal shall be directed to the Vice-President for Academic Affairs. The person to whom the appeal has been made may investigate the matter in any way he or she deems appropriate and may resolve the matter with or without a hearing. Within seven (7) days of the student's appeal in this instance (i.e., to either the Dean of the college or the Vice-President for Academic Affairs), the official to whom the appeal has been made shall rule on the appeal in writing and provide a copy to the instructor, the Program Director, the Office of the Dean of CHS, and the Vice President of Academic Affairs.

Appeal to Office of the Dean of the College of Health Sciences

If the student or the instructor whose decision is at issue is dissatisfied with the Program Director's response, either party has 48 hours from the date of the Program Director's response to appeal the matter to the Office of the Dean of the College of Health Sciences. Failure by either party to make this appeal within this time frame constitutes forfeiture of the right to appeal. The person to whom the appeal has been made may investigate the matter in any way he or she deems appropriate and may resolve the matter with or without a hearing. Within four (4) days of the appeal to the appropriate administrator, he or she shall rule on the appeal in writing and provide a copy to both the instructor, the student, and the program director. The Office of the Dean's decision in such disputes is final unless there is a question of impropriety on the part of the instructor or some other University employee that bears directly on the issue appealed. Additionally, students may appeal a program dismissal directly to the Vice-President for Academic Affairs. Even when there is an allegation of impropriety, there can be no appeal to the Vice-President for Academic Affairs until the Dean of the appropriate college or school has returned a decision.

Appeal to the Vice President of Academic Affairs

If the student or the instructor whose decision is at issue is dissatisfied with the Dean's Office response, either party has 48 hours from the date of the Dean's Office response to appeal the matter to the Vice-President for Academic Affairs. Failure by either party to make this appeal within this time frame constitutes forfeiture of the right to appeal. Within four (4) days of this appeal, the Vice-President for Academic Affairs shall rule on the appeal in writing and provide a copy to both the instructor/program director/Dean's Office and the student. The person to whom the appeal has been made may investigate the matter in any way he or she deems appropriate and may resolve the matter with or without a hearing. Only when there is a question of impropriety on the part of the instructor

or some other University employee that bears directly on the issue appealed can there be an appeal to the Vice-President for Academic Affairs. Additionally, any decision that results in the dismissal of a student from a CHS program should be appealed to the Vice-President for Academic Affairs. The decision of the Vice-President for Academic Affairs in such cases is final. *Resolutions/Decisions for all Academic Appeals should be recorded on the "Student Complaint Record: Academic" (Appendix C), and the final completed form should be sent to the Assistant/Associate Dean of Academics for filing. The Assistant/Associate Dean of Academics will also forward the completed complaint record to the Vice President of Academic Affairs.

Standard of Review for Matters Appealed

In all matters appealed at whatever level, the standard of review is as follows: All issues of fact as initially determined by the instructor shall be presumed to be correct and the instructor's findings of fact will not be disturbed unless there is clear and convincing evidence to the contrary. All issues involving the exercise of the instructor's judgment (including but not limited to grades awarded, course content, and sanctions for academic dishonesty or unacceptable classroom or instructional behavior) shall be presumed to be correct and the instructor's decision on any such issue will not be reversed unless the instructor has committed a gross abuse of discretion.

Academic Dishonesty

A key element of academic integrity is to honor the academic process of learning. Faulkner University considers the circumvention of the learning process by cheating, plagiarism, fabrication or complicity in cheating or fabrication to be an act of academic misconduct with long-term detrimental effects. The following outline of the definition of terms and a general list of academic violations of the Honor Code is given for clarity sake and as an aid to guard against violating the code unintentionally.

Cheating:

The act of using or attempting to use materials, information, study aids or unauthorized assistance for an academic activity.

Plagiarism:

The act of intentionally or knowingly representing the words or ideas of another as one's own work in any academic assignment.

Fabrication:

The act of falsification or creation of any information in an academic activity.

Complicity:

The facilitation or assistance, intentionally or knowingly, in the act of cheating or fabrication by another.

The following includes many but not necessarily all of the specific practices under each of the above four categories that violate the Honor Code in regards to academics:

Cheating

- Receiving or giving unauthorized materials or aid to another student for class assignments or tests.
- Using unauthorized materials or aid in connection with assignments or tests.
- Giving, obtaining, soliciting or offering to provide any unauthorized assistance for class assignments or tests.
- Using any unauthorized electronic device during a test or class assignment (when inappropriate). These include cell phones, watches, tablets, smart goggles etc.
- Observing the work of other students during in-class assignments (when inappropriate) or tests.
- Gaining access to the content of a test prior to the giving of the test.

Plagiarism

Failure to give credit to sources used in a work in an attempt to present the work as one's own. Giving proper credit of resources can include:

- Key phrases or words.
- Paraphrasing of other's work.
- Word-for-word quotations.
- Submitting in whole or in part the work of others as one's own.
- Submission of papers or projects obtained from any source, such as a research service or another student, as one's own.

Fabrication

- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.
- Written or oral presentation of the results of research or laboratory experiments without the research or experiment having been performed.
- Altering, misrepresenting or falsifying a transcript, course record or graded work to gain unearned academic credit.
- Accepting unearned credit or accepting a grade higher than the grade actually earned.

Complicity

- Planning or agreeing with another person or persons to commit any act of academic dishonesty.
- Changing or agreeing to have academic records changed, including receiving an unearned academic grade or credit not.
- Offering or accepting a payment or bribe related to academic work or records.

In general, it is a violation when a student does not follow any announced policy of an individual faculty member, department, college, or university. A student uncertain of the application of the Academic Dishonesty policy to a particular circumstance should always consult with the respective faculty member.

Cheating is a type of fraud and consists of acts such as giving and receiving assistance on a quiz, test or exam, using notes or crib sheets during a quiz, test or exam, or submitting the same paper for more than one course. Cheating also includes acts such as taking an exam or writing a paper for another student. Fabrication includes acts such as falsifying data, misrepresenting work or lying to protect a student committing an act of academic misconduct.

Intellectual Property, Copyright and Plagiarism

A key element of academic integrity is respecting the intellectual property of others and copyrights on materials. Faulkner University considers the violation of copyrights and/or plagiarism to be an act of academic misconduct. The Council of Writing Program Administrators (CWPA) states “plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (Council of Writing Program Administrators, January, 2003 <http://www.wpacouncil.org/node/9>). The CWPA’s definition extends to works published online and in print mediums.

Plagiarism is a type of fraud and essentially consists of the submission or presentation of another’s intellectual property without appropriate citation, attribution or credit. This includes copying published information from printed texts or online materials, including websites. This also includes the use of downloaded and/or purchased materials such as pre written essays.

Penalties for Academic Dishonesty

The Academic Dishonesty Policy of the DPT program is in line with the University Policy. In the Department of Physical Therapy, violation of this policy is a serious breach of contract as well as a violation of the Code of Ethics and Core Values of the American Physical Therapy Association. The penalty for violation of this contract will result in a zero (failing grade) for the assignment or examination and penalties up to and including dismissal from the program without an opportunity

to return. A second offense will result in an automatic dismissal from the program.

All confirmed cases of academic dishonesty are reported to the Student Success Committee and the Program Director in the DPT Program as well as the office of the Dean, where he/she will record the offense. The Student Success Committee will evaluate the offense to determine if additional sanctions are warranted. The Student Success Committee will forward their recommendation to the full faculty for deliberation. Students will be notified in writing of the decision within 2 business days.

Duplication of Copyrighted Materials

Due to the easy access of materials found on the internet, students are often prone to unintentional violation of copyright laws.

1. Faulkner faculty retain ownership of the materials they create for instructional purposes including PowerPoint presentations, course handouts, lecture notes, photographs, videos, and illustrations. Students must seek the faculty member's permission before using or altering any portion of these materials for purposes outside of class and may not, under any circumstances, post these materials on other internet sites or social media outlets.

2. Most materials published after 1989 are subject to copyright law including books, journal articles, software, music and other artistic works.

3. Copyrighted materials distributed by faculty to students as part of a course have already been cleared for educational use or have been granted permission for use from the creator of the work. Students should seek advice from faculty prior to such action to determine whether copyright laws apply.

4. Materials that fall within the public domain are exempt from copyright laws. These materials include:

- Classic works of literature, art, or music
- Government documents
- All works published in the U.S. before 1923
- All works published without a copyright notice from 1923 through 1977
- All works published with a copyright that has expired or not been renewed
- Any work assigned to the public domain by its creator (Example: shareware)

5. Materials designated as "fair use" may be legally reproduced and used in your work without permission of the creator if certain conditions are met. For example, the purpose of the use is non-commercial in nature such as referencing a limited portion of a book or journal article in the literature review for a grant proposal or

publication.

Access to Facilities

1. Students may use the laboratories or classrooms whenever they are not in use in accordance with posted schedules. Students have access to the CHS building from 7:00am- 11:30pm Monday-Thursday, 7:00am- 5:00pm on Friday, and Saturday and Sunday from 9:00am- 8:00pm.
2. Access to laboratories and classrooms are limited to students matriculating in the respective program or by the permission of program faculty. Under no circumstances are guests, family or friends allowed in the laboratories without prior permission of the Program Director or the Director of Clinical Education.
3. Students who use the laboratory or classroom are responsible for keeping the room neat and clean and returning all items to their original place. Prior to leaving the room, ensure that tables and stools are in the appropriate position, equipment is properly stored and lights are off.
4. Students are permitted to use only equipment for which they have been instructed in its proper use by the faculty and instructors. Some equipment may be secured in locked storage locations due to expense. Students will be made aware of such equipment during laboratory classes.
5. DPT students are expected to practice only on one another since another PT student is likely to be aware of the proper use of equipment and the contraindications for certain interventions. This includes other students within the college, family and friends.
6. Under no circumstances, is equipment to be utilized for personal use or to provide intervention to anyone, including students, friends or family.
7. Students are expected to use good judgment in utilizing the laboratories in such a way as to promote personal safety and to protect the equipment from damage.
8. To protect the equipment, students must not wear items such as shoes, jeans, rings, jewelry or any clothing that have sharp edges on any treatment surface, including plinths, treatment tables, and mats.
9. No food or drink is allowed in the laboratories. No gum chewing.
10. All equipment must remain in the designated labs at all times, unless prior permission is granted by the Program Director or Director of Clinical Education.
11. Students should not practice in the lab alone after hours. For safety, All students are required to have at least 1 other student with them in the lab.
12. Students are to report immediately to the Program Director or Administrative Assistant, any damage to the equipment so that proper measures can be taken to remove and repair equipment.
13. Professional behavior includes taking care of all facilities and equipment, cleaning up after oneself and protecting others from harm. Students should report violations of these policies by other students to the Program Director. A violation of these rules can result in termination of the privileges of unlimited use of the laboratories. Damage done to equipment and/or departmental spaces, when due to negligence, may lead to dismissal from the program.

Reporting Personal Injuries

1. Students are to report immediately to the Program Director and/or Administrative Assistant any personal injuries that occur during regular business hours.
2. In cases that require Emergency Medical Services, students should call 911.
3. If the injury occurs after regular business hours, students should immediately contact the Faulkner University police. The on-duty officer can be contacted at: 334-239-5496, 24 hours per day, 7 days a week.
4. The police and/or student should then contact the Program Director to notify them of the injury.
5. An Injury Report Form must be completed within 48 hours of injury.

First Aid/AED

Accidents or injuries requiring first aid care should be reported to the Administrative Assistant. First Aid supplies are stored in the PT office. More serious injuries or conditions should call 911, Campus Public Safety 334-386-7415, or call Student Health Services at 334-386-7183.

CHS Attendance Policy

Students are required to attend class meetings in the courses for which they are registered, and to be prepared to participate in the class discussion. Each faculty member has absolute discretion to deem absent a student who arrives late for, or leaves early from, a class meeting. Any student whose absences exceed 15% of all meetings in a course, whether it is excused or unexcused, shall have his/her final grade in the course reduced by one step for every absence over the maximum. A step is defined as 5 points. The points will be deducted from the final course grade. Absences are counted from the first class meeting of the course.

This attendance policy applies to didactic courses. Students should refer to their program's individual attendance policy concerning clinical courses.

The maximum number of class meetings will be based on the number of days the course consistently meets each week for the entire semester. For each category of course, the maximum number shall conclusively be deemed as follows:

15 weeks of class per semester

Absences

Maximum

Courses regularly meeting 5 times a week all semester	11
Courses regularly meeting 4 times a week all semester	9
Courses regularly meeting 3 times a week all semester	7

Courses regularly meeting 2 times a week all semester	5
Courses regularly meeting 1 time a week all semester	2

14 weeks of class per semester

Maximum

Absences

Courses regularly meeting 5 times a week all semester	11
Courses regularly meeting 4 times a week all semester	8
Courses regularly meeting 3 times a week all semester	6
Courses regularly meeting 2 times a week all semester	4
Courses regularly meeting 1 time a week all semester	2

13 weeks of class per semester

Maximum

Absences

Courses regularly meeting 5 times a week all semester	10
Courses regularly meeting 4 times a week all semester	8
Courses regularly meeting 3 times a week all semester	6
Courses regularly meeting 2 times a week all semester	4
Courses regularly meeting 1 time a week all semester	2

12 weeks of class per semester

Maximum

Absences

Courses regularly meeting 5 times a week all semester	9
Courses regularly meeting 4 times a week all semester	7
Courses regularly meeting 3 times a week all semester	5
Courses regularly meeting 2 times a week all semester	4
Courses regularly meeting 1 time a week all semester	2

11 weeks of class per semester

Maximum

Absences

Courses regularly meeting 5 times a week all semester	9
Courses regularly meeting 4 times a week all semester	7
Courses regularly meeting 3 times a week all semester	5
Courses regularly meeting 2 times a week all semester	3
Courses regularly meeting 1 time a week all semester	2

A faculty member may, at his or her option, adopt a policy requiring a higher level of attendance. However, the professor may lower the student's final course grade by no more than one step per absence when the student's absences exceed those specified in the professor's policy. Any additional attendance policy must be in writing and communicated to students at the first class of the semester. As

used in this section “one step” is 5 points, which will be deducted from the final weighted course grade. *(If a student’s final course grade is 94% but the student has missed one class beyond the 15% absence rule, the student’s final course grade will be reduced to an 89%. If the student has missed two class beyond the rule, the student’s final course grade will be reduced an additional 5 points to an 84%, etc.)*

Each graduate academic program has a stricter policy for attendance in external clinical rotations, therefore, the program policy will supersede the above policy. A course meeting will be defined by the DPT, PA and OT program as “the day that the course meets, regardless of how many times the course meets per day.” For the SLP program, lecture and laboratory sessions are considered separate course meetings and missed classes will be counted accordingly.

In extenuating circumstances, when the application of the attendance policy may create an undue hardship, the Dean shall have the discretion to ameliorate the hardship by modifying the attendance policies or by otherwise granting an exception thereto. A request must be submitted in writing to the Dean, outlining the rationale for the exception as well as a detailed plan to make-up the missed coursework. In taking such ameliorative action, the Dean shall make the final decision on how to ameliorate the situation and shall report to the full faculty regarding any such ameliorative action that is taken.

Attendance Policy

Attendance to class sessions and laboratory sessions is mandatory. Attendance is defined as presence during the entire scheduled activity or event. Students are expected to arrive prior to the start of class and be prepared to engage in classroom activities. This expectation includes completing any pre-readings or other assignments given by faculty. Each student is responsible for reviewing the syllabus and keeping abreast of any material assigned by any/ all instructors in the course. Successful matriculation through the program requires all students to be present and participate in learning activities. The program is fast paced and rigorous. Students are expected to be available for class Monday- Friday from 7:30am to 5:30pm with breaks given in between classes. Students should be aware that there may be times that students will be required to attend additional events and activities outside of regular class meetings. Every effort will be made to notify students well in advance of the meeting date/ time. If these events coincide with a course, the attendance policy will apply to that event.

Faculty recognize that there are valid reasons for absences. Excused absences include illness, jury duty, death of an immediate family member, or department or university approved event. Routine medical and dental visits, hair appointments, elective surgeries, vacations, weddings etc. are not considered valid reasons to

be absent and will be considered unexcused. Students are required to bring a note from a physician for any illness that results in an absence. In the event that a student must miss class, it is the students' responsibility to make contact with the faculty member as soon as possible, as well as the Administrative Assistant. Students should contact the faculty member and Administrative Assistant, prior to the absence, to obtain permission and any coursework to be missed. If prior contact is not possible, due to an emergency, the student must contact the Administrative Assistant and the Course Coordinator of the course(s) to be missed as soon as possible. Faculty may modify the assignment or assessment in order to make up the missed work. The student, regardless of the reason for the absence, is ultimately responsible for all of the material and assignments covered during the missed class period(s).

Students are allowed one unexcused absence per course. Two unexcused late arrivals to class will constitute one unexcused absence and will incur the appropriate penalty. For the first offense, each faculty member will determine if the missed coursework can be made up or not. If the course policy is to not make up missed coursework, a zero will be assigned for any missed work, including exams and quizzes. Faculty may choose to alter the format of an assignment or assign additional materials to make up the missed work. All unexcused absences will be submitted to the Student Success Committee.

The second and subsequent unexcused absences must incur the following penalties per Department Policy.

1. The student will earn a zero on any quizzes, assignments, examinations or other assessments that were completed or due the day of the absence.
2. If a practical examination was missed due to an unexcused absence, the student will receive a zero on the practical and will be subject to the practical make up policy.
3. A 2% reduction in the overall point total will be assessed to the student at the end of the semester for any missed classes that are unexcused.

Background Check Policy

Graduation from the Doctor of Physical Therapy Program at Faulkner University requires students to interact with others in a variety of settings both in and out of the classroom. One requirement of graduation is the successful completion of the clinical education component of the curriculum. Because many clinical education sites are required to perform background checks on all individuals who interact with patients, background checks are often required in order for students to be accepted in a clinical education experience. Therefore, a criminal background

check is required of all students offered admission in the Department of Physical Therapy. Students may be required to have additional background checks during matriculation depending on the requirements of the clinical education site they are assigned to for their full or part-time clinical education experiences. If a clinic site requests a copy of the report, it is preferred that the student deliver the report. The academic program will only provide a copy of the report to a student's clinical education site if specifically requested by the site and student. Students acknowledged and agreed to the release of this information to the clinical education site when they signed the Student Agreement Form. The offer of admission will be revoked for failure to complete a background check within the defined timeframe or if the results are unsatisfactory.

In the event the institution receives an affirmative background check response, the student will be notified of the results and provided an opportunity for the student to correct or clarify the items in his or her background prior to a final admission decision. In the event that any criminal history, sanctions, debarments, exclusions, suspensions or other adverse results are reported in subsequent background checks, the offense(s) will be discussed with the student, the PT Program Director, DCE and Faulkner University Legal Counsel and/or other authorities as necessary to determine the best course of action. Depending on the action required, the student may be subject to a hold on enrollment, delay in attending a clinical education experience, a delay of graduation or removal from the physical therapy program. Students cannot be guaranteed clinical placement or retention in the program if criminal history, sanctions, debarments, exclusions, suspensions or other adverse results are reported.

If, after matriculation in the program has begun, a student is denied acceptance into a clinical placement due to an affirmative background check, the institution will make 2 additional attempts to place a student, if after the third attempt, placement is not successful, the student will be removed from the program. If a student has any questions or concerns about this policy, they should address the issue with either the program's DCE or Program Director.

CAPTE accreditation of a physical therapist program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist education programs are eligible to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. However, additional requirements may exist for individual states and territories. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at www.fsbpt.org.

Disclaimer

The Criminal Background Check Policy and process at Faulkner University does not guarantee the safety of students, faculty, patients or staff, nor is it able to predict the individual's future behavior in the program or the profession. An acceptable student background check, as determined by the institution, state or experiential site, does not guarantee the student will be eligible to complete the program, clinical affiliation, obtain a physical therapy license or employment. Entities such as a state board or health care facility may interpret the results of the background check differently or discover different or new information not present in previous searches.

Drug Screen Policy

All students in the DPT program must pass a drug screen prior to matriculation as well as prior to participating in clinical experiences. While practicing in the university clinic, students are required to comply with randomized drug testing procedures. Failure to pass a drug screening will result in a follow-up drug test. Failure of a drug test may disqualify the student from participating in clinical experiences. This will result in the student being unable to pass the required clinical courses, thus resulting in the student being dismissed from the program. Exceptions to this policy may be made if the student tests positive on a drug screening due to prescription medication. The DPT Program Director and Director of Clinical Education have the right to verify the validity of the documentation submitted for positive drug tests due to prescription medication and determine if the documentation is acceptable. Additionally, students may be randomly drug-tested any time at the discretion and cost of their respective program.

Class Cancellations

When the university closes, all classes taking place on the Faulkner campus are automatically cancelled. Students in clinical education experiences will follow the clinic facility policy if a closing occurs. There may be times when faculty or the program may need to cancel a class meeting. The following procedures will be followed:

1. If a faculty member needs to cancel a class meeting, they must obtain permission from the Program Director.
2. The class will be notified as a whole through university email. Every effort will be made to ensure timely notification, ideally no less than 24 hours.
3. The Course Coordinator will consult with the affected cohort, Curriculum Chair and PD to select alternative dates and time for class meetings.

4. The final rescheduling of the course meeting must be approved by the Program Director and fall within the published dates of the course. Any deviation outside published dates must have approval of the Dean and VPAA.
5. Once the date and time has been approved, the students will be notified as a whole via university email and added to the calendar.
6. Any student who has a conflict should consult with the Course Coordinator.

Complaints Outside of Due Process

Complaints that fall outside of the realm of due process, such as those from clinical education sites, employers of graduates and the public, must be submitted in writing, preferably within 30 days of the incident. The grievance should include the names of those involved, date and location of incident, detailed description of the incident, and any specific concerns about the incident. Faulkner University strictly prohibits retaliation of any kind following a complaint submission.

The Program Director is responsible for handling complaints that fall outside of due process. In the event the Program Director is not available or if it is inappropriate for the Program Director to handle the complaint (e.g., the complaint involves the Program Director), the complaint will be forwarded to the Dean of the College of Health Sciences or the Vice President for Academic Affairs. The Program Director or his/her designee must respond to the complainant within 3 weeks of receiving the complaint. When appropriate, the Program Director or his/her designee may consult with other University offices and personnel in addressing the complaint. This may include the Vice President Of Academic Affairs and/or Program Director meeting individually or jointly with all parties involved to seek resolution. The individual will be notified in writing of the decision, including potentially developing a written corrective action plan. The written grievance and any corrective action(s) will be kept on file by the Program Director in a locked cabinet in the Program's office, or Office of the Dean (when specific to the PD) for a period of 5 years, after which they will be purged while maintaining confidentiality.

Students are expected to provide members of the public with the complaint process if requested to do so, and Clinical Faculty are made aware of the policy and process through the DPT Student Handbook.

Any individual or organization that is dissatisfied with his/her experience or encounter with any student, faculty, or staff member associated with the Department of Physical Therapy may file a complaint against the offending party with the Department of Physical Therapy Chair/ Program Director. Complaints should be addressed as follows:

Dr. Heather E. Mount
Department of Physical Therapy
Faulkner University
5345 Atlanta Hwy
Montgomery, Al 36109
Email: hmount@faulkner.edu
Phone: (334) 386- 7379

Complaints about the Department of Physical Therapy or the Program Director may be submitted directly to the Dean of the College of Health Sciences and/or Vice President of Academic Affairs at the following address:

Dr. Dave Rampersad
Interim Dean, College of Health Sciences
Vice President of Academic Affairs
Faulkner University
5345 Atlanta Hwy
Montgomery, Al 36109
Email drampersad@faulkner.edu
Phone: (334) 386-7102

Complaints about the DPT program or University related to compliance with accreditation standards must be submitted in writing to the Commission on Accreditation in Physical Therapy Education (CAPTE). These complaints should be addressed as follows:

Dr. Mary Romanello, Director
Department of Accreditation
American Physical Therapy Association
3030 Potomac Ave. Suite 100
Alexandria, VA 22305-3085
Email: maryromanello@apta.org
Phone: (703) 706-3240

Feedback About the Program

Patients, family members, or the public often want to offer positive feedback about student performance or the program. Those persons should be directed to Drs. Mount or Rampersad at the contacts listed above.

Dress Code

Professional Appearance/ Attire

As representatives of the department and the profession, students are expected to dress in business casual attire when on campus. Clothing should be clean, neat and in good repair. Students are expected to dress in professional attire

whenever representing the Department, the College, the University or the profession of Physical Therapy on and off campus. This includes off campus trips, clinical experiences, conferences, guest speakers etc. Students should wear name badges when representing the department in front of patients and professionals as well as during off campus trips. Violations of the dress code policy will be documented on the Professional Behaviors Form. Students may be dismissed from class, lab or other activity for dress code violations and would be considered an unexcused absence.

Students who are unsure are advised to consult faculty and/or the Program Director. Some guidelines are provided below but are not exhaustive.

1. No inappropriate language or symbols on any clothing
2. No ripped jeans or pants
3. The length and coverage of clothing should be adequate to cover trunk, chest, and abdomen during all reaching and bending activities.
4. Skin and undergarments should not be visible through clothing or be too restrictive to allow movement.
5. Hair length, style and color are expected to be professional and appropriate.
6. No hats will be worn during class or laboratories at any time.
7. Appropriate personal hygiene, including hair, beards should be properly groomed.
8. Tattoos and body piercings should be limited and covered, especially if distracting to patients
9. Minimal discreet jewelry. No facial jewelry.
10. Use of fragrances or colognes should be limited.

Business Casual Attire

Business casual, means “you do not need to wear a suit.” However, it does not call for casual attire such as jeans and T-shirts. Women typically wear a collared shirt or sweater with dress pants and dress shoes or boots. Conservative dresses and skirts are also acceptable attire.

A man’s option for business casual includes a polo shirt, collared shirt or sweater. Khaki or dress pants along with dress shoes make up his business casual outfit. He does not need to wear a tie.”

Smallbusiness.chron.com

Laboratory Attire

Students are required to wear lab attire during all laboratory sessions. Men should wear shorts and a t-shirt. Women are required to wear a t-shirt, sports bra, or halter type top and shorts. Athletic shoes/ sneakers are required. No open toed shoes are allowed in the lab. Long hair must be tied back and dangling or sharp jewelry must be removed for safety. This may include watches, rings etc. Nails must be short and trimmed, clear nail polish only. Lab attire is only to be

worn during the lab. When going to other parts of the building or campus, university scrubs or business casual attire are required to be worn over lab attire.. If students have labs scheduled during the same day as lecture, they will be allowed to wear their Faulkner University scrubs over their lab attire during class. Failure to abide by these policies may result in being dismissed from class until proper attire can be worn. Continued violations could result in disciplinary action up to and including dismissal from the program.

The DPT program at Faulkner University requires all students to follow the dress code policy for lab attire. Students are required to wear solid colored shorts which can be blue, gray or black and be of adequate length to fall below their fingertips while standing with arms at the side of the body. The shorts must be free of designs or logos, with the exception of the Faulkner logo. Students must be able to bend over, squat and perform a straight leg raise while maintaining modesty. Students are encouraged to wear spandex shorts beneath these shorts if needed. Females must wear a sport bra that provides full coverage, including when leaning forward, and shirts should be a short sleeved t-shirt or tank top (no v-neck cuts). The shirt must fall below the natural waist line and provide adequate coverage during all movements. The shirt can be blue, gray, black or white and must be free of designs and logos, with the exception of the Faulkner logo. Clothing must be clean and in good repair. Faculty have the right to ask student to leave lab until appropriate attire can be donned.

Clinical Experience Attire

Students should abide by the policies and procedures set forth by the clinical site to which they are affiliated. Students are encouraged to contact the clinical site well in advance to prepare for the appropriate requirements. The student is responsible for obtaining the required attire. If no formal policy exists, students should use the following general policy: dress pants/slacks, dress shirts/modest blouses, and closed-toed dress shoes with low heels. All clothing should be cleaned and neatly pressed. The following are not appropriate: jeans, t-shirts, revealing clothing (either low cut or see through), high heels, flashy athletic shoes and sandals. Loosely fitted clothing that may be revealing in certain positions is not appropriate. Students should be able to move in all directions without showing skin (chest, back or abdomen) or undergarments. Underwear or any type of cleavage should never be visible. The Faulkner University DPT polo and appropriate fitting khaki's is also appropriate. Each student is required to wear a facility provided name badge or if one is not provided, the Faulkner University ID, during all clinical experiences. Name badges should clearly state the students name and identify them as a 'Student Physical Therapist.

Faulkner University Clinic

Students are expected to demonstrate by their dress and appearance a mature Christian attitude and the ability to discern propriety. The University also seeks to prepare students for professional careers where certain standards of dress are required for employment. Students will be required to wear “business casual” dress during classroom interactions and scrubs during clinical activities. In addition, students must avoid:

- Excessively long fingernails
- Any form of “fake” fingernails, including “gels” (though basic nail polish is acceptable)
- Unusual hair colors (any color that is not a “natural” hair color) or styles
- Loud, “banging” jewelry
- Any body piercings other than the earlobe
- Tattoos. Students with a tattoo should conceal it by whatever means necessary (i.e., clothing, socks, Band-Aids, etc.) while in the clinic whether interactions with clients are taking place or not.
- Long hair must be tied back and dangling or sharp jewelry must be removed for safety. This may include watches, rings etc.

Students are required to wear the approved Faulkner University Clinical Center scrubs during all clinical interactions. Students may wear a long-sleeve gray, white, or black shirt under the clinic scrubs. Students should be aware that clinic participation will require them to lean over a table or crawl around on the floor. Students should take this into consideration when selecting the size of their scrubs. Students may elect to also purchase and wear during Clinic a Faulkner University cardigan or fleece jacket. No other sweatshirt, sweaters, etc. will be allowed. Students should also wear tennis shoes during clinic. For internships, students must wear the Faulkner scrubs, unless directed by an administrator at the clinical site to wear differing attire.

Leave of Absence

Students in the Physical Therapy program may request a leave of absence in the event that a student encounters a situation that requires a prolonged absence, such as a medical emergency or illness, personal issues, financial hardship or military service. Students also have the option to withdraw from the program.

A request for a leave of absence must be submitted in writing to the Program Director with sufficient information to explain the situation. In the event that the student is ill or otherwise indisposed, the written requirement may be waived, and the Program Director may initiate the action independently. Students must be in good academic standing to be eligible for a Leave of Absence. Once a decision has been made, the student will be provided written notification. A detailed and individualized plan will be developed to outline the students return to the program by the Student Success Committee in consultation with the Academic Advisor. Final approval of the plan by the Program Director and the Office of the Dean of

the College of Health Sciences is required, along with the signature of the student acknowledging the requirements for reentry.

Professional Netiquette

Each student will be given an email account from Faulkner University. Students are required to utilize that email for all communications with the department and university. Communication should be respectful and well written in a business format. Students should carefully review the email for content, tone, spelling and grammatical errors prior to sending it. Personal use of the university email should be minimal. Since all communication from the department will be disseminated to the university email, students should check it regularly. It is expected that a student will respond to an email within 24 hours during the week and 48 hours on the weekends.

Netiquette Policy

Just as certain social norms exist for polite and courteous conduct when interacting with other people face-to-face, so there are similar norms for conduct online. In whatever venue for online courses at Faulkner University (e.g., discussion board, email, video or telephone conference), these norms include, but are not limited to:

- Maintaining kindness in all communication in whatever form. The operative principle in communication should always be treating others as you would want to be treated (Matt 7:12; Luke 6:31).
- Avoiding libelous, slanderous, defamatory, offensive, racist, sexist, or obscene remarks. If you receive communication with such remarks, you should promptly notify your instructor, program director, department chair, or other appropriate supervisor (e.g., Dean of Students) according to the University's harassment policy.
- Sending communication only as yourself and not attempting to do so anonymously or to use or forge messages as from others' email, learning management system (LMS), or other University-managed communication or social media accounts.
- Respecting the potential confidentiality of others' communications. University email and LMS communication is not considered private, nor does it fall under individual users' right to privacy, but as a principle of courtesy, email should not be carelessly forwarded or otherwise further distributed.
- Responding to email promptly, at least within 24- 48 hours. When you do so, leave the thread of previous messages included below your reply for the recipient's ease of reference.
- Using standard, professional English with proper punctuation, spelling, and grammar. You should avoid text-messaging style abbreviations, other slang, and ALL CAPS text. Messages should be clear, to-the-point, and divided into logical

paragraphs. For email, you should always include a “subject,” avoid attaching unnecessary or questionable files, and avoid forwarding “chain” messages.

- Using delivery or read receipt requests only when absolutely necessary.
- Observing other, more specific netiquette requirements as deemed appropriate by your instructor, program, or department.

Social Media Policy

The purpose of these guidelines is to ensure the appropriate, responsible, and safe use of electronic communications and social media by students within the Department of Physical Therapy.

Student Responsibilities – University provided electronic communication tools are the property of Faulkner University and are provided to facilitate the effective and efficient conduct of business. Students may be permitted to access and use social media and that which refers to any aspect of the teaching and learning environment, should be done in a responsible and professional manner. Students are required to adhere to their program-specific Professional Code of Conduct.

Student Requirements

When using electronic communication tools and social media, students will:

1. Use their accurate identities and state their affiliation when using electronic communications or social media as it pertains to Faulkner University or the Department of Physical Therapy.
2. Ensure the security of sensitive or confidential information when communicating electronically or posting the information on internal or external websites including social media platforms.
3. Ensure information is accurate prior to posting on social media sites or other electronic media sites. If it is discovered that information is inaccurate after posting, students should work to quickly correct the errors.

Prohibited Activities

1. Any use that is in violation of applicable local, state, and federal law.
2. Personal use that creates a direct cost for the Faulkner University or Department of Physical Therapy.
3. Accessing, uploading, downloading, transmitting, printing, communicating, or posting proprietary documents (i.e., tests, assignments, quizzes, research) or including the work of others in electronic communications, including copyright laws.
4. Accessing, uploading, downloading, transmitting, printing, posting, or storing information with sexually explicit content as prohibited by law.

5. Accessing, uploading, downloading, transmitting, printing, posting, or storing fraudulent, threatening, obscene, intimidating, defamatory, harassing, discriminatory, or otherwise unlawful messages or images.
6. Accessing, uploading, downloading, transmitting, printing, communicating, or posting access-restricted University information, proprietary University information, sensitive University data or records, or copyrighted materials in violation of University or state policy.
7. Unauthorized Spoofing - posting information or sending electronic communications such as email using another's identity.
8. Posting tests, assignments, laboratory or clinical experiences that are prohibited by the University, COHS faculty, or clinical site.
9. Taking or posting photos and videos of students, faculty or staff without written consent.
10. Taking or posting pictures and videos or audio recordings of actual patients or patient models without written consent.
11. Use of electronic communication tools in the class, laboratory, or clinical setting without consent of the professor of record or his or her designee or clinical supervisor or his or her designee.
12. Any other activities designated as prohibited by the University.

Responsibilities and Requirements of the Department of Physical Therapy

1. No student shall have any expectation of privacy in any message, file, or image or data created, sent, retrieved, or posted in the use of University equipment. The University has a right to monitor any and all aspects of electronic communications and social media usage. Such monitoring may occur at any time, without notice, and without the student's permission.
2. Violations of these guidelines will be addressed and appropriate disciplinary action will be determined on a case-by-case basis by the Program Director and/or Dean.

Definition of Terms

1. Computer Network – two or more computers that share information, typically connected by cable, data line, or satellite link.
2. Electronic Communication Tools: Tools used as a means of sending and receiving messages or information electronically through connected electronic systems or the Internet. Tools may include networked computers, email, voicemail, cell phones, smart phones, and any other similar system, and new technologies as they are developed.
3. Internet: An international network of independent computer systems. The World Wide Web is one of the most recognized means of using the Internet.

Posting Classroom Images on Social Media

Unauthorized posting of any instructional activities (i.e., classroom lectures, lab demonstrations, patient interactions) on the internet (i.e., YouTube, Facebook, other social media outlets) is strictly prohibited without consent of the faculty. Violation of this policy may have serious consequences up to and including program dismissal.

Recording and Photography

Students are required to obtain PRIOR permission to record (audio or visual) lectures by faculty or guest speakers, patients, or fellow students. Any recordings made either by faculty or students are for the use of enrolled students only. No photos should be taken that include individuals other than faculty or students unless those individuals have provided prior consent.

It is strictly prohibited to share recordings with anyone outside the Department of Physical Therapy. Violation of this policy will be documented on the Professional Behavior Form and forwarded to the Student Success Committee.

Late Arrival to Examinations

A student who, without prior notification and excuse, arrives late to a required assessment (examination, quiz or practical) will not be allowed extra time to compensate for the late arrival unless the student demonstrates good cause for the late arrival and that prior notification and excuse could not reasonably be given under the circumstances.

Classroom Expectations, Policies and Procedures

Student Advisement

All students admitted to the Doctor of Physical Therapy Program are randomly assigned an individual PT faculty advisor. Academic advising is an integral component of the successful educational experience and therefore, students are required to meet with their assigned advisor at least 1 time per semester. A student on probation must meet with their advisor at least one time per month. There may be additional reasons the student may be required to meet with their advisor, including notification by the Program Director or Course Coordinator. In each instance, the student will be required to schedule a meeting within 1 business day of being notified of the requirement. Failure to do so will result in a deduction in professionalism points for any/ all of the respective courses. This deduction will occur each day the student fails to schedule an appointment.

The advisor should make every effort to be accessible and responsive to students and students are responsible for being prepared and knowledgeable of the university and department policies and procedures. The faculty advisor is available to discuss academic and non-academic issues and will assist the student with appropriate resources. Failure to meet this requirement may delay progression through the program. The advisor may serve as an advocate for the student when needed for academic or disciplinary issues. Additional advising may be required during matriculation, at the discretion of the Program Director.

Scheduled appointments can be helpful and are encouraged to allow for adequate time to prepare for the appropriate response.

Students should be thoughtful about where and from whom they seek advisement. Issues and questions regarding courses should be directed to the course faculty first. Students may also seek advisement from their assigned advisor for questions or concerns, especially regarding the appropriate procedures. Students should not consult other students for advice, as often the information may not be accurate.

Examination Policy

Students are required to take all examinations as scheduled in the curriculum. If a student is absent for an exam because of an illness, emergency or other circumstance beyond the student's control, the student will be allowed to make up the examination once a valid excuse is provided. Examples of valid excuses include a doctor's note or official documentation. If no valid excuse is provided, the student will receive a "0" for the examination. The make-up exam, if allowed, should be taken within 48 hours if possible and must be approved and scheduled with the faculty of record. The Students will not be allowed to review the exam or the key until all students have taken the examination.

The examination policy is based on the testing procedures outlined by the licensure examination, which is a timed, computer based examination. In order to practice Physical Therapy, all students must pass the National Licensure Examination. Not only will this process maintain the integrity of the examination but will assist in preparing students to take the examination.

1. The student will not be allowed to leave the room once the examination has begun. Once the student leaves, they will not be allowed to return until all students have completed the examination and all of the students have left the room.
2. Students will not be allowed to go to the restroom unless there is a documented medical condition or the student becomes ill.
3. No food or drink will be allowed during the examination unless there is a documented medical reason that requires it.

4. No electronic devices (other than a laptop, if required) are allowed in the testing room. This includes watches, phones, etc. All eyeglasses will be inspected prior to starting the exam.
5. No backpacks, books, purses, paper, pencils will be allowed in the testing room. The necessary items will be provided as indicated.
6. No hats or bulky jackets may be worn. Shoes must remain on the feet during the entire examination. Any clothing worn during the exam, should remain on the student until the examination is complete.
7. Students must not congregate near the testing room, discuss the exam with anyone after completing the exam and are expected to be quiet and respectful of others taking the exam.
8. The examination will be given for a predetermined amount of time. Clocks will be available in the room.
9. A proctoring service may be utilized during testing.

Extra Credit

Extra credit projects and assignments (outside those offered/ required for the class as a whole) designed for purposes of “pulling up” a student’s grade is not permitted. Any student who is at risk of not meeting the requirements of the program should be identified early in order to develop a plan to successfully complete the course/ program. It is important to identify strategies for success early in the semester. Students may be referred to the Student Success Committee, if needed. Students also are encouraged to reach out to the Course Coordinator early if they feel they are at risk for failing any course, or struggling to learn the material.

Faculty and Staff Office Hours

Individual faculty hours are posted in their course syllabi as well as on their respective office door. Faculty members are also available by appointment. Staff are generally available during normal work hours (8:00 am – 5:00 pm Monday through Friday) and by appointment except for University holidays.

Grading Policy

The Doctor of Physical Therapy Program at Faulkner University is designed as a 2.5 year curriculum over 8 consecutive semesters and requires full time matriculation during that time period. In order to progress in the program, students must complete all academic and clinical coursework successfully in the outlined sequence. Students will only be allowed to progress to the subsequent semester when they have successfully completed all academic and clinical coursework from the previous semester or approval of the Program Director.

The program assesses students in the cognitive, psychomotor and affective domains; therefore, students must demonstrate competence in all three domains in order to be successful in the program.

The Department of Physical Therapy will utilize the following grading scale for all courses, unless it is deemed a pass/fail course.

Letter	Scale		Quality Points
A	90-100	Excellent	4
B	80-89	Satisfactory	3
C	70-79	Below average	2
D	60-69	Unsatisfactory	1
F	<=59%	Failure	0

Letter	Scale
I	Incomplete
W	Withdrawn
P	Pass, no reference to achievement

An "I" indicates that some requirement of the course is not yet complete. It is only given for reasons which in the judgment of the instructor have been unavoidable, and with the approval of the dean of the respective school. It is the responsibility of the student to initiate steps with the instructor to have an "I" changed. An "I" which has **not** been changed to a permanent grade by the last day of classes of the following semester automatically becomes an "F."

A "P" may be given in courses to signify that all coursework was completed as outlined in the syllabus and the credit hours awarded for the course will be counted toward the required number for graduation but will not be used to calculate GPA.

A grade of "W" is posted when a student drops a course before the deadline specified on the University's Academic Calendar. A grade of "F" will be posted when a student drops a course after the specified date in the Academic Calendar. These standards apply whether the student withdraws from a course voluntarily or involuntarily.

Computing Grade Point Average

Scholarship level is expressed in terms of a grade point average (GPA) calculated by dividing total quality points earned by credit hours attempted. Pass grades "P" will not be used to compute GPA. Semester and cumulative averages are recorded on the permanent academic record and on semester grade reports. Averages are used to determine academic probation, renewal of academic scholarships, and eligibility for degrees

Pass/ Fail Courses

A course classified as pass/fail will count toward the number of credits needed for degree requirements but will not be used in the GPA calculation. Any student who earns a “F” Fail in a pass/fail course will automatically be dismissed from the Doctor of Physical Therapy Program.

Dropping a Course

Due to the nature of the program, withdrawal from one course in the curriculum is a withdrawal from the entire program.

Academic Standing

Graduate students must maintain a cumulative graduate GPA of 3.00 to remain in good academic standing. Evaluation of academic standing occurs each term.

Academic Probation

The first semester a student's cumulative graduate GPA falls below a 3.0, he or she will be placed on probation. The student will be notified in writing by the Program Director of their probationary status. The student will be required to meet with their advisor, Program Director and the Student Success Committee, within 2 business days of written notification in order to develop an Individualized Development Contract (IDC) to facilitate success. Students will be held to the advisement policy regarding timely meetings with faculty. Completion of the IDC during the probationary semester is required to progress in the program. If the cumulative GPA remains below a 3.0 by the end of the subsequent (probationary) semester, the student will be dismissed from the program. Students will not be allowed to progress to the full time clinical experience if their cumulative GPA falls below a 3.0. Students are subject to dismissal for failure to complete the IDC or if placed on probation more than two times for academic deficiencies.

Auditing a Course

Students may audit courses with the consent of the Program Director and the dean of the College of Health Sciences and upon payment of an audit fee. This fee is not refundable for any reason. Audit status may be changed to credit status only within the first four weeks of the semester and upon payment of the difference between the audit fee and the regular tuition.

Professionalism

Professionalism is an expected component of performance in this course. The linked [Professionalism Rubric](#) outlines baseline expectations. Students' behavior

will be assessed throughout the course, and scores < 28 will result in a reduction of the final grade.

Professionalism

Academic honesty, integrity and professional conduct: The highest standards of integrity, intellectual honesty, and professional conduct are required of health care professionals; therefore, we hold these standards for our students as well. Expectations include:

1. Individual assignment submissions will reflect the student's effort, perspective and knowledge.
2. Group assignment submissions will reflect equitable input from all group members.
3. Students will provide honest, diplomatic and constructive feedback to one another when requested. When necessary, the student will seek guidance from the professor, an advisor, or other faculty member on how to best provide feedback.
4. Content of assessments (quizzes and exams) will not be discussed with classmates in ANY capacity until all classmates have taken the assessment. Students will not discuss specific assessments with other cohorts.
5. Students will speak about classmates, students from other cohorts and programs, faculty, and staff in a professional manner at all times.
6. Students will bring concerns about the course to the professor's attention before they are taken to another faculty or staff member.

The most effective health care providers are part of teams whose members are each unique, dedicated, and flawed humans. One of the most effective strategies for cultivating a healthy team is to always attribute positive intent to each team member. We would like to cultivate this attitude in each course within our program, and we hope that each student will cultivate this attitude toward themselves, their peers, and the faculty and staff.

Professionalism rubric score	Final grade reduction
28-30	No reduction
25-27	2% final grade reduction
22-24	4%final grade reduction

18-21	6% final grade reduction
15-17	8% final grade reduction
<15	10% final grade reduction Student will be required to meet with the Student Success Committee

Student Employment

Matriculation through the DPT program at Faulkner University is a full time responsibility and employment during the program is strongly discouraged. If a student chooses to work during the program, academic activities and requirements must take precedence over employment. Absences from classes, labs or other activities due to employment are not acceptable and will be considered unexcused. Students should expect DPT program activities to occur Monday through Friday between 7:30am and 5:30pm, as well as some nights and weekends.

Dismissal/ Re-admittance

Students who are dismissed from the program may reapply for admission up to two years from the date of dismissal. Students must include documentation of remediation or other activities that served to address the reasons for dismissal. If the student is unsuccessful in their second attempt to complete the degree, the student will not be considered for readmission to the program.

Equipment and Maintenance

All students, faculty and staff are required to properly use and maintain equipment in all of the classrooms, laboratories, lounges, and other spaces dedicated to the Department of Physical Therapy, the College of Health Sciences and the University. Equipment will be checked for safety at the beginning and end of each course in which it is used.

The DPT faculty/ staff will also perform regular checks of equipment to include mechanical and electrical equipment. Each person is responsible, however, to report any equipment that needs repair to the Administrative Assistant/ Program Director's office as soon as possible to avoid injury. If equipment is in need of repair, a sign will be placed on the equipment that denotes "out of order – do not use" and removes equipment from use for the safety of all concerned. Electrical

equipment will be inspected yearly by a licensed professional. The administrative assistant will contact the appropriate person to repair equipment, and/ or orders repair or parts to facilitate repair.

Professional behavior includes taking care of all facilities and equipment, cleaning up after oneself and protecting others from harm. Students should report violations of these policies by other students to the Program Director. A violation of these rules can result in termination of the privileges of unlimited use of the laboratories. Damage done to equipment and/or departmental spaces, when due to negligence, will be reported on the Professional Behavior Form and may lead to dismissal from the program.

Remediation Policy

Due to the complexity and volume of the knowledge, skills and behaviors required of students in the DPT program, Faulkner is committed to facilitating the success of every individual in the program. In order to progress in the DPT program, students are required to pass every course in the DPT program with a "C" or better and maintain a cumulative G.P.A. or 3.0 or higher. At the midterm of every semester in the didactic portion of the program, the Student Success Committee will identify any student who is at risk of not meeting these requirements. However, students are strongly encouraged to seek assistance from faculty and faculty should reach out any time a risk is identified. Formal notification will be sent to each student who is at risk. Students will be required to meet with their advisor within 2 business days of receiving notification. Students will be held to the same advisement policy in regards to timely meetings with faculty. Students should self-reflect and meet with the Course Coordinator/ instructor in order to bring suggestions for an improvement plan. The student and advisor will determine the next course of action, if any, and submit the Advising Form and other required documents as needed to the Student Success Committee. Failure to meet this requirement, and any requirements outlined in the remediation plan may delay progression in the program or disciplinary action, up to and including dismissal from the program.

Individualized Development Contract

An Individualized Development Contract, or IDC, is a contract that is created by the Department of Physical Therapy, in consultation with the student and other relevant stakeholders, to facilitate the students' successful completion of the program. The contract will detail student expectations, requirements for successful completion and consequences for failure to meet stated objectives. An IDC can be developed at any time, including after completion of a semester. The IDC is designed to assist the student in remediating knowledge, skills and abilities the student needs to be successful. The contract will be reviewed and signed by the student, Program Director, student advisor and/ or other relevant

faculty member. Failure to complete an IDC may result in disciplinary action, up to and including dismissal from the program. Failure to fulfill the terms of the contract may result in immediate dismissal from the program.

There may be times when a student is meeting the requirements in individual courses, but demonstrates overall deficiencies which suggest the student may struggle in future semesters or not be prepared for clinical experiences. Examples include but are not limited to: earning multiple “C’s” in one semester, requiring remediation of more than 1 practical in a given semester, or having multiple behavioral infractions. The faculty will determine the need for further action. If further action is warranted, an IDC will be developed to address the identified areas of concern.

Student Rights and Responsibilities

Universities and colleges exist for the transmission of knowledge, skills, and dispositions for the general wellbeing of society. A key commitment of the University is the preservation and perpetuation of the principles of a democratic society, individual freedom, a government of law, the American spirit of community service, and personal responsibility. As a Christian liberal arts university, Faulkner accomplishes this through open inquiry, investigation, and engagement to promote knowledge, professionalism, critical thinking, leadership, lifelong learning, and service to others. In this light, Faulkner University has established the following mission- and vision-driven student rights and responsibilities to create a caring Christian environment for the development of the whole person.

Student Rights: Students have a right to

1. Learn in a caring Christian environment.
2. Participate in all areas and activities of the University, free from any form of discrimination on the basis of race, color, national or ethnic origin, religion, sex, disability, age, or veteran status in accordance with applicable federal and state laws, except as otherwise permitted under federal or state law as a consequence of the University’s religious mission and values.
3. Participate in a free exchange of ideas within the mission, vision, and core values of the University.
4. Enjoy personal privacy within the mission, vision, and core values of the University except as otherwise provided by the University’s policies, regulations, or procedures and those provided by law.
5. Receive or access the University Catalog, Student Handbook, University Calendar, or other relevant program handbooks via the University website (www.faulkner.edu).

6. Access modifications, enhancements, additions, or alterations to the materials listed in #5 above in a reasonable time frame via the University website (www.faulkner.edu).

Student Responsibilities: Students have a responsibility to

1. Uphold the principles of personal and moral integrity contained within the Bible and exemplified by Christ.
2. Foster the creation of a caring Christian environment.
3. Foster the character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship within others and themselves.
4. Respect and observe the personal privacy of others within the mission, vision, and core values of the University, except as otherwise provided by the University's policies, regulations, or procedures and those provided by law.
5. Respect the rights and property of others, including other students, the faculty, the administration, the University, and its vendors.
6. Recognize that student actions reflect upon the individuals involved and upon the entire University community.
7. Know, adhere to, and abide by the regulations, policies and procedures in the current University Catalog, Student Handbook, and relevant program handbooks.
8. Know the modifications, enhancements, additions, or alterations to the regulations, policies, and procedures to the current University Catalog, Student Handbook, and relevant program handbooks posted on the University website (www.faulkner.edu).
9. Know the University calendar, including critical events and deadlines.
10. Read and review all mail—electronic and otherwise—from the University.

Standard Precautions Policy

All faculty and students will observe standard precautions when performing any tasks which may result in exposure to blood or other potentially infectious body fluids. Standard Precautions are the practices that are designed to prevent the spread of infection. These practices are implemented regardless of suspected or confirmed infection status of the individual, and are required in any health care setting.

Standard precautions apply to blood, semen, vaginal secretions, cerebrospinal fluids, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, and amniotic fluid, saliva in dental procedures, any bodily fluid that is visibly contaminated, with blood, and all body fluids where it is difficult to differentiate between body fluids. Standard precautions also apply to exposure to unfixed tissues or organs other than intact skin from living humans. Standard precautions include:

1. Wash hands frequently.
2. Wear gloves if there is a possibility of contact with another person's body fluids.

3. After the removal of gloves or after exposure to blood or other potentially infectious materials, wash hands with antibacterial soap.
4. Wear gloves once and discard; do not attempt to wash and reuse.
5. Clothing or supplies contaminated with body fluids should be placed in doubled plastic bags, tied and discarded.
6. Used needles and sharp/instruments must be discarded in a Biohazard Infectious Waste Sharps Container.
7. Equipment and devices that touch intact mucous membranes but do not penetrate a patient's body surface should be sterilized when possible or undergo high-level disinfection if they cannot be sterilized before being used for each patient.
8. Instruments and other reusable equipment used in performing invasive procedures must be appropriately disinfected and sterilized.
9. Training on proper expected behaviors for finger testing and required equipment is mandatory.
10. Recapping of needles or lancets should not be attempted
11. If a safety lancet is not available, the PA student should ask the source individual to conduct the test on themselves, if possible.
12. Sharps or lancets must not be passed to others or accepted from others.

Hand washing is the most effective means of preventing the spread of infections. Students and faculty shall wash their hands and other skin surfaces with soap and water as soon as possible after contact with blood or other potentially infectious body fluids. Hands will be washed immediately after removing gloves and other personal protective equipment. If hand washing facilities are not readily available, an antiseptic hand cleaner and clean towels or antiseptic towelettes will be used. If these alternatives are used, hands shall be washed as soon as feasible with soap and running water. Students and faculty shall flush mucous membranes with copious amounts of water as soon as possible following contact with blood or other potentially infectious body fluid. During Physical Therapy lab sessions, students will be required to wash their hands or use hand sanitizer before and after practicing techniques on another individual and will be required to sanitize mats in between use.

Eating, drinking, gum chewing, smoking, applying cosmetics, or handling contact lenses are prohibited in areas of potential exposure to blood borne pathogens such as laboratories or in public physical therapy treatment areas. Food or drinks will not be stored in areas where blood or other potentially infectious materials are present.

Mouth pipetting/suctioning of blood or other potentially infectious materials is strictly prohibited. Specimens of blood or other potentially infectious materials will be placed in a container or appropriate "red hazard bag" that prevents leakage during collection, handling, disposal, processing, storage, transport, or shipping. The container shall be labeled or color-coded and closed prior to being stored or shipped.

Personal Protective Equipment

When engineering controls and work practices are insufficient to control occupational exposure, appropriate personal protective equipment is required. This equipment may be utilized within university labs and classrooms including gloves, gowns, or face masks. Personal protective equipment is required when doing procedures in which exposure to the skin, eyes, mouth, or other mucous membranes is anticipated. All personal protective equipment will be removed prior to leaving the building and placed in an appropriately designated area or container. Areas where students and employees store contaminated items will be determined by the department and labeled appropriately per O.S.H.A. regulations.

Students, faculty and staff will wear gloves when it can be reasonably anticipated that hand contact with blood, other potentially infectious body fluids, mucous membranes, or non-intact skin is possible. Disposable (single use) gloves such as surgical or examination gloves shall be replaced as soon as practical when contaminated or as soon as feasible when torn or punctured. Single use gloves will not be washed or decontaminated for re-use. Gloves will be changed between patient contact and disposed in appropriate containers as contaminated waste.

Gowns, aprons, and other protective body clothing will be worn in occupational situations in which exposure is reasonably anticipated. Gowns should be made of, or lined with fluid resistant material. If a garment is penetrated by blood or other potentially infectious fluid, the garment shall be removed immediately or as soon as feasible.

Suitable ventilation devices such as mouthpieces and resuscitation bags that minimize contact with saliva will be provided in strategic locations or to key personnel where the need for resuscitation is likely.

Annual training on safety precautions and post-exposure expected behaviors will be conducted. All students (new and returning) are required to participate in this training. DPT students are required to show proof of personal health insurance upon admission to the DPT program. This insurance will be needed for coverage of laboratory testing and medications (if necessary) in the event of an exposure incident.

Incident Report Policy

In the event that an unforeseen or unusual event occurs during department-related classes or events, it is imperative that the incident, and its outcome, be documented and witnessed. If a faculty or staff member witnesses the incident, then he/she is responsible for documenting a description of the incident, any actions taken, and the outcome of the incident. If a faculty or staff member does

not directly witness the event, then the first employee to respond should get a detailed description of the incident from one or more individuals who were present. The description of the incident, the actions taken, and the outcome should be documented on the departmental Incident Report Form. This form must be signed by all those directly involved in the incident, witnessed by a third party (if one was present), and the faculty member/staff present. All parties should agree with the statements documented prior to signing. Once the incident report is signed and dated, it is placed in the involved individual's file, and a copy is placed in a file maintained by the Program Director. In the event of an injury, students are advised to seek follow-up medical care at their expense.

Procedures for Infectious Exposures

1. Students are required to attend training on safety precautions and post-exposure expected behaviors prior to beginning their clinical year.
2. Students are asked to sign an attestation of completion of the training.
3. PT students are required to show proof of personal health insurance upon admission to the PT program. This insurance will be needed for coverage of laboratory testing and medications (if necessary) in the event of an exposure incident.
4. If an exposure incident occurs while performing duties related to the PT program requirements, please follow the CDC guidelines.
5. If you experience a contaminated needle stick or sharps cut, or are exposed to the blood or other body fluid of a patient during the course of your work, immediately follow these steps:
 1. Wash needle sticks and cuts with soap and water
 2. Flush splashes to the nose, mouth, or skin with water
 3. Irrigate eyes with clean water, saline, or sterile irrigates
 4. Report the incident to the Director of Clinical Education and clinical supervisor
 5. Immediately seek medical evaluation and treatment by a medical professional Do not wait.
 6. Source testing of blood to determine infectious disease status is preferred whenever possible where consent has been obtained. When an exposure occurs at a clinical facility, you should follow that facility's policy as they will handle notice and consent with the source. When an exposure occurs at Faulkner University, the faculty member should advise the

source following an incident and ask if the source will consent to testing at a medical provider of his or her choosing.

Review these suggested resources:

Exposure to Blood: What Healthcare Personnel Need to Know (CDC):

https://www.cdc.gov/HAI/pdfs/bbp/Exp_to_Blood.pdf

Emergency Needle Stick Information (CDC):

<http://www.cdc.gov/niosh/topics/bbp/emergnedl.html>

Post-Exposure Prophylaxis (PEP) Resources: <http://nccc.ucsf.edu/clinical-resources/pep-resources/pep-quick-guide-for-occupational-exposures/>

7. All medical costs will be filed to the students' personal health insurance.
8. Students will be granted excused absences from the clinical experience in order to complete infectious exposure protocol.
9. The involved individual should follow-up with recommended care. The involved individual should inform the DPT Program Director and/or DCE of the event and inform him/her of the recommended treatment plan and any treatment that has been provided since the exposure. Document the incident on the Exposure Incident Report form

Lab Course Policy

A student is required to pass both the didactic and laboratory components of the course in order to proceed in the program, despite the grading rubric in the course. A student must pass all practical examinations with a score of 75% or higher and a 100% on all defined safety criteria. If the student fails the practical exam for any reason, they will be allowed to retake the practical after a period of remediation. The student must submit the remediation plan to the course coordinator and complete the remediation prior to the retake. The student must submit the remediation plan to the course coordinator within 24 hours of meeting with the course coordinator. Failure to do so will result in a 5 point reduction in their final grade. The student must pass the retake practical with a score of 75% and 100% on all defined safety criteria. The highest score that can be awarded for the retake is 75%. If the student does not pass the practical after the first retake, the student will fail the course and be removed from the program. In extenuating circumstances, the student may request a second retake, however, the student must make the request in writing to the faculty, detailing the reason the retake should be considered. The faculty will make the determination if a retake will be granted and the conditions for the retake. All retakes will be

recorded. If the student does not pass the second retake, the student will earn an “F” for the course and will be dismissed from the program

Lab Participation

Students are required to participate in all learning experiences within the DPT program as both a healthcare professional and as a subject/simulated patient. Lab skills practice may include but not limited to: observation, palpation of various body parts, therapeutic exercise, manual therapy techniques, bed mobility, transfers, gait training, application of therapeutic modalities, and joint mobilization. A list of specific activities in each course can be obtained from the Course Coordinator and course syllabi. Students are expected to become comfortable with palpation of others as well as their own body. If a student has an underlying medical condition or contraindication that would limit safe participation in a lab activity, it is the responsibility of each student to inform the faculty. If there are cultural or religious customs that interfere with participation in an activity or lab, the student must inform the course coordinator and/ or the Program Director. Students should be prepared, however to work with multiple lab partners, faculty and instructors to gain the full benefit of learning experience. Each student will sign the Acknowledgment of Lab Participation Form. Failure to participate in laboratory activities may result disciplinary action or removal from the lab at the discretion of the lab instructor.

Protection of Human Rights

The Institutional Review Board (IRB) is the University ethics board for research. It utilizes a peer-review process of proposed research and scholarly endeavors among the university faculty involving human subjects and/or non-human animals. The board also serves as the conduit for external organizations desiring access to Faulkner's students or employees to be recruited as participants. All human subject research must be evaluated and approved by the IRB prior to recruitment of subjects, data collection and dissemination of information to ensure the safety and welfare of the participants.

Students may be asked to participate in research studies being conducted within the College or University. Student participation should be voluntary and not associated with any academic benefit such as earning extra credit in a course for which he/she is currently enrolled. Such enticement would be perceived as coercion.

More information can be found at:

<https://www.faulkner.edu/additional-resources/center-for-assessment-research-effectiveness-and-enhancement-career/institutional-review-board/>

Non-Disclosure Agreement

Students must affirm that under no circumstances will they disclose any information regarding the contents of a written or practical examination, case studies, case reports, or graded assignments or reports for any of the courses in Faulkner University's Department of Physical Therapy of which they are enrolled. Students must agree not to copy or reproduce any part of an examination, lab practical, case studies/reports nor give verbal descriptions to other students. This includes, but not limited to: photographs, scans, audio, videos, handwritten copies etc. that could benefit classmates or students in other classes in the program. If a student is not complicit in this matter, they will be brought to the Student Success Committee for disciplinary action up to and including dismissal from the program. *See appendix for form.*

Off Campus Trips

Students will be required to participate off campus for various events and activities during the year. Transportation will be the responsibility of the student.

Code of Conduct for Off Campus Activities

A student in the Department of Physical Therapy is expected to follow the APTA Code of Ethics and Core Values as well as the Student Handbook, not only in classroom and laboratory activities, but during off campus events as well. These events include but are not limited to: Clinical Experiences, Health Fairs, Clinic and facility visits, tours and visits associated with a class or school requirement, any solicitation of local businesses and state and national conferences. A student found to be in violation of any of these policies during an off campus event, will be subject to the same consequences outlined in the handbook, up to and including dismissal from the program.

Student Success

The priority of the Department of Physical Therapy is the successful matriculation of all students through the program. To facilitate this, the Department created the Student Success Committee. The charge of the Student Success Committee is to oversee the academic and professional progress of each student. The committee will oversee remediation plans and Individualized Development Contracts (IDC's) for both the academic and clinical part of the program. The committee, when appropriate, may recommend disciplinary actions for situations that fall outside major university violations.

Progression and Dismissal from the Program

In order to matriculate through the program, students must successfully complete the previous semester coursework and requirements.

Criteria for Dismissal from the Program

A student in the Physical Therapy Program at Faulkner University will be subject to dismissal for any of the following reasons:

1. Inability to maintain a cumulative 3.0 GPA after one probationary semester.
2. Earning a "Fail" grade in a pass/fail course.
3. Earning lower than a "C" in any required academic or clinical course.
4. Students placed on probation more than two separate times for academic deficiencies.
5. Inability to pass the clinical component of a course, including the remediation attempt, as outlined in the practical examination policy.
6. Inability to pass the comprehensive practical examination, including remediation, at the completion of the didactic portion of the curriculum.
7. Failure to complete an assigned IDC or do so within the time outlined.
8. Behavior outside the program that results in a felony conviction.
9. Students will attest to their ability to perform all of the criteria within the Program's "Essential Functions" document. If it becomes apparent to DPT faculty and staff that the student cannot perform these essential functions with reasonable accommodations; or the accommodations are not reasonable and would put an undue hardship on the university; or that the performance of these functions would significantly increase the risk the harm or jeopardize the safety of others, the program may dismiss the student from the program.
10. Inability to use professional judgement and emotional maturity to seek help when needed to address personal issues that interfere with professional practice, act in a professional manner and ensure the safety of patients/ clients/ colleagues and faculty.
11. Students may be dismissed for unprofessional behaviors
 - a. Violations of the APTA Code of Ethics and Core Values, University Code of Conduct, or Academic Integrity Policy

Criteria to Progress to Integrated Clinical Experience

Integrated clinical Experiences (ICE) are offered every fall and spring. In order to progress to the ICE, students must pass all didactic courses with a "C" or better and must complete the year one comprehensive exam with no red flags in safety or unprofessional behavior. Students who demonstrate significant deficiencies, red flags in safety or unprofessional behavior will be given a Remediation Plan. The student will not be able to progress to the ICE until the student passes the Remediation.

Criteria to Progress to Full Time Clinical Experiences

1. Successful completion of all didactic courses with at least a passing score, C or better, AND a cumulative 3.0 GPA or higher.
2. Must successfully pass all practicals in all clinical courses during the didactic portion of the program
3. Students must successfully pass the written and practical comprehensive exams and the end of the second year of the program
4. Any outstanding IDCs must be complete.
5. No identified or unresolved professional behavior issues.
6. Formal recommendation by the Student Success Committee and vote by the faculty

A student may be delayed in starting a clinical experience if:

1. Remediation or an Individualized Development Contract is required to meet one of the above criteria or:
2. A Remediation or an Individualized Development Contract has not been completed on time

Failure to begin a full time clinical experience, may result in a delay in graduation from the program. In order to ensure students are eligible for graduation with their class, they should make every effort to meet all requirements listed above.

Technology Requirements

All Physical Therapy program students are required to have a laptop with a camera, microphone, and WIFI capabilities. The program utilizes ExamSoft and all students must have a laptop that is compatible with this software. Students are expected to maintain their own technology equipment throughout their time in the PT program. The program is not responsible for students' personal equipment that is left unattended in the building.

Library Resources

Physical Therapy students will have access to on-site libraries, including the CHS Learning Resource Center, Nichols Library and the Jones School of Law Library. In addition to textual sources, the program is supported by over 135 electronic and print journals addressing the various areas of academic coverage within the health care professions, 19 electronic journal databases, and two electronic book collections (Springer and EBSCO). Additionally, the library has subscriptions to Epocrates, PubMed, Accessphysiotherapy, Accessmedicine Cochrane Library and UpToDate.

Professional Development

National Physical Therapy Examination (NPTE)

Once students have received their degree, they will become eligible to apply for the National Physical Therapy Licensure Examination (NPTE). The licensure exam is given on specific dates during the year; therefore, students should review the requirements for testing and the scheduled dates. The licensure exam is a computerized exam with criterion referenced scoring, which is the same for all states. The Alabama State Board of Physical Therapy regulates licensure in the State of Alabama. Requirements will vary among states, therefore, students should review requirements for each state by exploring the Federation of State Boards of Physical Therapy (NPTE) website <https://www.fsbpt.org/>, as well as the website for individual states. Since changes may occur at any time, it is important that students regularly review the website to obtain the most accurate information.

Faulkner University's DPT program submitted the Application for Candidacy December 1st, 2020. The program was awarded candidacy status April 27th, 2021. Students who matriculate through the program beginning in 2021 will graduate from a CAPTE accredited program, per USDE requirements. Therefore, the DPT curriculum meets the state educational requirements for licensure or certification in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands secondary to its accreditation by the Commission on Accreditation in Physical Therapy Education, based on the following: CAPTE accreditation of a physical therapist or physical therapist assistant program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist and physical therapist assistant education programs are eligible to apply to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at www.fsbpt.org

APTA Student Membership

The American Physical Therapy Association (APTA) is the national organization dedicated to serving the physical therapy profession. The APTA "advocates for positive change, raises public awareness, advances evidence-based practice, supports the continued growth of our members, and develops the next generation." All DPT students are required to become student members of the APTA and remain a member of the association until graduation. There are many benefits to membership including access to databases and resources that will be used throughout the program. Students with special interests may also choose to

join one of more specialty sections with APTA. There are also opportunities for students to get involved and engage with other students. For more information go to: <https://www.apta.org/for-students>

Student Governance

Each cohort of students in the Faulkner University DPT program will elect class officers who can represent their class, organize events and activities and communicate with faculty. Service as a class officer is a privilege and officers can be removed from office in the event that he/she has been placed on academic probation, inadequate professional behavior, or through a vote of removal by the class in which 50% of the class must elect to remove the officer. In this case, a reelection must take place within two weeks of any officer being removed from duty. The following officers will be elected for each cohort: President, Vice President and Historian/ Social Officer.

Students in the Department of Physical Therapy will also be eligible to participate in the Student Physical Therapy Organization (SPTO). Please see the CHS Handbook and CHS SLB Bylaws.

Professional Conference Participation

Faulkner University strongly encourages students to get involved in leadership and professional activities. This includes attending professional conferences and meetings, as well as for presenting an abstract or poster. There is no guarantee that classes will be cancelled for professional meetings, nor that students will be able to attend the meeting of their choice. In the event that classes are cancelled for a professional meeting in the nearby geographical area, all students will be strongly encouraged to attend. There may be instances when course instructors require attendance at professional conferences.

Any student who would like to attend a conference/ professional meeting that is not mandated by the DPT program, must submit a request in writing to the Program Director at least 2 months in advance of the scheduled meeting. This request is required to evaluate the request and outline an individualized plan if approved. If this requirement is not met, the student will not be allowed to attend unless their absence will not interfere with classroom and/or clinical education courses. In rare circumstances, exceptions may be made on a case by case basis.

The Program Director will meet with the Student Success Committee and faculty to discuss the request and render a decision. Considerations will include: academic status, clinical obligations, prior attendance at a meeting, and justification for request. The first priority of the DPT program is always the students' successful completion of program requirements.

Students should be aware that permission granted by the Program Director to submit an abstract does not guarantee attendance at the conference, especially for abstracts with multiple authors. Students must also be aware that the program has the right to revoke the approval to attend a conference if new concerns arise. (eg. Professional, academic or clinical performance issues)

For example, if a student's academic performance has demonstrated a decrease in academic performance and the faculty determines that additional time is necessary to gain the requisite knowledge, the student will not be allowed to attend the scheduled meeting. Students should be aware of refund and transfer policies for travel expenses

Professional Relationships

Students will have opportunities to engage with faculty and staff in a variety of situations on and off campus. Students are strongly encouraged to use appropriate designations when addressing faculty and staff in order to maintain the professional relationship. These may include: Doctor, Instructor, or Professor. If unsure, students should consult the individual directly.

Students should avoid giving gifts to a faculty member while the student is being evaluated by them. The faculty member has the responsibility prior to accepting the gift, to consider the reason for the gift and its value. Students and faculty are encouraged to consult the APTA Code of Ethics for appropriate behavior.

Professional Development Portfolio

The Faculty of the DPT Program are committed to a philosophy of continuous self-assessment and professional development as an integral part of the learning process within professional education. We believe that professional behaviors and attitudes are essential for success as a physical therapist, and that academic and clinical faculty serve as mentors and role models within the professional education environment. Beginning in semester one, students will work with their faculty advisors to develop a Professional Development Portfolio (PDP) that will be continually assessed and revised as the student grows within the professional role of the physical therapist. The purpose of this portfolio is to provide the student with mentorship and constructive feedback that will facilitate an understanding of professional responsibility and to recognize opportunities for enrichment, development and improvement. The final completed Portfolio will be due in the Professional Seminar Course at the end of the Spring Semester of the third year.

Clinical Education Handbook

CLINICAL EDUCATION

Experiential Learning Overview

Faulkner University Physical Therapy students will have educational learning experiences outside of the classroom beginning in the second year of the program. Each student will have one *Integrated Clinical Experience* (ICE) during year 2. These experiences are part time and occur while the student is also completing academic coursework. Students will also have 3 long-term, full-time clinical experiences of which two will be 10 weeks in duration and the final experience will be 12 weeks in duration. Students are required to complete one affiliation in an outpatient orthopedic setting and one in an inpatient rehabilitation setting (acute care hospital, skilled nursing facility (SNF)). The final terminal clinical internship can be in any setting Physical Therapy setting.

Clinical Education Philosophy

The philosophy of the Faulkner University Doctor of Physical Therapy Clinical Education program is to collaborate with community partners to provide the best clinical education experience that addresses the needs of the student, meets the requirements of the program, and prepares future physical therapists for entry into the practice.

Purpose of Clinical Education

The purpose of the clinical education experience component of the Physical Therapy curriculum is to provide for application of the didactic instruction in a real-life clinical setting. The three full-time clinical experiences, totaling 32 weeks, will be in the final year of the program after all didactic coursework is complete. Each student is required to have one clinical experience in an outpatient setting and one in an inpatient setting. The clinical education experiences are an integral part of the Physical Therapy curriculum and reflect the mission and vision of the Physical Therapy program at Faulkner University. With this in mind, each student will have an individualized clinical education experience designed to develop Physical Therapy graduates prepared as generalists. The generalist graduate should be prepared to practice in all areas of Physical Therapy including underserved and under populated areas.

The Faulkner University Clinical Education program strives for the student to meet or exceed the expectations and requirements of the Physical Therapy program and clinical site. The following goals and objectives will help to guide this pursuit.

Mission, Goals, and Objectives

The mission of Faulkner University's Doctor of Physical Therapy Clinical Education Program is to develop compassionate, competent, and ethical clinicians that work collaboratively with other health care providers to use best evidence in order to make effective clinical decisions that respect each individual and their unique needs.

Goal: Students will demonstrate competent, ethical and collaborative care in alignment with the Clinical Education mission by achieving the following benchmarks:

1. 100% of students will achieve at or above entry level on CPI on all areas by the end of the terminal clinical experience.
2. 10% of students will score 'Beyond Entry Level' in the areas of communication, cultural competence and professional development.

Clinical Readiness

The Faulkner University DPT program will evaluate clinical readiness with the following criteria: All students must

1. Meet the criteria to progress to clinical experiences listed in academic policies
2. Assess professional behavior through utilization of the *Student Professional Behaviors Self-Assessment*
3. Provide proof of CPR/AED training- copy of card on file
4. Complete HIPAA/confidentiality training- sign HIPAA Confidentiality Form
5. Complete all required immunizations and training outlined for facility

Dates of Full-time Clinical Affiliations

Cohort 1/Class of 2024 (Inaugural class):

July – Sept 2023 10 wks

October – Dec 2023 10 wks

January – March 2024 12 wks

Glossary of Terms- recommended by ACAPT

Clinical Education- A formal supervised experiential learning, focused on development and application of patient/client-centered skills and professional behaviors. It is designed so that students gain substantial, relevant clinical experience and skills, engage in contemporary practice, and demonstrate competence before beginning independent practice. (ACAPT)

Supervision- Guidance and direction provided to a physical therapist student by the preceptor or clinical instructor. This varies based on the complexity of the patient/client or environment, jurisdiction and payer rules and regulations, and abilities of the physical therapist student. (ACAPT)

Clinical Performance Instrument (CPI)- American Physical Therapy Association developed student evaluation instruments that are used to assess the clinical education performance of physical therapist and physical therapist assistant students. The Physical Therapist CPI consists of 24 performance criteria and the Physical Therapist Assistant CPI consists of 20 performance criteria.

Beginner- “A student who requires close clinical supervision 100% of the time managing patients with constant monitoring and feedback, even with patients with simple conditions. At this level, performance is inconsistent and clinical reasoning is performed in an inefficient manner. Performance reflects little or no experience. The student does not carry a caseload.” (APTA Physical Therapist Student Clinical Performance Instrument)

Advanced Beginner Clinical Performance- “A student who requires clinical supervision 75%–90% of the time with simple patients and 100% of the time with complex patients. At this level, the student demonstrates developing proficiency with simple tasks, but is unable to perform skilled examinations, interventions, and clinical reasoning skills. The student may begin to share a caseload with the clinical instructor.” (APTA Physical Therapist Student Clinical Performance Instrument)

Intermediate Clinical Performance- “A student who requires clinical supervision less than 50% of the time with simple patients and 75% of the time with complex patients. At this level, the student is proficient with simple tasks and is developing the ability to perform skilled examinations, interventions, and clinical reasoning. The student is able to maintain 50% of a full - time physical therapist’s caseload.” (APTA Physical Therapist Student Clinical Performance Instrument)

Advanced Intermediate Clinical Performance- “A student who requires clinical supervision less than 25% of the time with new or complex patients and is independent with simple patients. At this level, the student is proficient in simple tasks and requires only occasional cueing for skilled examinations, interventions, and clinical reasoning. The student is able to maintain 75% of a full-time physical therapist’s caseload.” (APTA Physical Therapist Student Clinical Performance Instrument)

Entry Level Clinical Performance- “A student who requires no guidance or clinical supervision with simple or complex patients. Consults with others and resolves unfamiliar or ambiguous situations. At this level, the student is consistently proficient and skilled in simple and complex tasks for skilled examinations, interventions, and clinical reasoning. The student is able to maintain 100% of a

Terminal physical therapist's caseload in a cost effective manner." (APTA Physical Therapist Student Clinical Performance Instrument)

Beyond Entry Level Clinical Performance- "A student who is capable of functioning without clinical supervision or guidance in managing patients with simple or highly complex conditions, and is able to function in unfamiliar or ambiguous situations. At this level, the student is consistently proficient at highly skilled examinations, interventions, and clinical reasoning, and is capable of serving as a consultant or resource for others. The student is capable of maintaining 100% of a full-time physical therapist's caseload and seeks to assist others where needed. The student is capable of supervising others. The student willingly assumes a leadership role for managing patients with more difficult or complex conditions. Actively contributes to the enhancement of the clinical facility with an expansive view of Physical Therapy practice and the profession." (APTA Physical Therapist Student Clinical Performance Instrument)

Clinical Education Agreement- A formal and legally binding agreement that is negotiated between academic institutions and clinical education sites or individual providers of clinical education that specifies each party's roles, responsibilities, and liabilities relating to student clinical education. (ACAPT)

Director of Clinical Education- Academic faculty member who is responsible for planning, directing, and evaluating the clinical education program for the academic institution, including facilitating clinical site and clinical faculty development.

Site Coordinator of Clinical Education (SCCE)- A professional who administers, manages, and coordinates clinical assignments and learning activities for students during their clinical education experience. In addition, this person determines the readiness of people to serve as preceptors and clinical instructors for students, supervises preceptors and clinical instructors in the delivery of clinical education experiences, communicates with the academic program regarding student performance, and provides essential information to academic programs. (ACAPT)

Clinical Instructor (CI)- The physical therapist responsible for the physical therapist student and for directly instructing, guiding, supervising, and formally assessing the student during the clinical education experience. When engaged in full-time clinical education designated to meet the minimum number of weeks required by CAPTE, the clinical instructor must be a licensed physical therapist with a minimum of one year of full-time (or equivalent) post-licensure clinical experience.

Full time Clinical Education Experience- A clinical education experience in which a student is engaged for a minimum of 35 hours per week. Full-time clinical education experiences designated to achieve the minimum number of weeks set

forth by CAPTE are directed by a physical therapist clinical instructor. An integrated clinical education experience may be a full-time clinical education experience.

Terminal Full time Clinical Education Experience- A single, or set of, full-time clinical education experience(s) designated to achieve the minimum number of weeks set forth by CAPTE that occurs after the student has completed the didactic curriculum of a physical therapist professional education program. Students may return to the academic program for didactic instruction that does not require additional clinical education experiences. The expected outcome of the final, or terminal, experience is entry-level performance.

Integrated Clinical Education (ICE)- ICE is a curriculum design model whereby clinical education experiences are purposefully organized within a curriculum. In physical therapist education, these experiences are obtained through the exploration of authentic physical therapist roles, responsibilities, and values that occur prior to the terminal full-time clinical education experiences. Integrated experiences are coordinated by the academic program and are driven by learning objectives that are aligned with didactic content delivery across the curricular continuum. These experiences allow students to further develop professional behaviors, knowledge, and/or skills within a variety of environments. The supervised experiences also allow for exposure and acquisition across all domains of learning and include student performance assessment. For integrated clinical education experiences to qualify toward the minimum number of full-time clinical education weeks required by accreditation (CAPTE) standards, they must be full time and supervised by a physical therapist within a Physical Therapy workplace environment or practice setting.

Remediation- In the DPT clinical education program, remediation is defined as a special opportunity to master required skills which are found to be deficient at any point during a clinical affiliation. Remediation is designed to allow a student to remain on pace with his or her cohort, rather than being removed from a clinical site. Remediation may be considered due to a clear deficit in one identifiable skill area. A remediation plan will include specific goals, objectives and measurable outcomes that will be used to assess the student's competency.

Individualized Development Contract or IDC- A contract that is created by the Department of Physical Therapy, in consultation with the student and other relevant stakeholders (i.e. Clinical Instructor), to facilitate the students' successful completion of the program. The contract will detail student expectations, requirements for successful completion and consequences for failure to meet stated objectives. Failure to complete an IDC may result in disciplinary action, up to and including dismissal from the program. An IDC may be utilized in any case in which the student is removed from the clinical affiliation or at the discretion of the program.

Integrated Clinical Experience Course Description

PHT 7200 Integrated Clinical Experience (2 hours/Semester 4 or 5)

Students will take this course in either the fall or spring of their second year. This is a part time clinical experience that will take place in an inpatient and/or outpatient setting. Students will have the opportunity to integrate knowledge and skills from the classroom into the clinic.

Full-time Clinical Education Course Descriptions

PHT 8590 Experiential Learning Experience I (5 hours/Semester 7)

This course is a full time 10 week experience in which students integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States.

PHT 8591 Experiential Learning Experience II (5 hours/Semester 7)

This course is a full time 10 week experience in which students integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States.

PHT 8692 Experiential Learning Experience III (6 hours/Semester 8)

This course is a full time 12 week experience in which students integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States.

Clinical Education Syllabi

The course syllabi include the objectives, requirements, expectations, and grading requirements for each full-time clinical education experience. The DCE will discuss the specific syllabi related to each experience prior to the full-time clinical education experiences. The site contact information, as well as specific dates of requirements, will be provided by the DCE. Current copies of these syllabi can be found on Blackboard.

Clinic and Holiday Schedule

While on clinical experiences, students will follow the clinic schedule and the holidays observed by the facility. In cases in which the facility holiday schedule differs from the Faulkner University schedule, the student will follow the clinic

schedule. For example, if the students' clinical site is open on Friday after Thanksgiving, the student is expected to be in the clinic.

Rights and Responsibilities of Stakeholders in Clinical Education

Rights and Responsibilities of the Academic Program

It is the responsibility of the academic program to provide the foundation for the clinical experiences of the student. This includes both Integrated Clinical Experiences (ICE) and the full-time clinical experiences. The foundation provided will include instruction in the areas mandated by the Commission for the Accreditation of Physical Therapy Education (CAPTE). As such the program will, a) share with the Clinical faculty the general responsibilities for planning, executing, and evaluating the clinical education program, and b) adhere to formal conditions for agreement written in the contract.

Rights and Responsibilities of the Student Physical Therapist

- To develop behaviors consistent with an adult learner such as, but not limited to, self-directed, independent, critical thinker, adaptable, and flexible.
- To review, understand, and comply with any policies and procedures of the assigned facility before reporting to the assigned site. This will include all information provided to the School and/or material sent to the student by the facility.
- To comply with all federal and state laws and regulations regarding the practice of Physical Therapy. Comply with all department regulations of the clinical facility and the School, inclusive of but not limited to hours, attendance, dress code, record keeping, use of non-protected health information, and safety regulations.
- To review and comply with all medical and liability requirements required of the School and the facility. This includes PPD, immunizations (MMR & Hepatitis B), CPR, liability, current health insurance and hospitalization, and any additional requirements of the facility (e.g. 3 month PPD, recent medical exam, first aid class, background check, fingerprinting, etc.). To produce all documents upon the facility's request.
- To understand the objectives and grading criteria of the clinical education courses
- To seek additional assistance when clarification of criteria is needed.
- To avail oneself of learning experiences offered by each facility and its personnel.
- To seek and utilize those experiences to meet grading criteria. To request additional experiences to meet grading criteria.
- To request guidance and assistance when needed. Students are encouraged to use appropriate chain of command when seeking assistance. Students are encouraged to contact the DCE when they have difficulties seeking guidance or assistance in the clinical setting.

- To review, understand, and properly utilize the evaluation tool for clinical education (CPI). To request clarification and guidance about the tool before the clinical experience. To answer questions the CI may have about the school's individual tool (CPI).
- To discuss performance evaluations with their CI and to improve performance by the acceptance of just criticism.
- To demonstrate interest in and loyalty to the clinical education facility.
- To maintain high quality of performance and ethical conduct befitting a professional Physical Therapy student.
- To complete and submit all paperwork and assignments required by the school for satisfactory completion of clinical experiences.

Rights and Responsibilities of the Clinical Education Site

- To provide Physical Therapy direction by qualified personnel.
- To provide guidance and supervision of students by qualified physical therapists
- To orient the student(s) to the clinic/Physical Therapy department, review specific types of patients unfamiliar to students, and a review of methods, policies, and procedures of the clinical site such as dress code, working hours, patient schedules, record-keeping, and approaches to Physical Therapy interventions.
- To provide a variety of educational experiences for the student in regards to types of patients (age, gender, diagnosis); including examination, evaluation, and intervention methods used. Educational experiences should be appropriate for the setting and consistent with a student's grading criteria/level of education for the specified clinical rotation.
- To involve students in record-keeping, medical record documentation, educational sessions, and supervisory opportunities as appropriate for a student's level of education.
- To guide and supervise the student(s) in their activities according to individual needs and abilities.
- To provide feedback to the student by performing ongoing informal evaluations of performance. *To discuss concerns with the DCE as early as possible in the clinical experience.*
- To formally evaluate the performance of the student using the CPI at least twice (midterm and final) during the affiliation. To discuss with the student the results of these evaluations.
- To encourage professional growth of students.
- To share with the school faculty the general responsibilities for planning, executing, and evaluating the clinical education program.
- To adhere to formal conditions for agreement written in the contract.

Rights and Responsibilities of the Patient

Patients have the right to refuse treatment from a Student Physical Therapist. Patients, family members, and other members of the public have the right to provide feedback (both positive or negative) to the Physical Therapy program. Feedback can be provided to the following:

Dr. Heather E. Mount
Physical Therapy Program Director
Department of Physical Therapy
Faulkner University
5345 Atlanta Hwy
Montgomery, AL 36109
Email: hmount@faulkner.edu
Phone: (334) 386- 7379

Dr. Chris Ireland
Director of Clinical Education
Department of Physical Therapy
Faulkner University
5345 Atlanta Hwy
Montgomery, AL 36109
Email: cireland@faulkner.edu
Phone: (334) 386-7295

Dr. Leah Fullman
Interim Dean
College of Health Sciences
Faulkner University
5345 Atlanta Hwy
Montgomery, AL 36109
Email: lfullman@faulkner.edu
Phone: (334) 386-7395

Dr. Dave Rampersad
Vice President of Academic Affairs
Faulkner University
5345 Atlanta Hwy
Montgomery, AL 36109
Email: drampersad@faulkner.edu
Phone: (334) 386-7102

Student Identification

Students are required to wear a school or facility name badge, identifying them as a student and introduce themselves as such when working with a patient/client.

Student Placement

All clinical placements will be made by the Director of Clinical Education (DCE) in collaboration with the DPT faculty. Placements are determined by academic and clinical education needs of each student and availability of clinical placements. When possible, the DCE will take personal preference into consideration, however the academic needs of the student represent the first priority in the final decision for clinical placement. All students should expect to complete at least 1 full time clinical experience outside of the Central Alabama region. Exceptions for this policy may be made for students who can document that they have responsibilities that limit their ability to travel outside of the region. For a medical exemption, a note from the appropriate health care provider must be submitted. All other exceptions must be submitted in writing using the *Clinical Site Change*

Request Form and are subject to DCE and faculty approval. After clinical assignments have been made, each student is required to sign the *Clinical Site Placement Agreement Form*.

Clinical assignments are made 6-12 months in advance. Once assignments are finalized, students are not allowed to request a change of site. In extenuating circumstances, a change may be considered. In these cases, students should submit written documentation to the DCE detailing the reasoning for the change request. Faculty will review the request and provide a response.

In the event that a clinical site must cancel a clinical rotation, available options will be reviewed by the DCE to identify alternative sites for appropriate placement. In the event that a change of sites results in a delayed start every effort will be made to make up the missed time in order to ensure students meet the minimum requirement of 30 weeks of full-time clinical education.

In order to avoid any conflict of interest, students must disclose prior sites of employment as well as any affiliated company in which the student is on scholarship. Failure to disclose conflict of interest information may result in removal of a student from a clinical site.

Information shared with Clinical Faculty

For purposes of safety, each student's immunization record is shared with teaching or clinical sites and becomes part of the student's Educational Record under FERPA. To protect student confidentiality, details regarding the student's academic status will not be routinely communicated to clinical sites. However, clinical sites will be informed by the DCE if a student assigned to a specific clinical site is unable to engage in the clinical practice experience for academic or behavioral reasons or if they have been dismissed from the Program.

Process for Requesting New Clinical Education Sites

New clinical education sites will only be developed by the Director of Clinical Education (DCE). If students are interested in suggesting potential sites for future clinical placements, students are required to complete the *New Clinical Site Request Form*. The DCE will attempt to initiate the contract and LOI process. If a clinical site is secured prior to any deadlines, the identifying student will have the first right of refusal to that site. ***Under no circumstances should a student contact a facility directly for a clinical placement.***

While students are allowed to request the development of a new clinical site, students need to understand that the process for approval of a site, including obtaining an agreed upon contract between the facility and Faulkner, can be very lengthy, possibly several months. Only after the contract is fully executed may the site be considered for clinical placement.

Clinical Experience Expenses

Students are responsible for all costs associated with the clinical education experience. This includes:

- Transportation to and from the clinical facilities as well as appropriate insurance for their vehicle.
- Housing during all clinical experiences.
- Any cost associated with acceptance to the particular clinical site (i.e. drug testing, background check, other facility required documentation)

Health Insurance Coverage

Faulkner DPT Students are required to carry and provide proof of current personal health insurance coverage as stated in the University Student Handbook. Students with expired health insurance coverage will not be allowed to participate in clinical education experiences.

Per the Faulkner University Student handbook: Faulkner University cannot be responsible for students' health-related charges. Students are strongly urged to have medical, accident, hospitalization and health insurance from a reputable provider. International students or students from outside the United States are fully responsible for obtaining health insurance prior to beginning coursework at Faulkner. Information regarding student insurance is available in the Office of Student Life.

Professional Liability Insurance Coverage

Basic Liability insurance for students is provided through Faulkner University while students are enrolled in the Physical Therapy program. In addition to basic liability insurance, students are HIGHLY ENCOURAGED to purchase individual professional liability insurance for clinical practice. There are many companies which provide liability insurance and students may choose the company of their choice. One such company is HPSO:

<http://www.hpso.com/individuals/professional-liability/student-malpractice-insurance-coverage-description> (estimated \$35/year)

Liability should meet the following requirements:

1. Occurrence type policy

2. Minimum coverage limits of \$1,000,000/3,000,000

Immunizations

Most clinical sites will require documentation demonstrating the student has current immunizations or verification that they are free of communicable diseases. The most common are:

- PPD test annually (or negative chest x-ray)
- MMR or proof of immunity via titers
- Hepatitis B or proof of immunity via titers
- Tetanus or Tdap within past ten years as an adult (proof of vaccination)
- Varicella (Chicken Pox) or proof of immunity via titers

It is the student's responsibility to inquire about requirements for health documentation from their assigned clinical site and to provide needed documentation in accordance with clinical site policy. The student must comply with all health and immunization requirements as specified by the clinical site.

Drug Testing/Background Check

Please see the section on drug testing and background check for program admission. In the event that an additional check is required by a clinical site, the student is responsible for any associated fees and for completion of testing.

HIPPA and OSHA

HIPAA identifies protected health information (PHI) and acts to protect the patient's right to privacy and confidentiality. Students are prohibited, at any time, from disclosing PHI or disseminating PHI via verbal, electronic, or any other means without the explicit written or documented verbal consent of the patient. Students have the right to access specific patient information only as it relates to the Physical Therapy care of that patient. Students may not access information on patients who are not on their Physical Therapy service. Students should additionally be aware that this includes verbal conversations in which discussions regarding PHI may be overheard by others. As such, any discussions regarding a patient's care plan that include the patient's name or other PHI, must occur in private settings where confidentiality is assured. All HIPAA policies are inclusive to any individual, including students, faculty, clinicians and volunteers who are demonstration subjects for courses.

OSHA training educates students on the protective measures all healthcare personnel required to prevent the spread of communicable disease. This includes, but is not limited to, proper hand washing technique, utilization of personal protective equipment (PPE), understanding isolation precautions, and

bloodborne pathogen training. Students will also review immunization and tuberculosis requirements.

DPT students are required to take the HIPAA and OSHA training courses prior to participation in clinical education and will sign the *HIPAA Confidentiality Statement*. Please note that individual clinical sites may require students to participate in their facility's HIPAA and OSHA training modules as well. Students will be expected to comply with the policies and procedures for HIPAA and OSHA training at their assigned clinical site.

CPR/AED Training

In order to be approved for participation in clinical education, students must have a current CPR/AED certification. Any expense associated with CPR/AED training is the responsibility of the student. Students must have on file a copy of their current CPR/AED card. CPR must be completed through the American Heart Association. No other CPR/AED cards will be accepted.

Professional Behavior in Clinical Environment

Professional behavior detailed previously in this document is expected in the clinic as well as the academic setting.

Clinic Attire

Students should abide by the policies and procedures set forth by the clinical site to which they are affiliated. Students are encouraged to contact the clinical site well in advance to prepare for the appropriate requirements. The student is responsible for obtaining the required attire. If no formal policy exists, students should use the following general policy: dress pants/slacks, dress shirts/modest blouses, and closed-toed dress shoes with low heels. All clothing should be cleaned and neatly pressed. The following are not appropriate: jeans, t-shirts, revealing clothing (either low cut or see through), high heels, flashy athletic shoes and sandals. Loose fitted clothing that may be revealing in certain positions is not appropriate. Students should be able to move in all directions without showing skin (chest, back or abdomen) or undergarments. Underwear or any type of cleavage should never be visible. The Faulkner University DPT polo and appropriate fitting khaki's is also appropriate. Each student is required to wear a facility provided name badge or if one is not provided, the Faulkner University ID, during all clinical experiences. Name badges should clearly state the students name and identify them as a 'Student Physical Therapist'.

Attendance Policy

Clinical education experiences provide students the opportunity to apply knowledge and theory in a supervised clinical environment. It is imperative that students take full advantage of this opportunity to practice and improve their skills as well as learn from others. Failure of a clinical experience is possible due to lack of attendance. The following expectations are required during clinical experiences:

- Students are expected to attend every day of the clinical experience.
- Students are expected to work the regular hours of the facility and/or the assigned CI. A full-time clinical experience is considered to be a minimum of 35 hours per week.
- Students must notify the DCE of any changes in their clinical schedule during the clinical education experience.
- Students observe holidays and closures of the facility, not the university, unless otherwise noted prior to the start of the clinical education experience. Students should assume that they may have to be in the clinic on holidays.
- The only excused absences are personal illness or death of an immediate family member. The student is responsible for following the policies of the facility in regards to reporting an unforeseen absence. If the student is ill and cannot work or has a death in the family, the student is responsible for notifying the DCE and, SCCE and/or CI.
- Students must report EVERY absence, excused or unexcused to the CI and DCE prior to or at the time of the absence and the written plan to make up the missed days.
- Any absence must be made up, regardless of the reason for the absence and the schedule is at the discretion of the CI. The missed time must be made up with patient care hours, not additional hours that do not involve treating patients. It is best to schedule full or half day increments. Students who not have the required number of hours/ weeks of clinical education experiences will not progress in the program until the requirement has been met.
- Students **may not** request time off during clinical internships for job interviews, vacation, or to work on other projects or presentations.
- Clinic absences should not occur except as described previously. However, if there is a special or extenuating circumstance, the student must submit a request in writing to the DCE PRIOR to the beginning of the clinical experience. The DCE will determine if the special request merits further consideration and may give approval to negotiate this special need with the SCCE/CI. All time away from the clinic must be made up, and scheduling is at the discretion of the CI.
- If a student becomes seriously ill or injured, the facility should direct the student to the nearest urgent/emergent care service, with the cost of service borne by the student. Any student who is ill or injured during the time concurrent with a clinical experience may be required to produce

written medical clearance to resume the clinical experience. All documentation regarding the student's ability to return to work must be submitted to both the CI/SCCE and the DCE. If a student has restrictions, the site will make the determination if the student can return based on their facility policies.

- Attendance at professional conferences during weekdays must be cleared with the DCE and faculty prior to the clinical start date.
- Personal time off for vacation, weddings, honeymoons, etc. ***will not be approved during clinical education.***

Site Visitation Policy

The DCE, core faculty member, or student faculty advisor will make every effort for an in-person visit to each student during each clinical affiliation. The aim of this visit is to receive insightful feedback both from students as well as clinical faculty. Additionally, if an in-person site visit has not been able to be made by midterm, a phone meeting will be scheduled between the program and clinical site and is to include both the student and the Clinical Instructor. Additional visits may be made to sites in which a student is not currently placed for the purpose of information gathering regarding the clinical site for future placements. Visits to clinical sites will include documentation through the utilization of the Clinical Site Visit Form.

Communication Expectations for Clinical Experiences

All students are required to have a Faulkner University email throughout their time in the Physical Therapy program at Faulkner University. This policy is in place to facilitate communication between faculty, staff and students. During clinical experiences, email will be the primary method of communication between the program and the student. To stay informed, each student is required to check their Faulkner email every day.

During clinical experiences, students and CIs should communicate goals, expectations, and feedback on a frequent basis. An initial meeting should occur in the first two days of the clinical education experience. If at any point during a clinical experience a concern arises, the student and CI should discuss the concern first, and if the concern is unable to be resolved, the DCE should be contacted, whether by the student or by the CI. The DCE, or an alternative core faculty member, will return the phone call within 24 hours and a site visit may be set up if needed.

Grading

The grading protocol for each of the 3 full-time clinical education experiences is the responsibility of the DCE along with input from the student's Clinical Instructor. Grading is based on the student's performance in each clinical setting, progress towards successfully meeting the clinical education objectives, and the successful and timely fulfillment of any additional clinical course requirements. The final grade is assigned by the DCE.

Clinical Education Performance Assessment

Faulkner University will utilize the APTA Physical Therapist Clinical Performance Instrument (CPI) to assess student performance in the clinic. Students will be assessed by the Clinical Instructor at Mid-term and at the End of the clinical rotation. All Clinical Instructors and students must complete the online CPI training prior to utilizing the CPI. Grading is based on the student's performance in each clinical setting, progress towards successfully meeting the clinical education objectives, and the timely fulfillment of all clinical course requirements (see *additional grading factors*). The final grade for the clinical experience is assigned by the DCE.

Students are required to achieve 'Entry Level' on the following **RED FLAG** items for **ALL** clinical experiences: Item 1 (Safety) and Item 2 (Professional Behavior). For all other items, students will be expected to meet the following benchmarks by midterm and final.

PHT 8590 Clinical Education I

Midterm: The student will demonstrate, at a minimum, the advanced beginner skill level for all criteria as noted in the electronic version of the Clinical Performance Instrument.

Final: The student will demonstrate, at a minimum, the intermediate skill level as noted in the electronic version of the Clinical Performance Instrument.

PHT 8591 Clinical Education II

Midterm: The student will demonstrate, at a minimum, the intermediate skill level for all criteria as noted in the electronic version of the Clinical Performance Instrument.

Final: The student will demonstrate, at a minimum, the advanced intermediate skill level as noted in the electronic version of the Clinical Performance Instrument.

PHT 8591 Clinical Education III

Midterm: The student will demonstrate, at a minimum, the advanced intermediate skill level for all criteria as noted in the electronic version of the Clinical Performance Instrument.

Final: The student will demonstrate, at a minimum, the entry level skill level as noted in the electronic version of the Clinical Performance Instrument.

Additional Grading Factors

Each item below will be part of the overall course grade for Clinical Education. For all email correspondence with the clinic regarding the items listed below, students must cc the DCE (cireland@faulkner.edu) for record of submission.

1. Email CI no less than six weeks (unless otherwise limited with DCE permission) prior to start date to obtain health record requirements, immunization verification, background checks and any additional forms required by the clinical site.
2. E-mail CI two weeks (unless otherwise limited with DCE permission) prior to clinical start date with learning style, goals for experience, and the clinical experience syllabus.
3. Complete *Weekly Clinical Tracking Form*
4. Complete CPI self-evaluation by mid-term and prior to mid-term meeting with CI.
5. Complete CPI self-evaluation by the last day in clinic and prior to meeting with CI for final review.
6. Email *Clinical Site Evaluation Form* to DCE prior to the last day of rotation.
7. Email *CI Evaluation Form* to DCE prior to the last day of rotation.
8. Complete all online discussion postings by the assigned due date
9. No unexcused absences
10. In-service feedback form submitted

In-service or Project Evaluation

Students will complete an in-service during each full-time clinical education experience per Faulkner University PT program requirements. It is at the discretion of the clinical education site and CI/SCCE as to the topic and method of dissemination. The *in-service feedback form* should be utilized to provide constructive feedback for the student. This is encouraged for professional development purposes. The form must be submitted as evidence of completion.

Progression in Clinical Experiences

In the event that a student falls below the benchmark criteria at either midterm or final of a clinical education course, the DCE, in consultation with the Program Director and Clinical Instructor will determine the course of action, whether a remediation plan or IDC. If the student is unable to continue in clinic for any

reason, the student will be placed on an Individualized Development Contract which may include, but not limited to:

- Remediation of the entire clinical affiliation
- Regular meetings between the DCE, CI, and Student
- Regular student progress review with DCE
- Written contract of improvement plan between the DCE, CI, and Student
- Remedial activity with time frame for mastery
- Removal of the student from the clinical site

If a student is unable to successfully meet the criteria set forth in the Individualized Development Contract, the student will fail the clinical experience, and the student will be removed from the program. If a student demonstrates unsafe, unprofessional, or unethical clinical practice, a student may be immediately removed from the clinical experience. An incomplete clinical experience must be retaken and successfully completed in order to progress to the next clinical affiliation and to meet graduation requirements.

Students are allowed to repeat only ONE (IDC involving a clinical affiliation repeat) clinical education experience. In the event that a student is required to repeat a large portion of or a full clinical experience, an adjustment of the clinical schedule will occur. Repeat of clinical experiences will result in a delay of graduation. If a remediation plan or IDC is initiated, the possibility exists for a delay in graduation. A student will NOT graduate until all requirements for completion of the degree are met.

Any safety violation, unprofessional/unethical behavior may result in immediate termination of a clinical experience with removal from the clinic. In addition, any clinical experience may be terminated at any point at the discretion of the DCE. In this event, a full review by the DCE will be done to determine course of action.

Clinical Education Syllabi

The DCE will discuss the course syllabi with students prior to full-time clinical experiences. The course syllabi include objectives, expectations, and grading methodology for each clinical experience. The syllabus, schedule and contact information will be provided for each clinical experience to each site by the student.

Clinical Site & Clinical Instructor Evaluation

The Faulkner DPT program will utilize the APTA Physical Therapist Student Evaluation: Clinical Experience and Clinical Instructor.

DCE, Assistant DCE, and Clinical Education Program Evaluation

Evaluation of the DCE, and clinical education program will be completed annually by faculty and students through utilization of the APTA ACCE/DCE Performance Assessment questionnaire.

Information Regarding Clinical Sites

Clinical site information will be centrally located in digital format using the EXXAT software platform as well as retained in digital format on google drive. Additionally, the DCE will retain a digital and hard copy of the clinical contract as well as the letter of intent for each clinical site.

Clinical Instructor Qualifications, Responsibilities, and Expectations

The Faulkner DPT program has adopted the APTA's Guidelines: Clinical Instructors BOD G03-06-21-55.

As an extension and continuation of the didactic program in the clinical setting, clinical instructors are expected to maintain the following minimum standards:

- Valid and active state licensure
- Contemporary expertise and continued professional development demonstrating the ability to teach students within the clinical setting.
- Be familiar with Faulkner's DPT program curriculum in order to best understand the didactic foundation of the student.
- Orient students to all necessary aspects of the clinic facility such as physical layout, documentation, scheduling, billing, ancillary personnel, equipment maintenance, and emergency protocol.
- Provide an experience that is succinct with the clinical education course objectives.
- Evaluate and understand the students learning style in order to implement best teaching methods.
- Enhance student learning through regular constructive feedback
- Effectively and thoughtfully utilize the CPI to provide feedback regarding the student's performance.
- Supervise students at the appropriate level based on their abilities
- Ensure that all student assignments, paperwork, and documentation assigned by the facility are complete before the conclusion of the student's clinical practicum.
- Communicate with the program DCE in the event of any adverse occurrence that needs to be addressed by the program.

Student Information for Clinical Site

Once site placement slots have been confirmed, the 'student information packet' will be shared with the sites CI and/or SCCE. Information will be sent six weeks prior to the start of the clinical rotation. Information included in the 'student information packet' will include a brief student bio, course syllabus including course objectives, CPI access information, and copies of all necessary documentation as required by the clinical site. It is the student's responsibility to provide this information to the clinic.

Appendix



**Academic and Professional Development Advising
Department of Physical Therapy**

Student Name: _____

Topics discussed	Comments
Current academic performance	
Current clinical performance	
Professional Development <ul style="list-style-type: none">• APTA membership• Core Values• Professional Behaviors	
Service Hours	
Financial Issues	
Personal Issues	
Class Relations	

Additional comments: _____

Plan: The student will: • Request tutoring services • Consult health care provider • Contact Student Services

• Other: _____

Faculty Signature

Date

Student Signature

Date



**Acknowledgement of Essential Functions
Procedure for Requesting Reasonable Accommodations
Department of Physical Therapy**

By signing below, I acknowledge that I have received and reviewed the Essential Functions for Physical Therapy. Furthermore, I have further reviewed this document with DPT faculty during orientation and my questions have been answered. I understand that these essential functions must be met with or without reasonable accommodations as determined by the Center for Disability Services in consultation with the Department of Physical Therapy faculty. These essential functions apply to all aspects of the DPT Program, including classroom, labs and clinical experiences.

I am able to meet the Essential Functions for Physical Therapy with or without reasonable accommodations.

_____ Yes _____ No

By signing below, I acknowledge that I have been informed of the role of the Center for Disability Services in seeking accommodations and that it is my responsibility to initiate the process of seeking accommodations by contacting the Center for Disability Services before reasonable accommodations can be evaluated and implemented.

Signature

Date

Name (Printed)

Disability Services

Center for Disability Services serves as the central contact point for all students with disabilities at Faulkner University including Alabama Christian College of Arts and Sciences, College of Education, Harris College of Business, V. P. Black College of Biblical Studies, College of Health Sciences, Jones School of Law, and all extended campuses. Students are responsible for informing the University of their needs for services and accommodations. Contact Disability Services at 334-386-7185, 1-800-879-9816, x7185, email Nichole Fussell at nfussell@faulkner.edu, or visit <https://www.faulkner.edu/academic-resources/center-for-disability-services/>



Acknowledgement of Laboratory Participation Department of Physical Therapy

I, _____ understand that laboratory sessions are a required element of my DPT education at Faulkner University. Furthermore, I understand that it is my responsibility to inform the instructor if I have any health conditions or concerns that may interfere with my participation in any laboratory exercise, and that it is my responsibility to consult with my physician if there are questions pertaining to my full and safe participation in laboratory sessions. I am participating voluntarily, and understand that it is my responsibility to learn about the indications, contraindications, and precautions of any clinical technique or procedure to be performed on me, prior to the lab experience. I also understand that Department of Physical Therapy instructors will help me modify these clinical techniques or procedures if possible to allow my participation either as clinician or subject.

Check those which apply:

_____ To the best of my knowledge, I am safe to perform any assigned procedures and have these procedures performed on me by fellow students and/or instructors.

_____ I have a health condition that may potentially be exacerbated or harmed if certain clinical procedures are performed on me.

_____ I have a health condition that may prevent me from safely administering certain clinical procedures to another person without assistance or modifications.*

By signing below, I confirm that I have or will disclose all pertinent information to DPT faculty related to my participation in laboratory sessions.

Print Name

Signature

Date



APTA Code of Ethics for the Physical Therapist

HOD S06-19-47-67 [Amended HOD S06-09-07-12; HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]

Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient and client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients and clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals.

(Core Values: Compassion, Integrity)

1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients and clients.

(Core Values: Altruism, Compassion, Professional Duty)

2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients and clients over the interests of the physical therapist.

2B. Physical therapists shall provide physical therapist services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.

2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapist care or participation in clinical research.

2D. Physical therapists shall collaborate with patients and clients to empower them in decisions about their health care.

2E. Physical therapists shall protect confidential patient and client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

Principle #3: Physical therapists shall be accountable for making sound professional judgments.

(Core Values: Excellence, Integrity)

3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's or client's best interest in all practice settings.

3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient and client values.

3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.

3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.

3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients and clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.

(Core Value: Integrity)

4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapists shall not engage in any sexual relationship with any of their patients and clients, supervisees, or students.

4D. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

4E. Physical therapists shall discourage misconduct by physical therapists, physical therapist assistants, and other health care professionals and, when appropriate, report illegal or unethical acts, including verbal, physical, emotional, or sexual harassment, to an appropriate authority with jurisdiction over the conduct.

4F. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

Principle #5: Physical therapists shall fulfill their legal and professional obligations.

(Core Values: Professional Duty, Accountability)

5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.

5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient or client continues to need physical therapist services.

Principle #6: Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors.

(Core Value: Excellence)

6A. Physical therapists shall achieve and maintain professional competence.

6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.

6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients and clients and society.

(Core Values: Integrity, Accountability)

7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.

7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.

7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.

7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients and clients.

7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapist services accurately reflect the nature and extent of the services provided.

7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients and clients.

Principle #8: Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally.

(Core Value: Social Responsibility)



8A. Physical therapists shall provide pro bono physical therapist services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

8C. Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or under- utilization of physical therapist services.

8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Effective June 2019

For more information, go to www.apta.org/ethics.



**Clinical Education Acknowledgement
Department of Physical Therapy**

I acknowledge, and my signature confirms that I have received and will review and abide by this Faulkner University Clinical Education handbook. I also acknowledge that I will abide by the requirements of this Physical Therapy Department Clinical Education handbook as well as the Faulkner University Graduate School student handbook, the Faulkner University Student handbook, the Faulkner University Department of Physical Therapy Student handbook.

Name(Print): _____

Signature: _____ Date: _____

Witness: _____ Date: _____



**Clinical Site Change Request
Department of Physical Therapy**

Student Name_____

Date_____

Clinical Affiliation (circle one): I II III

Current Assigned
Location_____

Requested New
Location_____

Reason for change request (circle one)

Child at Home

Medical Condition

Other

*If 'Other' please provide rationale, if 'Medical Condition' please attach letter from physician indicating that you are receiving ongoing treatment that requires you to remain local.

Explanation:

Student
Signature/Date_____

DCE
Signature/Date_____

Approved / Not Approved

Rationale:



Clinical Site Placement Agreement Form
Department of Physical Therapy

Student Name_____

Date_____

Assigned Clinical Site_____

Experience Type_____

*By signing this form, the student agrees to accept their placement at the above named clinical site. Any clinical change requests after signing this form must be made with the *Clinical Site Change Request Form* and will require DCE and faculty approval.

Student
Signature/Date_____

DCE
Signature/Date_____

Program Director
Signature/Date_____



General Impressions of Facility:

Type of Facility/Setting: _____

Population Served: _____

Environment (describe as pertains to visit like urban, rural, suburban, major metro, etc.): _____

Interaction with other Disciplines: OT PT Speech Nursing MD ATC
Other: _____

Does the Facility Utilize: PTA COTA Aides ATC

Parking (circle one): Onsite Within a Block Greater than Block Free/Fee

Eating Area: Cafeteria Break room Other

Noise/Lighting/Décor/Odor: acceptable not acceptable
explain _____

Treatment Space: acceptable not acceptable
explain _____

Supplies/Equipment: acceptable not acceptable
explain _____

Office space: acceptable not acceptable:
explain _____

Student space (desk top, drawer, locker): acceptable not acceptable:
explain _____

Private meeting space: acceptable not acceptable: explain

Accessibility: acceptable not acceptable:
explain _____

Emotional Tone/Atmosphere/Pace: acceptable not acceptable:
explain _____

Overall impression: Add Contract Continue Contract Decline/Cancel Contract

Other comments:



Code of Conduct for Experiential Activities off Campus Department of Physical Therapy

A student in the department of physical therapy is expected to follow the APTA Code of Ethics and Core Values as well as the Student Handbook, not only in classroom and laboratory activities, but during off campus events as well. These events include but are not limited to: Clinical Affiliations, Health Fairs, Clinic and facility visits, tours and visits associated with a class or school requirement, any solicitation of local businesses and state and national conferences. A student found to be in violation of any of these policies during an off campus event, will be subject to the same consequences outlined in the handbook, up to and including dismissal from the program.

By signing below, I understand that I am required to follow the policies outlined in the Student Physical Therapy Handbook at off campus events sanctioned by the department. Violation of these policies may lead to the consequences outlined in the handbook, which could include dismissal from the program.

Signature

Date

Name (printed)



Confidentiality Statement

Department of Physical Therapy

By signing below, I understand that during the course of my educational training, I may have exposure and access to highly confidential information which includes but is not limited to medical and personnel records. It is my responsibility to protect the rights and confidentiality of patients, employees, physicians, and the clinical setting. Confidential information should only be used in conjunction with the learning experiences while in the clinical setting. I also understand that any information brought to the university setting in order to fulfill course requirements for the physical therapy program must exclude patients' names, physicians' names, medical record numbers and other personal information that will aid in the identification of patients.

I understand that a violation in the confidentiality of patients, personnel and physicians may result in disciplinary action which may include a recommendation for dismissal from Faulkner University Physical Therapy program.

I have read and understand the above statement concerning confidential information and agree to maintain the confidentiality of all such information.

Signature

Date

Name (printed)

Witness Signature

Date



Exposure Incident Report Department of Physical Therapy

Name _____ Date ____/____/____

Date of Birth ____/____/____ Telephone (Cell) _____

Date of Exposure ____/____/____ Time of Exposure _____ AM ____ PM ____

Location of Incident _____ Hepatitis B Vaccination Status _____

Describe the circumstances under which the exposure incident occurred:

Name what body fluids, if any, you were exposed to:

Describe the route of exposure (mucosal contact, contact with non-intact skin, percutaneous):

Describe any personal protective equipment (PPE) in use at the time of the exposure incident:

Did the PPE fail? If yes, how?

Identification of source individual(s) name(s):

Other pertinent information:

Physician/Healthcare Provider Information

Name of physician/health care provider:

Facility:

Phone Number:

Address:

Was the student treated in an emergency room? Yes _____ No _____

Was the student hospitalized overnight as an in-patient? Yes _____ No _____



HIPAA Confidentiality Statement Department of Physical Therapy

The Federal Health Insurance Portability and Accountability Act (HIPAA) and related laws and regulations were established to preserve the confidentiality of medical and personal information, and to specify that such information may not be disclosed except as authorized by law or unless authorized by the patient. These privacy laws and regulations apply to all personnel including students. All students are required to agree to and sign this confidentiality statement.

I _____ understand that, as an observer for clinical education purposes, I may see or hear confidential information (such as, but not limited to: medical information, medical history, radio-logical reports, daily treatment information, etc.) about a patient, verbal discussions about patient care, and electronic communications that include confidential patient information.

I acknowledge that it is my responsibility to respect the privacy and confidentiality of this information. I will not access, use, or disclose any confidential information outside of my educational experience. I understand that I am required to immediately report any information I may have about the unauthorized access, use and/or disclosure of any and all confidential information.

Student's Name (Please Print)

Student's Signature

Date



Individualized Developmental Contract (IDC)

Department of Physical Therapy

Date:

Student ID:

The faculty in the Department of Physical Therapy has identified areas of didactic or clinical weakness. This is the Individualized Developmental Contract (IDC) for you to address. This contract is devised to assist you in attempting to meet the requirements of the Physical Therapy Program at Faulkner University.

Performance in Need of Improvement

Provide details regarding reason for IDC

Improvement Goals and Activities

Provide specific goals which address the area of concern and outline activities to achieve goals

Expected Results

Details of desired outcomes and measurements of success to indicate satisfactory completion

Timeline for Improvement and Consequences if Goals not met

Schedule for progress assessment and evaluation and specific details of consequences if goals are not met

Expected Completion Date_____



**IDC Student Acknowledgement
Department of Physical Therapy**

I, _____, understand that I will receive grade of a 'X' for PHT XYZ, and am required to have successful completion of my IDC in order to remain in good standing within the DPT program.

I, _____, understand that I will need to complete all aspects of my IDC successfully in order to continue in the Faulkner University DPT program; otherwise I will be removed from the program.

Student Signature

Date _____

Faculty Advisor/Course Instructor

Date _____

Director, Department of Physical Therapy

Date _____



Injury Report Form

Department of Physical Therapy

Student Information

Student Name:

Contact Information (ph/email):

Incident Information

Date/Time of Incident:

Building/Classroom/Campus Location:

Witnesses:

Describe what happened:

Did incident require medical attention? If yes, who provided care (person or clinic)?

Student Signature

Date

Program Director Acknowledgement

Comments:

Director Signature

Date



Inservice Evaluation Form
Department of Physical Therapy

Student Name _____ Date: _____

Topic _____

Please rate the in-service presentation as (1) strongly disagree, (2) disagree, (3) agree, or (4) strongly agree

TOPIC

1. The topic was appropriate for presentation.
1 2 3 4
2. The student was knowledgeable of the topic.
1 1 2 3 4

PRESENTATION

3. Objectives were identified prior to start of presentation.
1 2 3 4
4. Objectives were clear and at the appropriate level for the audience.
1 2 3 4
5. The presentation was well paced within the time available.
1 1 2 3 4
6. The student utilized audiovisuals, which contributed to audience understanding.
1 2 3 4
7. The student utilized handouts, which contributed to audience understanding.
1 2 3 4
8. The student presented accurate information based on current research findings.
1 2 3 4
9. The student responds appropriately and interacts with the audience.
1 2 3 4
10. Objectives were met.
1 2 3 4

COMMENTS:



New Clinical Site Request Form Department of Physical Therapy

Facility Name (include parent company if different) _____

Facility Address _____

Contact Name _____

Contact Phone/email _____

Contact Role (SCCE/Clinic Director/PT/etc.) _____

PT Practice Area: ☐ Acute ☐ Rehab ☐ OP ☐ Specialty: _____

Is there a current contract in place? YES NO

Was this site identified and requested by a student? YES NO

If YES, student's name _____

Has the student previously worked at this site? YES NO

Is the student on scholarship from this company? YES NO

Is the student under contractual agreement for employment post-graduation? YES NO

DCE Signature & Date Received _____

Students or their representatives are strictly prohibited from contacting sites directly for solicitation of new clinical agreements or clinical placements. The role of the student is to identify and provide appropriate contact information to the DCE. The DCE, or delegated core faculty representative, will communicate with the site. All legal paperwork must be completed and DCE / site approval must be formalized before a new site will be available for utilization by students. If a student requests establishing a new clinical agreement, the student will be obligated to attend that rotation. Approval to proceed with new site development will be granted (or denied) by the DCE in consultation with the core faculty.



Non-Disclosure Agreement
Department of Physical Therapy

I affirm that I will not share any information regarding the content of an examination, lab practical, quizzes, case study, case report or required paper for any of the courses associated with the Faulkner University Doctor of Physical Therapy Program of which I am enrolled. I will, under no circumstance, make a reproduction of tests, lab practical materials, case studies/reports, or give verbal descriptions of examination(s) or practical content to other students. Reproductions may include but are not limited to, hand written copies, photographs, scans, videos, photocopies, etc. that could potentially unduly benefit other members of my class or other classes. If I do so, I understand that I may be brought forth in front of the Department's Student Success Committee and subject to their decision regarding breach of contract. Disciplinary action may include removal from the program.

Print Name: _____

Signature: _____

Date: _____



Photo Release Form
Department of Physical Therapy

I, _____, the undersigned agree that I may be photographed/videoed. I also agree that my photo may be used in dissemination of research information including poster presentations and published manuscripts. I further grant permission to use the photos without additional compensation, except where prohibited by law.

Signature

Witness

Date



Student Handbook Acknowledgement
Department of Physical Therapy

I, _____, have received the DPT Student Handbook inclusive of Clinical Education content. By signing below, I acknowledge that I have received the DPT student handbook, and I agree to abide by the policies and procedures and requirements of the Faulkner University DPT Program as well as the Graduate Student Handbook. I understand that if changes/ additions occur to this handbook or any other policies and procedures, I will be notified either in writing or via university email.

Signature

Date

Name (Printed)

Student Professional Behaviors Self-Assessment

Department of Physical Therapy

Professional Behaviors are attributes or characteristics that are not explicitly part of the profession's core of knowledge and technical skills, but are nevertheless required for the success of the profession. The professional behaviors are deemed critical for professional growth and development in physical therapy education and practice.

B = Beginning Level, I = Intermediate Level, E = Entry Level, PE = Post Entry Level

Generic Ability	Definition	Your rating				Comments: Provide at least one example of a behavior that support your rating.
		B	I	E	PE	
Commitment to learning	Ability to self-assess, self-correct, self-direct; to identify needs and sources of learning; to continually seek new knowledge and understanding.					
Interpersonal Skills	Ability to interact effectively with patients, families, colleagues, other health care professionals, and the community; to deal effectively with cultural and ethnic diversity issues					
Communication Skills	Ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes.					
Effective use of time and resources	Ability to obtain the maximum benefit from minimum investment of time and resources					
Use of constructive feedback	Ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction					
Problem- solving	Ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes					
Professionalism	Ability to exhibit appropriate professional conduct and to represent the profession effectively					
Responsibility	Ability to fulfill commitments and to be accountable for actions and outcomes					
Critical thinking	Ability to question logically; to identify, generate, and evaluate elements of logical argument, to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; to distinguish the relevant from the irrelevant					

Stress Management	Ability to identify sources of stress and to develop effective coping behaviors					
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Student Name, Signature and Date_____

Clinical Instructure Name, Signature and Date_____

Commitment to Learning – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

<i>Beginning Level:</i>	<i>Intermediate Level:</i>	<i>Entry Level:</i>	<i>Post Entry Level:</i>
<ul style="list-style-type: none"> ❖ Prioritizes information needs ❖ Analyzes and subdivides large questions into components ❖ Identifies own learning needs based on previous experiences ❖ Welcomes and/or seeks new learning opportunities ❖ Seeks out professional literature ❖ Plans and presents an inservice, research or cases studies 	<ul style="list-style-type: none"> ❖ Researches and studies areas where own knowledge base is lacking in order to augment learning and practice ❖ Applies new information and re-evaluates performance ❖ Accepts that there may be more than one answer to a problem ❖ Recognizes the need to and is able to verify solutions to problems ❖ Reads articles critically and understands limits of application to professional practice 	<ul style="list-style-type: none"> ❖ Respectfully questions conventional wisdom ❖ Formulates and reevaluates position based on available evidence ❖ Demonstrates confidence in sharing new knowledge with all staff levels ❖ Modifies programs and treatments based on newly-learned skills and considerations ❖ Consults with other health professionals and physical therapists for treatment ideas 	<ul style="list-style-type: none"> ❖ Acts as a mentor not only to other PT's, but to other health professionals ❖ Utilizes mentors who have knowledge available to them ❖ Continues to seek and review relevant literature ❖ Works towards clinical specialty certifications ❖ Seeks specialty training ❖ Is committed to understanding the PT's role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine) ❖ Pursues participation in clinical education as an educational opportunity

Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

Beginning Level:

- ❖ Maintains professional demeanor in all interactions
- ❖ Demonstrates interest in patients as individuals
- ❖ Communicates with others in a respectful and confident manner
- ❖ Respects differences in personality, lifestyle and learning styles during interactions with all persons
- ❖ Maintains confidentiality in all interactions
- ❖ Recognizes the emotions and bias that one brings to all professional interactions

Intermediate Level:

- ❖ Recognizes the non-verbal communication and emotions that others bring to professional interactions
- ❖ Establishes trust
- ❖ Seeks to gain input from others
- ❖ Respects role of others
- ❖ Accommodates differences in learning styles as appropriate

Entry Level:

- ❖ Demonstrates active listening skills and reflects back to original concern to determine course of action
- ❖ Responds effectively to unexpected situations
- ❖ Demonstrates ability to build partnerships
- ❖ Applies conflict management strategies when dealing with challenging interactions
- ❖ Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them

Post Entry Level:

- ❖ Establishes mentor relationships
- ❖ Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction

Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

Beginning Level:

- ❖ Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting
- ❖ Recognizes impact of nonverbal communication in self and others
- ❖ Recognizes the verbal and nonverbal characteristics that portray confidence
- ❖ Utilizes electronic communication appropriately

Intermediate Level:

- ❖ Utilizes and modifies communication (verbal, nonverbal, written and electronic) to meet the needs of different audiences
- ❖ Restates, reflects and clarifies message(s)
- ❖ Communicates collaboratively with both individuals and groups
- ❖ Collects necessary information from all pertinent individuals in the patient/client management process
- ❖ Provides effective education (verbal, non-verbal, written and electronic)

Entry Level:

- ❖ Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups
- ❖ Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing
- ❖ Maintains open and constructive communication
- ❖ Utilizes communication technology effectively and efficiently

Post Entry Level:

- ❖ Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning
- ❖ Effectively delivers messages capable of influencing patients, the community and society
- ❖ Provides education locally, regionally and/or nationally
- ❖ Mediates conflict

Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.

Beginning Level:

- ❖ Comes prepared for the day's activities/responsibilities
- ❖ Identifies resource limitations (i.e. information, time, experience)
- ❖ Determines when and how much help/assistance is needed
- ❖ Accesses current evidence in a timely manner
- ❖ Verbalizes productivity standards and identifies barriers to meeting productivity standards
- ❖ Self-identifies and initiates learning opportunities during unscheduled time

Intermediate Level:

- ❖ Utilizes effective methods of searching for evidence for practice decisions
- ❖ Recognizes own resource contributions
- ❖ Shares knowledge and collaborates with staff to utilize best current evidence
- ❖ Discusses and implements strategies for meeting productivity standards
- ❖ Identifies need for and seeks referrals to other disciplines

Entry Level:

- ❖ Uses current best evidence
- ❖ Collaborates with members of the team to maximize the impact of treatment available
- ❖ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
- ❖ Gathers data and effectively interprets and assimilates the data to determine plan of care
- ❖ Utilizes community resources in discharge planning
- ❖ Adjusts plans, schedule etc. as patient needs and circumstances dictate
- ❖ Meets productivity standards of facility while providing quality care and completing non-productive work activities

Post Entry Level:

- ❖ Advances profession by contributing to the body of knowledge (outcomes, case studies, etc)
- ❖ Applies best evidence considering available resources and constraints
- ❖ Organizes and prioritizes effectively
- ❖ Prioritizes multiple demands and situations that arise on a given day
- ❖ Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care

Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

<i>Beginning Level:</i>	<i>Intermediate Level:</i>	<i>Entry Level:</i>	<i>Post Entry Level:</i>
<ul style="list-style-type: none"> ❖ Demonstrates active listening skills ❖ Assesses own performance ❖ Actively seeks feedback from appropriate sources ❖ Demonstrates receptive behavior and positive attitude toward feedback ❖ Incorporates specific feedback into behaviors ❖ Maintains two-way communication without defensiveness 	<ul style="list-style-type: none"> ❖ Critiques own performance accurately ❖ Responds effectively to constructive feedback ❖ Utilizes feedback when establishing professional and patient related goals ❖ Develops and implements a plan of action in response to feedback ❖ Provides constructive and timely feedback 	<ul style="list-style-type: none"> ❖ Independently engages in a continual process of self-evaluation of skills, knowledge and abilities ❖ Seeks feedback from patients/clients and peers/mentors ❖ Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities ❖ Uses multiple approaches when responding to feedback ❖ Reconciles differences with sensitivity ❖ Modifies feedback given to patients/clients according to their learning styles 	<ul style="list-style-type: none"> ❖ Engages in nonjudgmental, constructive problem-solving discussions ❖ Acts as conduit for feedback between multiple sources ❖ Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients ❖ Utilizes feedback when analyzing and updating professional goals



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

<i>Beginning Level:</i>	<i>Intermediate Level:</i>	<i>Entry Level:</i>	<i>Post Entry Level:</i>
<ul style="list-style-type: none"> ❖ Recognizes problems ❖ States problems clearly ❖ Describes known solutions to problems ❖ Identifies resources needed to develop solutions ❖ Uses technology to search for and locate resources ❖ Identifies possible solutions and probable outcomes 	<ul style="list-style-type: none"> ❖ Prioritizes problems ❖ Identifies contributors to problems ❖ Consults with others to clarify problems ❖ Appropriately seeks input or guidance ❖ Prioritizes resources (analysis and critique of resources) ❖ Considers consequences of possible solutions 	<ul style="list-style-type: none"> ❖ Independently locates, prioritizes and uses resources to solve problems ❖ Accepts responsibility for implementing solutions ❖ Implements solutions ❖ Reassesses solutions ❖ Evaluates outcomes ❖ Modifies solutions based on the outcome and current evidence ❖ Evaluates generalizability of current evidence to a particular problem 	<ul style="list-style-type: none"> ❖ Weighs advantages and disadvantages of a solution to a problem ❖ Participates in outcome studies ❖ Participates in formal quality assessment in work environment ❖ Seeks solutions to community health-related problems ❖ Considers second and third order effects of solutions chosen

Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

Beginning Level:	Intermediate Level:	Entry Level:	Post Entry Level:
<ul style="list-style-type: none"> ❖ Abides by all aspects of the academic program honor code and the APTA Code of Ethics ❖ Demonstrates awareness of state licensure regulations ❖ Projects professional image ❖ Attends professional meetings ❖ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers 	<ul style="list-style-type: none"> ❖ Identifies positive professional role models within the academic and clinical settings ❖ Acts on moral commitment during all academic and clinical activities ❖ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making ❖ Discusses societal expectations of the profession 	<ul style="list-style-type: none"> ❖ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary ❖ Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity ❖ Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development <ul style="list-style-type: none"> ❖ Utilizes evidence to guide clinical decision making and the provision of patient care, following 	<ul style="list-style-type: none"> ❖ Actively promotes and advocates for the profession ❖ Pursues leadership roles ❖ Supports research ❖ Participates in program development ❖ Participates in education of the community ❖ Demonstrates the ability to practice effectively in multiple settings ❖ Acts as a clinical instructor ❖ Advocates for the patient, the community and society



Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

Beginning Level:

- ❖ Demonstrates punctuality
- ❖ Provides a safe and secure environment for patients
- ❖ Assumes responsibility for actions
- ❖ Follows through on commitments
- ❖ Articulates limitations and readiness to learn
- ❖ Abides by all policies of academic program and clinical facility

Intermediate Level:

- ❖ Displays awareness of and sensitivity to diverse populations
- ❖ Completes projects without prompting
- ❖ Delegates tasks as needed
- ❖ Collaborates with team members, patients and families
- ❖ Provides evidence-based patient care

Entry Level:

- ❖ Educates patients as consumers of health care services
- ❖ Encourages patient accountability
- ❖ Directs patients to other health care professionals as needed
- ❖ Acts as a patient advocate
- ❖ Promotes evidence-based practice in health care settings
- ❖ Accepts responsibility for implementing solutions
- ❖ Demonstrates accountability for all decisions and behaviors in academic and clinical settings

Post Entry Level:

- ❖ Recognizes role as a leader
- ❖ Encourages and displays leadership
- ❖ Facilitates program development and modification
- ❖ Promotes clinical training for students and coworkers
- ❖ Monitors and adapts to changes in the health care system
- ❖ Promotes service to the community

Critical Thinking - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

Beginning Level:

- ❖ Raises relevant questions
- ❖ Considers all available information
- ❖ Articulates ideas
- ❖ Understands the scientific method
- ❖ States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)
- ❖ Recognizes holes in knowledge base
 - ❖ Demonstrates acceptance of limited knowledge and experience in knowledge base

Intermediate Level:

- ❖ Feels challenged to examine ideas
- ❖ Critically analyzes the literature and applies it to patient management
- ❖ Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas
- ❖ Seeks alternative ideas
- ❖ Formulates alternative hypotheses
 - ❖ Critiques hypotheses and ideas at a level consistent with knowledge base

Entry Level:

- ❖ Distinguishes relevant from irrelevant patient data
- ❖ Readily formulates and critiques alternative hypotheses and ideas
- ❖ Infers applicability of information across populations
- ❖ Exhibits openness to contradictory ideas
- ❖ Identifies appropriate measures and determines effectiveness of applied solutions efficiently
 - ❖ Justifies solutions selected

Post-Entry Level:

- ❖ Develops new knowledge through research, professional writing and/or professional presentations
- ❖ Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process
- ❖ Weighs information value based on source and level of evidence
- ❖ Identifies complex patterns of associations
- ❖ Distinguishes when to think intuitively vs. analytically
- ❖ Recognizes own biases and suspends judgmental thinking
- ❖ Challenges others to think critically

Stress Management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

Beginning Level:

- ❖ Recognizes own stressors
- ❖ Recognizes distress or problems in others
- ❖ Seeks assistance as needed
- ❖ Maintains professional demeanor in all situations

Intermediate Level:

- ❖ Actively employs stress management techniques
- ❖ Reconciles inconsistencies in the educational process
- ❖ Maintains balance between professional and personal life
- ❖ Accepts constructive feedback and clarifies expectations
- ❖ Establishes outlets to cope with stressors

Entry Level:

- ❖ Demonstrates appropriate affective responses in all situations
- ❖ Responds calmly to urgent situations with reflection and debriefing as needed
- ❖ Prioritizes multiple commitments
- ❖ Reconciles inconsistencies within professional, personal and work/life environments
- ❖ Demonstrates ability to defuse potential stressors with self and others

Post Entry Level:

- ❖ Recognizes when problems are unsolvable
- ❖ Assists others in recognizing and managing stressors
- ❖ Demonstrates preventative approach to stress management
- ❖ Establishes support networks for self and others
- ❖ Offers solutions to the reduction of stress
- ❖ Models work/life balance through health/wellness behaviors in professional and personal life



Weekly Clinical Tracking Form (Student) Department of Physical Therapy

Student Name:

Student: Please use this section to document/comment on your progress this week, as well as establish goals for the following week. Goal may be carried over from previous week if they have not yet been met.
Summarize your strengths and weaknesses this week:

Summarize the patient population you have seen (Age range, diagnoses, number of treatments/Evaluations)

Describe the level of difficulty of the patient population:

Describe any new skills learned this week that enhanced your performance as a PT?

Write up to 4 Measurable Goals for Upcoming Week for what you want to learn/see/do

- 1.
- 2.
- 3.
- 4.

Interprofessional Collaboration Clinical Communication Activity Chart

Interprofessional collaboration is the process of developing and maintaining effective interprofessional working relationships with learners, practitioners, patients/clients/families and communities to enable optimal health outcomes in the clinical setting. Each week students will summarize the interactions they have had with others.

Date(s)	Disciplines	Description of communication & what was learned
	PTA's	
	PT Aides	
	OT/COTAs	
	SLP	
	RN	
	Respiratory Therapist	
	Social Worker	
	Dietary	
	Prosthetics/Orthotics	
	Pharmacy	
	Psychology	
	DME Consultant	
	Medical Doctor (MD)	
	CNA	

The following chart is meant to help track the diversity of your caseload and to identify areas in which you may need to seek out additional opportunities to engage with patients.

Diversity Of Case Mix	# Cases Seen	Patient Lifespan	# Cases Seen	Continuum Of Care	# Cases Seen
Musculoskeletal		0-12 years		Critical care, ICU, Acute	
Neuromuscular		13-21 years		SNF/ECF/Sub-acute	
Cardiopulmonary		22-65 years		Rehabilitation	
Integumentary		over 65 years		Ambulatory/Outpatient	
Other (GI, GU, Renal, Metabolic, Endocrine)				Home Health/Hospice	
				Wellness/Fitness/Industry	

*Adopted from the APTA *Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction* document.



Weekly Clinical Tracking Form (CI)
Department of Physical Therapy

Clinical Instructor

Please use this section to document/comment on student's progress this week, any modifications to their goals if necessary, or note any areas of strength/weakness

Clinical Instructor: Please indicate Yes or NO:

Do you have any concerns regarding this student's safety awareness/practice? Yes No
If yes- please describe:

Do you have any significant concerns regarding the student's progress towards performance goals and objectives outlined in the course syllabus for this experience? Yes No

If Yes, Please describe-

Would you like the DCE to contact you regarding this student? Yes No

If yes- please provide best phone number-

Student Signature: _____ CI Signature: _____ Date: _____

