University of Findlay®

Doctor of Physical Therapy Program

Traditional Physical Therapy Curriculum

Weekend PTA to DPT Bridge Curriculum

Student Handbook
Part I: Didactic Education
Fall 2019/Winter 2020
Class of 2022

Student Handbook Acknowledgement Form

Student's Name (Please print): _____

Address: _____

Phone: _____

I acknowledge that I have received an electronic copy of The University of Findlay Doctor of Physical Therapy Program Student Handbook, at orientation. I also acknowledge that it is available during my enrollment at UF. I understand that program faculty will inform me of any changes and those changes will be presented at communication hour and posted on the Cohort Canvas Site. The student handbook also includes clinical education policies and procedures.

I have read or will read the material contained within this handbook. I have had the opportunity to ask questions about this handbook.

I understand that I will be held responsible to understand and abide by the policies in the University of Findlay Doctor of Physical Therapy Program Student Handbook and The University of Findlay Graduate Catalog for the duration of my enrollment at the university, both the academic and clinical education components.

_____
Signature (Student)

_____
Date

I further acknowledge that I have received a copy of the Technical Standards and Essential Functions required for the program. I understand that if I require reasonable accommodation to perform any of the required activities, it is my responsibility to contact the Office of Accommodation and Inclusion .

_____
Signature (Student)

_____
Date

The Student Handbook is intended only as a reference guide and does not constitute a contract between the student and The University of Findlay or its Physical Therapy Program.

Addendums may be presented to students for acknowledgement throughout the program, Copies will be kept in the Cohort learning management system.

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Chapter I: Introduction UF & COHP

The University of Findlay

And

The College of Health Professions

Introduction

The faculty of the Physical Therapy Program would like to welcome you to The University of Findlay. We are pleased that you have chosen to pursue your career goals in physical therapy with us in this unique program. We are certain that the next few years will prove to be both challenging and rewarding. This student handbook was developed to provide you with information about the University, the PT Program, academic life, student services and clinical education. We hope that it will serve you well throughout your tenure as a University of Findlay student. Within the Physical Therapy Program there are two curricular paths to graduation. One is the Traditional Physical Therapy Curriculum. The second is the Weekend PTA to DPT Bridge Curriculum.

The majority of the information in this handbook for both curricular paths is the same. The information that is unique to each curriculum will be clearly labeled and the information that is unique to the *Weekend PTA to DPT Bridge Curriculum will be noted in italics*. Additional information regarding student life and The University of Findlay policies and procedures can be found in the Undergraduate and Graduate Catalogs, both of which are available online through The University of Findlay home webpage.

If you have any questions, please call the Physical Therapy Program office at 419-434-4863. Office hours are Monday through Friday from 8:00 a.m. to 5:00 p.m.

The University of Findlay

Mission Statement

The mission of The University of Findlay is to equip our students for meaningful lives and productive careers.

Principles That Guide Our Work

The trustees, faculty and staff of UF assert that:

- The University of Findlay is grounded in Christian faith, welcomes all people, and respects the roles of faith and reason in reflective study.
- Merging the best of education in professional preparation, the liberal arts, the natural sciences and experiential learning is the ideal preparation for 21st-century careers.
- We are all teachers. Teaching students is our most important responsibility; every trustee, professor and staff member should contribute to our students' learning.
- Together with our students, we will always engage in a caring, honest, respectful and reasoned exchange of ideas.
- As colleagues with our students, we will be prepared to serve others and to participate fully in a diverse, environmentally responsible, global society.

Vision Statement: The UF Distinction

The University of Findlay will become a leading Midwestern University characterized by the following three watch phrases:

Heartland Community

In a university founded on the principles of personal faith, civic mindedness and scholarly achievement, we will advance our commitment to the personal attention essential to the development of our students as whole persons—knowledgeable, creative, ethical, and compassionate leaders in a global environment.

Diverse Perspectives

We will achieve a productive balance between innovative and time-tested approaches and programs in professional preparation, the liberal arts, and the natural sciences. We will embrace professional, cultural, and intellectual diversity that will distinguish our programs from those of other comprehensive institutions of higher education. We will model civil discourse.

Transformative Experiences

We will leverage our location, size and values to provide experiential learning for students in every program of study.

Benefits to Our Students of This Educational Approach

The University of Findlay graduates will demonstrate the benefits of an education adaptive to the emerging needs of 21st-century students—in methods and locations of instruction; in experience-based curricula focused on their professions of choice and areas of intellectual interest at the undergraduate, graduate, and professional levels; and in broad exposure and experience designed to help them live honorably.

Those benefits will include:

- gainful employment or successful entry into a graduate program;
- long-term success in their professions of choice; and
- the knowledge, skills, and dispositions that UF believes important for all its graduates, regardless of the profession.

The College of Health Professions

Mission Statement:
The College of Health Professions is committed to preparing exemplary future professionals who are leaders in their chosen fields through collaboration, innovation, and experiential learning.

Vision Statement:
The College of Health Professions will advance health care and human services through nationally distinguished programs with emphasis on health promotion, evidence-based practice, innovative education, scholarship, and service within the community.

Graduate Studies Mission Statement
"Our mission is to provide lifelong learners with innovative and flexible educational experiences designed to foster intellectual curiosity and reflective leadership skills."

Chapter II:

Physical Therapy Program

The Physical Therapy Program

Mission – Physical Therapy Program
The mission of the physical therapy program at The University of Findlay is to empower students to help transform society by optimizing movement and function to improve the lives and well-being of those they serve.

Statement of Philosophy
Physical therapy is an essential component of any health care system. It is a profession whose primary purpose is the optimization of movement and function to improve the health and wellbeing of all people. It incorporates the following tenets:

1. The domain of physical therapy is focused on movement dysfunction as it relates to wellness, health conditions, impairments in body function and structure, functional limitations and disability as they relate to activity limitations and participation restrictions.

   Definitions include:

   Wellness: a condition of good mental and physical health as it relates to the maintenance of optimal human health and the prevention of movement dysfunction

   Health Conditions:* diseases, disorders, and injuries

   Body Functions:* are physiological functions of body systems (including psychological functions).

   Body Structures:* are anatomical parts of the body such as organs, limbs and their components.

   Impairment:* are problems in body function or structure such as a significant deviation or loss.

   Activity:* is the execution of a task or action by an individual.

   Activity Limitations:* are difficulties an individual may have in executing activities.

   Participation:* is involvement in a life situation.

   Participation Restrictions:* are problems an individual may experience in involvement in life situations.

   Contextual Factors:* Include both environmental and personal factors

   *Environmental factors:** make up the physical, social and attitudinal environment in which people live and conduct their lives. Factors that are not within the

person's control, such as family, work, government agencies, laws, cultural beliefs, natural and man-made environment

Other definitions:
Active Pathology:** Interruption or interference with normal processes, and effort of the organism to regain normal state

Impairment:** Any loss or abnormality of anatomic, physiologic, mental, or psychological structure or function

Functional Limitation:** Inability to perform a task or obligation of usual roles and typical daily activities as the result of impairment

Disability:** Overall patterns of behavior that limit performance of socially defined roles and tasks within a sociocultural and physical environment.

2. Physical therapists have a responsibility to demonstrate leadership in education, scholarly activity and practice throughout the domain of physical therapy. They must also model the core values*** of altruism, excellence, caring, ethics, respect, communication and accountability.

3. Physical therapists may be called upon to function in a variety of roles. These roles may include service provision, client advocacy, research, education, consultation, referral, and administration.

4. Physical therapists must be prepared to participate in a dynamic health care system with expanding technology and scientific knowledge, multiple roles, & multiple settings for practice.

* The definitions of Body function/structure, Activity limitation/participation restriction and Disability are based on the ICF model found at:

World Health Organization. Towards a common language for functioning, disability and health ICF. 2002. Accessed June 29, 2015 at
http://www.who.int/classifications/icf/training/icfbeginnersguide.pdf

**The definitions of Impairment, Functional Limitation, and Disability are based on the work of Nagi.

Nagi S. Some conceptual issues in disability and rehabilitation. In: Sussman M, ed. *Sociology and Rehabilitation*. Washington, DC: American Sociological Association; 1965:100–113.

***APTA. Core Values. 2004. Accessed August 25, 2015 at:
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Judicial/ProfessionalisminPT.pdf

Curricular Objectives: Physical Therapy Program

Curricular Goals

1.0 Demonstrate an understanding of and ability to apply the knowledge, skills and values obtained in prerequisite, foundational science, and behavioral science course work in preparation for contemporary practice in physical therapy.

2.0 Establish effective culturally competent **communication** with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers and policymakers, by demonstrating appropriate verbal, non-verbal and written communication. **(7D7,7D8)**

3.0 Incorporate an understanding of the implications of **individual and cultural differences** when engaged in all physical therapy roles. **(7D8)**

4.0 Complete **screening** activities to determine the need for further examination or consultation by a physical therapist or referral to another health care professional. **(7D16)**

5.0 **Examine** movement related impairments in body structure and function, activity limitations, and participation restrictions across the lifespan and continuum of care by:

- 5.1 Using health informatics, the interview process, and other sources to appropriately complete a patient history. **(7D17,7D20)**
- 5.2 Completing a relevant review of the musculoskeletal, neuromuscular, cardiovascular, pulmonary and integumentary systems in terms of their relationship to movement and movement dysfunction. **(7D18)**
- 5.3 Demonstrating knowledge of the scientific basis and effectiveness of physical therapy that utilizes the best evidence for tests and measures in the evaluative processes. **(7D11,7D19)**
- 5.4 Selecting, administering and integrating the best evidence to support tests and measures that are appropriate to the patient's demographics, diagnosis, health status and culture. **(7D11,7D19)**

6.0 **Synthesize** examination data to complete the physical therapy **evaluation** by:

- 6.1 Identifying body structure and function impairments, activity limitations and participation restrictions that can be minimized or alleviated through physical therapy using the ICF model. **(7D21,7D22)**
- 6.2 Evaluate data from the examination to make clinical judgments. **(7D20)**
- 6.3 Specifying conditions beyond the scope of their abilities or the practice of physical therapy and referring to the appropriate professional. **(7D16)**

7.0 Efficiently establish a physical therapy **diagnosis** by:

- 7.1 Utilizing examination data and evaluation results to establish a differential diagnosis for patients across the lifespan and continuum of care. **(7D22)**
- 7.2 Considering the policies and procedures of the practice setting. **(7D28)**
- 7.3 Effectively communicating diagnostic results and clinical impressions with all stakeholders as appropriate. **(7D7, 7D22)**

8.0 Determine patient **prognoses** based on the results of the physical therapy examination, evaluation and diagnostic process. **(7D23)**

9.0 Develop and execute a safe and effective **plan of care** by:

- 9.1 Collaborating with clients, families, payers and other healthcare professionals to establish an appropriate and culturally competent plan of care, including a plan for discontinuation of care. **(7D23,7D24, 7D26)**
- 9.2 Constructing physical therapy goals and functional outcomes within available resources (including applicable payment sources) and specify the time frame for achievement.**(7D23, 7D24)**

9.3 Complying with the administrative policies and procedures of the practice environment. **(7D28)**
9.4 Evaluating and modifying treatment plans and goals according to patient feedback and response and the analysis of outcome measures. **(7D24, 7D30, 7D31)**
9.5 Maintaining a fiduciary responsibility for all patients/clients. **(7D42)**

10.0 Competently provide physical therapy **intervention** by:
10.1 Selecting and executing appropriate therapeutic procedures in order to achieve defined goals. **(7D27)**
10.2 Carrying out all physical therapy procedures safely. **(7D27)**
10.3 Incorporating effective teaching methods and strategies in all physical therapy roles. **(7D12)**
10.4 Completing accurate written documentation of the physical therapy examination,evaluation, diagnosis, prognosis, intervention and outcomes. **(7D32)**
10.5 Applying principles of risk management and taking appropriate action in an emergency in any practice setting. **(7D33,7D37)**

11.0 Appropriately utilize **outcome assessment** data by:
11.1 Selecting measures that are reliable and valid and take into account the practice setting, individual differences and societal influences. **(7D19)**
11.2 Collecting accurate information to allow for analysis of individual patient/client outcomes. **(7D19)**
11.3 Analyzing and applying results to allow for modification of the plan of care. **(7D31)**

12.0 Identify, assess and promote the health needs of individuals, groups and communities, including screening, prevention and wellness programs that are culturally appropriate within the practice of physical therapy. **(7D34)**

13.0 Provide and manage care in a variety of **care delivery systems** by:
13.1 Providing physical therapy through direct access or referral based on patient or client goals, expected functional outcomes, and knowledge of one's own and other's capabilities. **(7D34,7D35)**
13.2 Managing human and material resources and services to provide high-quality, efficient physical therapy services based on the patient/client's goals , expected outcomes, and plan of care.**(7D28, 7D29, 7D30, 7D31, 7D36, 7D42)**
13.3 Interacting with patients, clients, family members, other healthcare providers and community-based organizations for the purpose of coordinating activities to facilitate culturally competent, efficient and effective patient or client care. **(7D7, 7D34, 7D39)**
13.4 Participate in patient centered interprofessional and collaborative practice with active participation from the patient in aspects of his/her care and treatment. **(7D39)**

14.0 Demonstrate appropriate **professional behavior** by:
14.1 Demonstrating behavior congruent with the APTA *Core Values* and *Code of Ethics* during interactions with others. **(7D4,7D5,7D6)**
14.2 Adhering to the standards of practice, state and federal laws. **(7D1)**
14.3 Reporting to appropriate authorities suspected cases of fraud and abuse. **(7D2,7D3)**
14.4. Reflecting upon and appropriately addressing self and peer assessment outcomes. **(7D5,7D38)**
14.5 Participating in both integrated and full-time terminal clinical education activities. **(6L)**
14.6 Formulating and implementing a plan for personal and professional career development. **(7D15)**
14.7 Becoming involved and demonstrating leadership in professional organizations and activities through membership, service and advocacy for the profession and healthcare needs of society.**(7D13, 7D14)**
14.8 Demonstrating professional judgment and consideration of patient/client values in the application of current theory and knowledge to patient/client management. **(7D10,7D11)**
14.9 Utilizing information technology to access appropriate sources of information in support of clinical decisions. **(7D9)**
14.10 Critically evaluating current literature and information sources related to contemporary physical therapy practice, research, administration, consultation, and education. (**7D9, 7D11, 7D40)**

14.11 Participating in scholarly activities that contribute to the body of physical therapy knowledge. **(7D9,7D15)**

15.0 Function in the role of an **administrator** by:

15.1 Appropriately delegating to and supervising physical-therapy-related services to support personnel, physical therapist assistants and caregivers. (**7D25, 7D29)**

15.2 Demonstrating understanding of the history, current status and future projections for health care delivery in the United States and assessing health care policies and their potential implications in the healthcare environment. **(7D41)**

15.3 Participating in practice management functions appropriate for a given practice setting, including marketing, public relations, regulatory and legal requirements, risk management, staffing and continuous quality improvement. **(7D36, 7D43)**

15.4 Participating in the financial management of practice settings including billing and payment for services. **(7D42)**

15.5 Establishing a business plan on a programmatic level within a practice. **(7D43)**

15.6 Participating in activities related to marketing and public relations. (**7D43)**

16.0 Function as an effective **educator** by applying teaching and learning theories in designing, implementing and evaluating learning experiences for individuals, organizations and communities **(7D12)**

17.0 Demonstrate the ability to function in the role of **consultant** by providing consultation to individuals, case managers, businesses, schools, government agencies or other organizations. **(7D13)**

18.0 Function as a **self-directed lifelong learner** by:

18.1 Completing projects requiring selection of a topic and independent integration of information from a number of sources. **(7D9)**

18.2 Understanding the dynamic nature of the knowledge base of physical therapy and the need to stay current through practice, professional literature, and education. **(7D15)**

18.3 Seeking out new information regarding the practice of physical therapy. **(7D9)**

19.0 Use **critical thinking skills** to:

19.1 Assess and critically analyze scientific literature and apply best evidence for practice with clinical judgment to determine the best care for a patient. **(7D9,7D10,7D11)**

19.2 Explain one's reasoning and conclusions. **(7D10,7D11)**

19.3 Monitor, reflect on and question one's own thinking in order to minimize errors and enhance patient/client outcomes. **(7D38)**

Accreditation Information: Physical Therapy Program

Students must graduate from an accredited professional program in order to be eligible to sit for the required licensure examination.

The Doctor of Physical Therapy Program is fully accredited as a part of The University of Findlay and the College of Health Professions through the Higher Learning Commission (HLC).

The Doctor of Physical Therapy Program at the University of Findlay is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org .

CAPTE Contact Information

The University of Findlay is committed to providing a dynamic environment for community partnerships, student learning and faculty and staff interaction with all associated stake holders. Any individual stake holder (community member, student, clinical coordinator or instructor, etc.) may notify The Commission on Accreditation of Physical Therapy Education (CAPTE) about any issue involving the physical therapy program or the institution by phone, the internet, or mail service. The identification of the individual(s) making the complaint are identified as the program addresses the areas of concern. A complete outline of the process can be found on line at www.capteonline.org/AccreditationHandbook/.

Commission on Accreditation in Physical Therapy Education of the
American Physical Therapy Association (CAPTE)
1111 North Fairfax Street,
Alexandria, VA 22314

accreditation@apta.org

1-703-684-2782 or 1-703-706-3245.

Chapter III:

Traditional Physical Therapy Curriculum

Philosophy of Education: Traditional Physical Therapy Curriculum

The Traditional Physical Therapy Curriculum's philosophy of education incorporates the following tenets:

1) A balanced curriculum of liberal arts, basic sciences, foundational sciences, clinical sciences and clinical education is necessary to produce a well-rounded graduate who possesses a global perspective of the factors which influence human function through the life span and which contribute to the quality of life.

2) A curricular emphasis on critical thinking and lifelong, self-directed learning is imperative for graduates to effectively function in the dynamic health care environment.

3) The environment for learning should be one that is mutually respectful, collaborative, and supportive.

4) An emphasis on service to profession and community should be incorporated into the curriculum to instill awareness of the importance and benefits of social responsibility.

5) The curriculum design and instructional strategies should facilitate the student's transition from undergraduate to graduate, adult, self-directed learner.

6) Academic and clinical faculty assessment and appropriate professional development activities are integral to provision of exemplary instruction.

Goals: Traditional Physical Therapy Curriculum

Upon completion of the Traditional Physical Therapy Curriculum at The University of Findlay, the graduate will be prepared to:

1) Integrate theoretical knowledge and practical clinical skills to engage in the autonomous practice of physical therapy at the entry level.

2) Practice as a generalist practitioner with the ability to practice in a variety of settings, geographical locations and roles.

3) Engage in self-motivated, lifelong learning.

4) Exhibit professional behaviors, which include ethical conduct, professionalism, critical thinking and problem solving, safe performance, self-development and effective communication.

5) Demonstrate an awareness of the value of service to the profession and to the community.

6) Demonstrate an awareness of individual and cultural differences and psychosocial factors, which may affect human function and quality of life across the life span.

7) Use critical thinking and problem-solving skills in clinical practice and research.

Curricular Planning Bases: Traditional Physical Therapy Curriculum

Through the work of John Dewey, Hilda Taba and others, four major areas of concern, known as planning bases, for curriculum development have emerged. These include the learner, society, subject-matter content, and teaching-learning theory (Wiles and Bondi, 1989, p. 9). Please refer to Figure 1. Based on this body of knowledge, the following set of beliefs were defined by the faculty for each area of concern:

The Learner

- Should be actively engaged in all aspects of the teaching/learning process
- Desires and demonstrates a tendency toward self-directedness as he/she matures
- May be motivated intrinsically and/or extrinsically
- Will need to make a transition to an adult, self-directed, lifelong-learner

Society

- Climate of rapid change in health care
- Technology and scientific knowledge are increasing at an exponential rate
- Will continue to demand effective and cost-efficient medical treatment
- Because of the above, interprofessional collaboration will be a dominant theme for the future practice of all professionals
- As professionals, physical therapists must function in a variety of roles in order to meet the needs of society

Subject Matter Content

- Balanced curriculum of liberal arts, basic sciences, foundational sciences, clinical sciences and clinical education
- Critical thinking and problem solving are essential for practice
- Theoretical foundations must be integrated with clinical reasoning skills
- Course content must emphasize the prevention and treatment of movement disorders across the lifespan
- Self-directed lifelong learning will be essential for future practice because of rapid changes in technology and scientific knowledge
- Professional behavior and socialization must be emphasized throughout the curriculum in order to assist students in making the transition from student to practicing physical therapist

Teaching/Learning Theory

- Experiential/participatory learning is stressed
- Learning experiences need to facilitate transition in learning from teacher-directed to student-directed.
- Supportive environment (vs. competitive) is necessary

Conceptual Framework: Traditional Physical Therapy Curriculum

Basic Science and Liberal Arts Foundation

The faculty believes that a foundation in the basic sciences and liberal arts is an essential component of physical therapy education. Basic sciences are needed to provide the background necessary for many of the physical therapy foundational courses. A broad base in the liberal arts is necessary to develop an understanding of the implications of citizenship in the world, United States, local community, and professional community. It also provides the basis for examining

and restructuring one's beliefs, for developing reflective thinking, and for realizing the intrinsic value of learning and self-development. In support of this, students are required to complete a number of prerequisites before entering the Traditional Physical Therapy Curriculum at The University of Findlay. These prerequisites include credits in the fine arts, humanities, social sciences, foreign language, reading, writing, speech, computer science, math, anatomy and physiology, exercise physiology, kinesiology, medical terminology, wellness, chemistry, and physics. In addition, for those University of Findlay students who have not yet completed a bachelor's degree prior to entrance into the graduate program, a declared minor or second major area of study is required (beginning with entering Freshman Fall 2016).

Content Areas of Physical Therapy

The content areas of physical therapy are organized into four categories. These are foundational sciences, clinical sciences, clinical education, and the roles of the physical therapist.

Foundational Sciences

The foundation provided by the basic science prerequisites is further strengthened through courses in foundational sciences that are closely linked to the practice of physical therapy. These courses include Anatomy I and II, Functional Anatomy/Biomechanics, Applied Physiology, Pharmacology, Medical Diagnostics, Clinical Medicine I and II, Foundations in Neuroscience, Lifespan Development, Introduction to Physical Therapy, Motor Control, and Psychosocial Factors in Disability.

Clinical Sciences

These are courses with content area directly related to patient care. This content is organized according to three guiding principles.

The **first** is the formation of a physical therapy diagnosis and plan of care. This includes screening, examination, evaluation, diagnosis, prognosis, designing and implementing a plan of care and re-evaluation and adjustment of the plan of care. Maintenance of health and prevention of illness and injury would be expansions of this principle. Students receive a grounding in the process of physical therapy diagnosis and the design of a plan of care in the courses Elements of PT Practice I, II, and III. Pathology related to differential diagnosis in physical therapy is included as integral content in the Clinical Medicine courses. Prevention and wellness is covered in several courses, such as Introduction to Physical Therapy Practice, Exercise in Physical Therapy, Musculoskeletal, Cardiopulmonary, Integumentary and Neuromuscular courses, as well as Community Health.

The **second** guiding principle is patient care according to body systems. Students take courses in which they apply knowledge of examination, evaluation, diagnosis and interventions for those patients/clients with musculoskeletal, neurologic, integumentary and cardiopulmonary disorders. These courses include Musculoskeletal System I, II, and III, Neuromuscular System I and II, Integumentary and Cardiopulmonary System.

The **final** guiding principle is practice adjuncts. Practice adjuncts are defined as those areas of physical therapy used across body systems to augment the accomplishment of physical therapy goals. The courses Exercise in Physical Therapy, Agents and Modalities, Community Health, Medical Diagnostics, Rehabilitation Technology, and Orthotics and Prosthetics are organized according to this principle. Please refer to Figure 2 for a diagrammatic representation of these

three principles. The final courses Physical Therapy Seminar and Selected Topics in Physical Therapy represent an integration of all the clinical science principles.

Clinical Education

Clinical Education is considered an integral component of the Traditional Physical Therapy Curriculum. It includes a series of four clinical experiences, ranging from seven to ten weeks. The practicum sequence is designed to provide the student with a supervised, concentrated course of study in which he/she is given opportunities to apply theory and practice learned skills in the clinic setting. There is a clinical experience at the end of the first year which then continues into the beginning of the second year (a seven-week acute care setting) to introduce students to patient care in the clinic, a clinical experience in the summer of the second year (an eight-week outpatient setting experience) and two (an eight-week neurological setting and a ten week choice setting) experiences in the final year. The sequence is designed to give students experience in a variety of clinical settings, with each student completing at least one experience in an outpatient and one in an inpatient setting. In addition, we attempt to expose students to both large urban centers and small rural areas

Physical Therapist Roles

As stated in the program's philosophy statement, physical therapists may be called on to function in a variety of roles. The curriculum must prepare students to be administrators, advocates, consultants, scholars, and educators in addition to clinical practitioners. Classes such as Management in a Changing Health Care Environment, Health Care Systems, Education in Physical Therapy, Research I and II, Faculty Directed Research or Case Reports I-III, and Professional Issues are designed to prepare the student to assume any of these additional roles.

It should be noted that there is considerable integration of content within and between each category of the "Content Areas of Physical Therapy". For example, within the body systems principle in the clinical sciences, the diagnostic, orthopedic, and neurologic course content is linked between pairs of courses. A specific example can be found in the Neuromuscular course sequence. In Motor Control students are introduced to the theories of neuroplasticity. The next term in Neuromuscular I, students are introduced to specific treatment techniques and apply these concepts to patients who have had a non-progressive upper motor neuron lesion. In Neuromuscular II, students apply these same concepts and techniques to more complex patient problems and/or diagnoses, such as multiple sclerosis or muscular dystrophy. Multiple examples of application of material between categories can also be found. For example, content such as the biomechanics of gait are introduced in the course, Functional Anatomy and Biomechanics, which is within the foundational science category. This content is then applied and expanded upon in relation to gait analysis by the physical therapist in the course, Elements of PT Practice III, which is in the clinical sciences category.

Cornerstones: Traditional Physical Therapy Curriculum

The four cornerstones of the curriculum's conceptual framework are lifelong learning, the Nagi disablement model/ICF model, a supportive environment, and service to the community. These cornerstones exemplify the unique features of the Traditional Physical Therapy Curriculum at The University of Findlay.

Lifelong Learning

The faculty believe that in a society with rapid technological and knowledge expansion, lifelong learning skills are essential for all future practitioners. In support of this belief, the curriculum is designed to assist in the progressive development of self-directed lifelong learning skills. Merriam (1991, 2001, 2007) and Blashke (2012) discuss the four stages to becoming a self-directed learner:

1. learners of low self-direction who need an authority figure (teacher) to tell them what to do;
2. learners of moderate self-direction who are motivated and confident but largely ignorant of the subject matter to be learned;
3. learners of intermediate self-direction who have both the skill and the basic knowledge and view themselves as being both ready and able to explore a specific subject area with a good guide; and
4. learners of high self-direction who are both willing and able to plan, execute, and evaluate their own learning with or without the help of an expert.

Assignments which incorporate activities such as literature searches, self-evaluation, independent projects, learning contract development, and self-reflection are used to support the development of these skills.

ICF Model of Enablement/Nagi Disablement Model

The faculty believes that Nagi's model of disablement is still widely used throughout the clinical community. Previously it was an ideal framework for defining the domain of physical therapy practice and a focus for physical therapy education. However, the faculty also believe that the World Health Organization's International Classification of Functioning, Disability, and Health (ICF) is a model of enablement and participation that will facilitate research, evidenced-based practice and communication across disciplines and across the world. (Hurst 2003,Jette 2006, Veitch 2009, Martinuzzi 2010) Therefore, they have both been made an integral part of the program's mission and philosophy. Students are introduced to both models early in the curriculum in the courses Introduction to PT Practice and Elements of PT Practice I, II, and III. Following introduction to these models, students utilize the concepts of impairment, functional limitation, and disability as well as health condition, impairment, activity limitation, participation restriction to organize material and approach patient problems in courses such as Musculoskeletal System I, II and III, Neuromuscular System I and II, Integumentary and Cardiopulmonary System. Using both models facilitates not only the predominant clinical model but also weaves in the ICF model. The ICF model concentrates more on participation of the individual and facilitates the concepts of wellness and prevention. It is hoped that our students/graduates will be agents of change as they move into their final affiliations and professional careers.

Supportive Environment

The University of Findlay takes pride in providing a supportive environment for the student. As such, all students are advised on a regular basis by a faculty member within the program. The program also endeavors to treat students with respect and there is an attempt to create a "family" or "community" atmosphere on campus. Faculty try to emphasize the student and faculty are a partnership in their education. The small size of the campus and friendly atmosphere provide for the student an environment conducive to learning.

Service to Community

Because physical therapists practice within the context of their community and society as a whole, it is important that students and graduates understand their roles within that context and that they value a commitment to the overall health and welfare of the community. As such, the courses Introduction to Physical Therapy Practice, Community Health and Professional Issues facilitate the development of these attributes. In addition, all students demonstrate their achievement of objectives related to altruism, excellence, caring, ethics, respect, communication and accountability through the APTA Core Values assessment and an annual professional development plan (APPENDIX A: PDP Advisor's Form).

Cross Curricular Content

The areas of critical analysis and problem solving, professionalism, and a lifespan approach to patient/client management are emphasized across the curriculum.

Critical Analysis and Problem Solving

The PT Faculty at The University of Findlay has developed a definition of critical thinking for use throughout the curriculum. This definition states that the graduate is able to use a purposeful, self-regulatory process that includes interpretation, analysis, evaluation, and inference, and can explain the evidential, conceptual, methodological, criteriological, or contextual considerations on which judgments are based.

Critical analysis and problem solving are formally introduced in the first research course, which is offered in the first semester of the curriculum. There is also a unit on critical thinking in the - Introduction to PT Practice course in the first semester. This initial content is then reinforced and built upon throughout the curriculum through the use of teaching and evaluation techniques such as literature critiques, problem-based case studies, analysis of guest lecturers and instructors, evaluation of physical therapy equipment, and pro bono clinic. The process of critical analysis is also continued through the five-course research sequence. In addition, critical thinking is a component of all lab practical examinations. Please see Appendix B: Critical Thinking Outcome for the complete critical thinking definition and a copy of the scoring rubric to be used for laboratory examinations.

Professionalism

Professionalism is formally introduced in the courses, Introduction to Physical Therapy Practice and Professional Issues. Professional behaviors are then expected and evaluated throughout the curriculum through a professional development plan (Appendix A: PDP Advisor's Form), lab practical examinations, written papers, oral presentations, and clinical education.
The program expects DPT students to develop and demonstrate 10 professional behaviors important to the practice of physical therapy. These are adopted from the work of Warren May, PT, and colleagues. "In addition to a core of cognitive knowledge and psychomotor skills, it has

been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession" (Alverno College Faculty, Assessment at Alverno, 1979). The identified repertoire of behaviors that constitute professional behavior reflect the values of any given profession and, at the same time, cross disciplinary lines (May et. al., 1991). Visualizing cognitive knowledge, psychomotor skills and a repertoire of behaviors as the legs of a three-legged stool serves to emphasize the importance of each. Remove one leg and the stool loses its stability and makes it very difficult to support professional growth, development, and ultimately, professional success (May et. al., Opportunity Favors the Prepared: A Guide to Facilitating the Development of Professional Behavior, 2002). See Appendix C: Professional Behaviors.

Lifespan

Finally, all courses, which focus on any aspect of physical therapy examination and intervention, emphasize a lifespan approach. The psychosocial and motor concepts related to lifespan development are introduced in the first year in the course, Lifespan Development and Physical Therapy. Each subsequent course then relates issues across the lifespan to the course content. For example, in Elements of Physical Therapy Practice II, students are introduced to basic assessment methodologies such as range of motion (ROM). Students specifically consider the differences in published normative values for ROM for both pediatric and geriatric clients. In addition, the faculty has an adopted a pediatric text that can be used across the curriculum.

Outcome

The final outcome of the conceptual framework for the Traditional Physical Therapy Curriculum is a generalist practitioner who is able to effectively practice in a dynamic health care environment. Please see Figure 3 for a graphic representation of the conceptual framework.

Student Expectations

The faculty of the DPT Program believes it is our responsibility to 1) establish assessment tools relevant to didactic and clinical education performance within the scope of practice for a physical therapist, 2) evaluate student performance consistently and fairly, and 3) provide feedback and guidance to the students regarding their performance. In turn, an equal or greater responsibility is placed on the students for their own learning through self-study, reflection, research, and presentation. The students are also responsible for making choices and accepting the consequences of those choices.

Attention and active participation are required in all sessions. Each student is expected to prepare for the lecture and lab session by reading the required materials prior to that session. Any student having particular difficulty with material presented in this course should seek direction and/or assistance from the instructor or laboratory assistants as soon as the difficulty is perceived. Each student is expected to act according to the guidelines of Professionalism and Professional Behaviors set forth in this Student Manual.

Figure 3.1. PT Program Conceptual Framework

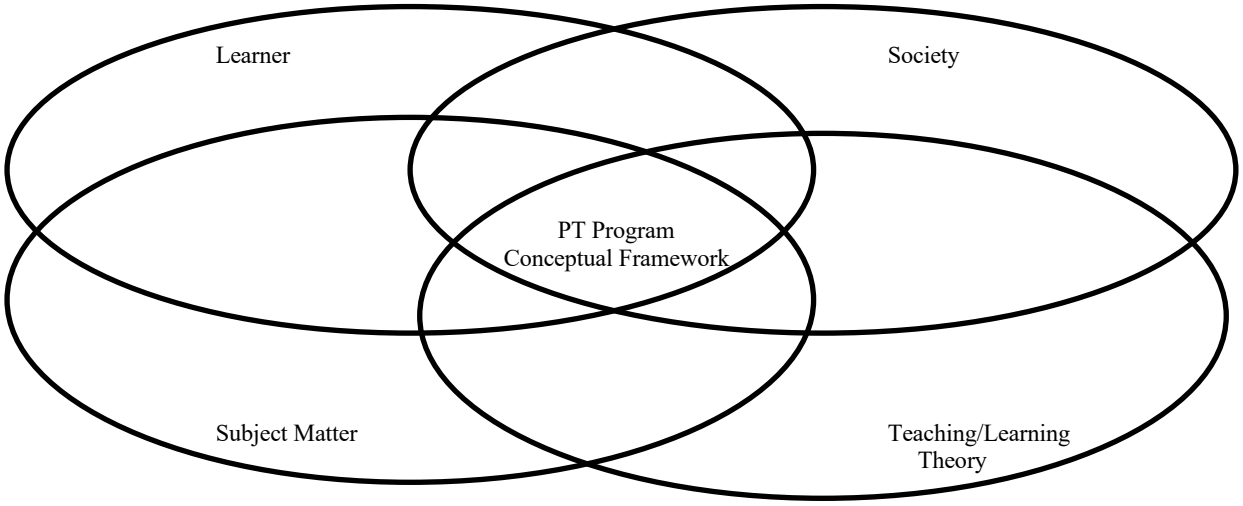


Figure 3.2. Traditional Curriculum Guiding Principles

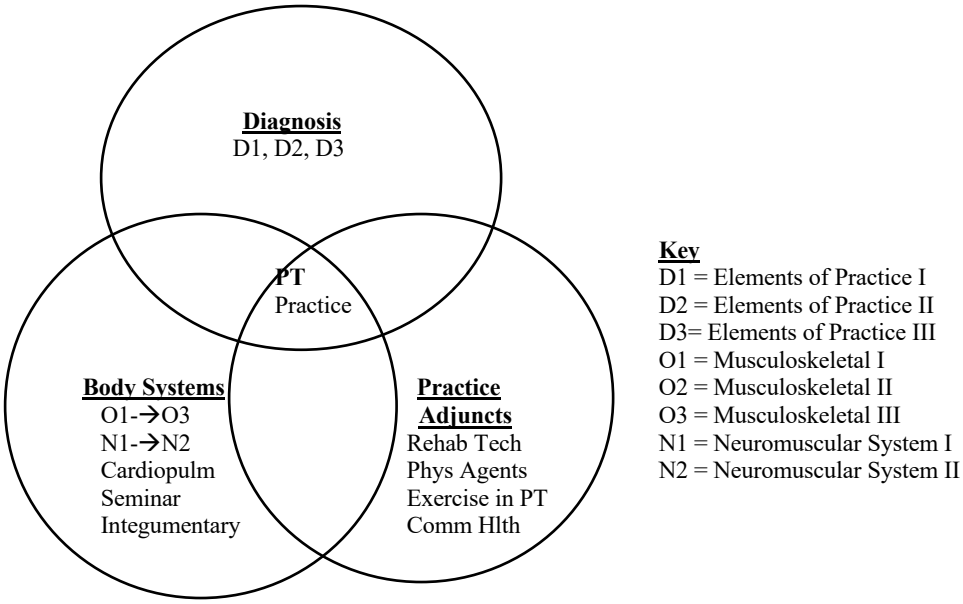
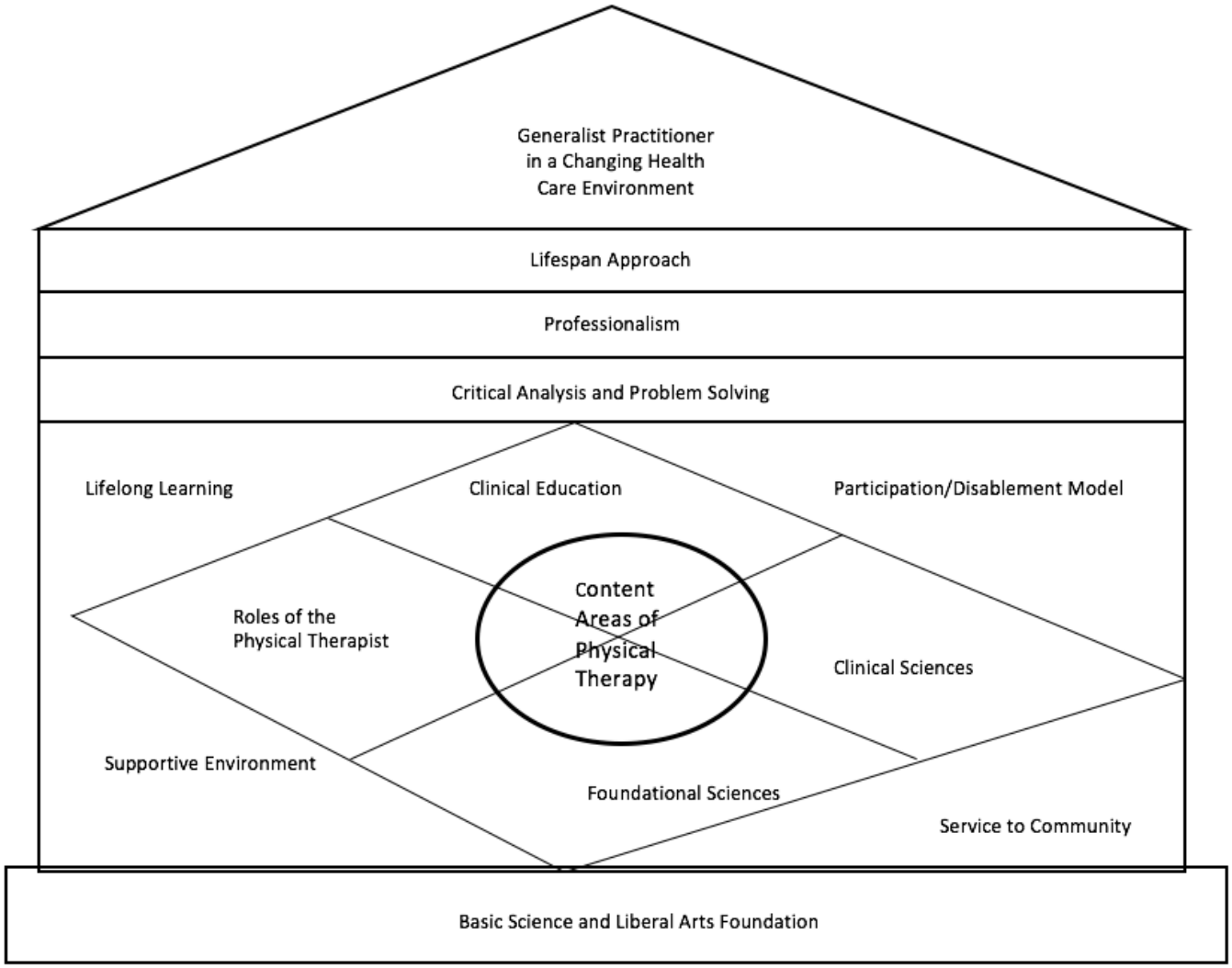


Figure 3.3 Conceptual Framework Traditional Physical Therapy Curriculum:



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Traditional DPT Curricula Sequence

Fourth Year (Fall)	*Credit Hrs.*	**Fourth Year (Spring)**	*Credit Hrs.*	**Fourth Year (Summer)**	*Credit Hrs.*
PHTH 551 Elem of PT Prac I	3	PHTH 557 Functional Anat/Biomech	4	PHTH 549 Pharmacology	2
PHTH 564 Anatomy I	3	PHTH 565 Anatomy II	3	PHTH 581 Elem of PT Prac III	2
PHTH 520 Research I	2	PHTH 563 Foun. In Neuroscience	5	PHTH 579 Clin Medicine II	2
PHTH 545 Lifespan Devel. & PT	3	PHTH 561 Elem of PT Prac II	3	PHTH 522 Research II	2
PHTH 543 Intro to PT Practice	3	PHTH 559 Clin Medicine I	3	PHTH 647 Clinical Education 1a	1.5
PHTH 547 Applied Physiology	3				
TOTAL	**17**	**TOTAL**	**18**	**TOTAL**	**9.5**
Class for 16 weeks		Class for 16 wks		2, 4 wk sessions. Clinic for 3 weeks beginning end of July	
Fifth Year (Fall)	*Credit Hrs.*	**Fifth Year (Spring)**	*Credit Hrs.*	**Fifth Year (Summer)**	*Credit Hrs.*
PHTH 641 Musculoskeletal System I	2	PHTH 661 Musculoskeletal System II	5	PHTH 616 FDR I *or*	1
PHTH 643 Motor Control	2	PHTH 667 Neuromuscular System I	4	PHTH 628 Case Report I	
PHTH 649 Clin Ed Ib	2	PHTH 669 Agents & Modalities	3	PHTH 573 Education in PT	2
		PHTH 677 Community Health Experience	2	PHTH 526 Psychosocial Fac. In Dis.	2
PHTH 536 Exercise in PT I	1.5	PHTH 537 Exercise in PT II	1.5	PHTH 668 Clinical Ed II (8 wks)	4
PHTH 671 Integumentary	2				
PHTH 505 Professional Issues	3				
Total	**12.5**	**TOTAL**	**15.5**	**TOTAL**	**9**
Clinic for 4 wks then class for 12 wks		Class for 16 weeks		Class 4 weeks, Clinic for 8 weeks	
Sixth Year (Fall)	*Credit Hrs.*	**Sixth Year (Spring)**	*Credit Hrs.*	**Sixth Year (Summer)**	*Credit Hrs.*
PHTH 640 Cardiopulm System	3	PHTH 687 Health Care Systems	2	PHTH 746 Clin Ed IV (10 wks)	5
PHTH 507 Management Chang. Health	3	PHTH 658 Case Report III *or*	1		
PHTH 685 Orthotics & Prost	2	PHTH 656 FDR III			
PHTH 727 Neuromuscular System II	4	PHTH 723 Med Diagnostics	2	**TOTAL**	**5**
PHTH 636 FDR II *or*	1	PHTH 735 Rehabilitation Technology	2		
PHTH 648 Case Report II					
PHTH 739 Selected Topics or	3	PHTH 728 Clin Ed III (8 wks)	4		
PHTH 740 Selected Topics with Lab		PHTH 721 Musculoskeletal System III	2		
		PHTH 731 PT Seminar	1	***Graduate Hours Earned 116.5***	
TOTAL	**16**	**TOTAL**	**14**		
				Clinic for 10 weeks	
Class for 16 wks		Class for 8 wks then Clinic for 8 wks			

Course Descriptions: Traditional Physical Therapy Curriculum

Fall Semester, First Year

PHTH 564 ANATOMY I ***3 semester hours***

This lecture/lab course consists of an in-depth study of the trunk, lower and upper extremity musculoskeletal and peripheral nervous systems of the human body as it relates to function. Viscera of the cardiopulmonary system will also be covered. Surface anatomy will be incorporated throughout the course. Material will be presented in lecture/lab format with the use of human cadaver and osteological models.

PHTH 547 APPLIED PHYSIOLOGY ***3 semester hours***

Prerequisite: admission into the Physical Therapy or Athletic Training Program

This lecture/lab course is a study of applied human physiology and physiology of exercise. It includes physiology of body systems with emphasis on metabolic, integumentary, neuromuscular, musculoskeletal and cardiopulmonary systems and also examines the effects of exercise on body systems throughout the lifespan.

PHTH 551 ELEMENTS OF PHYSICAL THERAPY PRACTICE I ***3 semester hours***

Prerequisite: admission into the Physical Therapy program

This lecture/lab course will introduce the student to selected examination and evaluation procedures. Specific tests and measures are presented as well as practiced in a laboratory format.

PHTH 543 INTRODUCTION TO PHYSICAL THERAPY PRACTICE ***3 semester hours***

Prerequisite: admission into the Physical Therapy program

This course provides an introduction to the practice of physical therapy. It includes an introduction to health care delivery systems, roles of health professionals, disability, professional behaviors and ethical principles, as well as a study of the verbal, non-verbal and written communication skills necessary for successful practice.

PHTH 520 RESEARCH I ***2 semester hours***

Prerequisite: admission into the Physical Therapy program

This lecture course is an introduction to the research process. Areas to be addressed include information searching, analysis of research literature, epidemiology, hypotheses, research design and an introduction to measurement theory. Students will select an area of research interest/topic.

PHTH 545 LIFESPAN DEVELOPMENT AND PHYSICAL THERAPY ***3 semester hours***

Prerequisite: admission into the Physical Therapy program

This lecture course is the study of normal development throughout the lifespan. Functional movement and implications for the physical therapist are stressed.

Spring Semester, First Year

PHTH 557 FUNCTIONAL ANATOMY AND BIOMECHANICS ***4 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.

This lecture/lab course is a study of functional anatomy and biomechanical principles as applied to human movement. This course examines surface anatomy and the functions of the musculoskeletal and peripheral nervous system as they relate to movement. Analysis of movement, gait, functional activities and posture is also incorporated.

PHTH 559 CLINICAL MEDICINE I ***3 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.

This lecture course is the first of two with a focus on the etiology, pathology, epidemiology, course, duration, prognosis and clinical picture of common diseases and syndromes affecting the body systems, with emphasis on cardiovascular, pulmonary, gastrointestinal, immune and endocrine systems. This course also includes medical and surgical interventions, as well as a discussion of impairments and functional limitations for those disorders commonly seen in physical therapy.

PHTH 565 ANATOMY II ***3 semester hours***

This lecture/lab course consists of an in-depth study of the viscera of the abdomen, pelvic cavity, perineum, and neck. The anatomy of the head will also be covered, including the distribution and functions of cranial nerves. Surface anatomy will be incorporated throughout the course. Material will be presented in lecture/lab format with the use of human cadaver and osteological models.

PHTH 561 ELEMENTS OF PHYSICAL THERAPY PRACTICE II ***3 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.

This lecture/lab course is a continuation of PHTH 551 with additional instruction in tests and measures that are used in the examination and evaluation process. Specific tests and measures are presented and practiced in a laboratory format.

PHTH 563 FOUNDATIONS IN NEUROSCIENCE ***5 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.

This lecture/lab course represents an in-depth study of nervous system anatomy and physiology. It also includes pathology, clinical syndromes, plasticity and development of the nervous system. Concepts of sensory-motor integration and motor and postural control are considered. Emphasis is placed on application of neuroscience information to physical therapy practice.

Summer Semester, First Year

PHTH 522 RESEARCH II ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.

This lecture course is the second in a series of five research classes. This course focuses on statistical analyses and composition of components in the research process central to either the case report or the faculty-directed project.

PHTH 581 ELEMENTS OF PHYSICAL THERAPY PRACTICE III ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.

This lecture/lab course is a continuation of PHTH 561 with additional instruction in tests and measures that are used in the examination and evaluation process. Specific tests and measures are presented and practiced in a laboratory format.

PHTH 549 PHARMACOLOGY ***2 semester hours***

Prerequisite: admission to a health professions program

This lecture course will cover medications commonly encountered in the practice of physical medicine. It will include categories of drugs, generic and trade names of common drugs, the use, effects and precautions of common drugs and drug-drug interactions and pharmacokinetic principles. It will also focus on how various drugs affect the patient response to activity, exercise and other therapeutic interventions.

PHTH 579 CLINICAL MEDICINE II ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.

This lecture course is a study of the etiology, pathology, epidemiology, course, duration, prognosis and clinical picture of common diseases and syndromes affecting the skeletal, articular and neuromuscular systems. It also includes medical and surgical interventions, as well as discussion of impairments and function impairments, activity limitations and participation restrictions for those disorders commonly seen in physical therapy.

PHTH 647 CLINICAL EDUCATION Ia ***1.5 semester hours***

Prerequisite: successful completion of the previous DPT term or permission of the PT faculty

This is the first section of the first of four clinical education experiences. This course includes a three-week, full-time clinical affiliation under the supervision of a licensed physical therapist. It is designed to allow students to gain practical experience related to classroom learning. Course is graded S/U.

Fall Semester, Second Year

PHTH 505 PROFESSIONAL ISSUES ***3 semester hours***

Prerequisite: admission to a health professions program

This lecture course provides an overview of issues related to practice for the health professional. It includes safe and ethical practice, legal and professional standards, ethical issues in the health professions, professional organizations and roles and responsibilities of the health professional.

PHTH 536 PRINCIPLES OF THERAPEUTIC EXERCISE I ***1.5 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.

This lecture/lab course covers the basic principles of therapeutic exercise for musculoskeletal pathologies and movement dysfunctions.

PHTH 641 MUSCULOSKELETAL SYSTEM I ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.

This lecture/lab course is the first of 3 courses addressing patient/client management as it relates to the musculoskeletal system. This course focuses on the screening, examination, evaluation, diagnosis, prognosis and physical therapy interventions for selected conditions, which may cause body structure and function impairments, and activity limitations and participation restriction in the spine.

PHTH 643 MOTOR CONTROL ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.

This lecture course involves an in-depth examination of motor control. Factors considered include the role of neural and musculoskeletal systems, sensation, perception, cognition, task and environment in the production of human movement. Also addressed are theories of motor control, neuroplasticity and principles of motor learning.

PHTH 671 INTEGUMENTARY ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.

This lecture/lab course involves an in-depth study of the body structure and function impairments, activity limitations and participation restrictions related to the integumentary system. The emphasis is evaluation and treatment of those conditions affecting the normal function of the integumentary system that result in pathologies that lead to disabilities.

PHTH 649 CLINICAL EDUCATION Ib ***2 semester hours***

Prerequisite: successful completion of the previous DPT term or permission of the PT faculty

This is the last section of the first of four clinical education experiences. This course includes a four-week, full-time clinical affiliation under the supervision of a licensed physical therapist. It is designed to allow students to gain practical experience related to classroom learning. Course is graded S/U.

Spring Semester, Second Year

PHTH 537 PRINCIPLES OF THERAPEUTIC EXERCISE II ***1.5 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.

This lecture/lab course covers the basic principles of therapeutic exercise for musculoskeletal pathologies and movement dysfunctions.

PHTH 661 MUSCULOSKELETAL SYSTEM II ***5 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.

This lecture/lab course is the second of 3 courses addressing patient/client management as it relates to the musculoskeletal system. This course focuses on the screening, examination, evaluation, diagnosis, prognosis and physical therapy interventions for selected conditions, which may cause body structure and function impairments, activity limitations and participation restrictions in the upper and lower extremities.

PHTH 667 NEUROMUSCULAR SYSTEM I ***4 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This lecture/lab course is the first of two courses addressing patient/client management as it relates to the neuromuscular system. Focus is on examination, evaluation, diagnosis, prognosis and intervention for individuals with non-progressive disorders of the central nervous system throughout the lifespan.

PHTH 677 COMMUNITY HEALTH EXPERIENCE ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This lecture/lab course covers wellness, health, prevention and maintenance of fitness, community health needs, community resources and community service.

PHTH 669 AGENTS AND MODALITIES ***3 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This lecture/lab course covers physical agents, electrotherapeutic modalities and mechanical modalities. It includes theoretical concepts, rationale for use, effects, indications and contraindications for each agent or modality. There will be supervised laboratory practice to ensure the student learns the safe and efficient use of each agent or modality.

Summer Semester, Second Year

PHTH 616 FACULTY-DIRECTED RESEARCH I ***1 semester hour***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This course is the first in a series of three research classes. Focus is on literature review, research design, methodology and data collection. This is a directed study under the supervision of a faculty adviser and will be graded S/U.

OR

PHTH 628 CASE REPORT I ***1 semester hour***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This course is the first in a series of three case report classes. The focus is on case selection, literature review and completion of necessary approval processes both internal and external to the institution. This course will be graded S/U.

PHTH 526 PSYCHOSOCIAL FACTORS IN DISABILITY ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This lecture course covers the psychosocial factors that may influence the practice of physical therapy. Topics such as psychological and emotional reactions to disability, cultural differences, sexuality and gender issues are explored.

PHTH 573 EDUCATION IN PHYSICAL THERAPY ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This lecture course emphasizes teaching and learning theories and principles, learning styles and collaborative learning as well as how to give and receive constructive feedback of education experiences.

PHTH 668 CLINICAL EDUCATION II ***4 semester hours***

Prerequisite: successful completion of the previous DPT term or permission of the PT faculty
This course is the second in a series of four clinical experiences. It includes an eight-week, full-time clinical affiliation under the supervision of a licensed physical therapist. Grading for this course is S/U.

Fall Semester, Third Year

PHTH 507 MANAGEMENT IN A CHANGING HEALTH-CARE ENVIRONMENT
3 semester hours

Prerequisite: admission to a health professions program
This lecture course provides an overview of the health care managerial and supervisory principles for the rehabilitative professional.

PHTH 727 NEUROMUSCULAR SYSTEM II ***4 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This lecture/lab course is the second in a series addressing the management and treatment of clients with disorders of the neuromuscular system. Client screening, examination, evaluation, diagnosis, prognosis and intervention are considered within the context of a variety of neurological and associated orthopedic diagnoses seen throughout the lifespan.

PHTH 648 CASE REPORT II ***1 semester hour***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This course is the second in a series of three case report classes. Focus is on progressive development of the written case report with completion of the case description. This course will be graded S/U.

OR

PHTH 636 FACULTY-DIRECTED RESEARCH II ***1 semester hour***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This course is the second in a series of three research classes. The focus here is on the data analysis, results and discussion sections of the research paper. This is a directed study under the supervision of a faculty adviser and will be graded S/U.

PHTH 640 CARDIOPULMONARY PHYSICAL THERAPY ***3 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This lecture/lab course covers the screening, examination, evaluation, diagnosis, prognosis and physical therapy intervention for conditions affecting the cardiovascular and pulmonary systems which may result in body structure and function impairments, activity limitations and participation restrictions.

PHTH 685 ORTHOTICS AND PROSTHETICS ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This lecture course considers the management of the individual with upper- or lower-extremity amputations. In addition, the orthotic and prosthetic management of patients with both neurologic and orthopedic difficulties across the lifespan will be addressed.

PHTH 739 SELECTED TOPICS IN PHYSICAL THERAPY ***3 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This is a flexible elective given as a regular offering or independent study. It is an opportunity for students to engage in an in-depth exploration of an advanced topic or topics in physical therapy. Course is repeatable.

Or

PHTH 740 SELECTED TOPICS IN PHYSICAL THERAPY WITH LAB ***3 semester hours***

Prerequisite: Successful completion of the previous term or permission of the PT faculty
This is a flexible elective including a lab component given as a regular offering or independent study. It is an opportunity for students to engage in an in-depth exploration of an advanced topic or topics in physical therapy. Course is repeatable.

Spring Semester, Third Year

PHTH 658 CASE REPORT III ***1 semester hour***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This course is the third in a series of three case report classes. The focus is on case outcomes, writing the research paper and presentation of findings. This course will be graded S/U.

OR

PHTH 656 FACULTY-DIRECTED RESEARCH III **1 semester hour**

Prerequisite: successful completion of the previous term or permission of the PT faculty.

This course is the third in a series of three research classes. Here students complete their research projects and make formal presentations, both oral and written, on their results. This is a directed study under the supervision of a faculty adviser and will be graded S/U.

PHTH 721 MUSCULOSKELETAL SYSTEM III ***2 semester hour***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This lecture/lab course is the third of three courses addressing patient client management as it relates to the musculoskeletal system. This course will be an applied and integrative course. The student will have previously completed all foundational concepts related the musculoskeletal evaluation and assessment. The course will focus on in-depth coverage of advanced topics. It will also focus on application utilizing case scenarios and clinical cases. The student will advance his/her evaluation skills through critical thinking and selecting, demonstrating, and completing all aspects of an evaluation including documentation.

PHTH 735 REHABILITATION TECHNOLOGY ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This lecture/lab course examines rehabilitation technologies such as seating and wheelchair systems, assistive devices and computer technology.

PHTH 723 MEDICAL DIAGNOSTICS ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This lecture course will cover basic operational principles and clinical applications of contemporary medical imaging techniques. The course will discuss methods of evaluation medical diagnostics as they relate to clinical physical therapy practice, especially as it relates to differential diagnosis related to all major body systems. Additionally, this course will discuss common laboratory tests and the applications of these test results to physical therapy practice.

PHTH 687 HEALTHCARE SYSTEMS ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
This lecture course is a study of global health care structures and systems as they relate to physical therapy. The learner will also explore international health care models, economic issues, payment structures and challenges within the global health care system.

PHTH 731 PHYSICAL THERAPY SEMINAR ***1 semester hour***

Prerequisite: successful completion of the previous term or permission of the PT faculty.
In this course the students reflect on their clinical affiliations and discuss a variety of topics related to professional practice. These topics may include difficult or complex patients, reimbursement issues, professional roles, professional development, delegation, risk management, consultation, health reform, managed care or other current topics. This course will also assist students in preparation for the National Physical Therapist Examination.

PHTH 728 CLINICAL EDUCATION III ***4 semester hours***

Prerequisite: successful completion of the previous DPT term or permission of the PT faculty
This is the third clinical education experience. It consists of an eight-week, full-time clinical affiliation under the supervision of a licensed physical therapist. Grading for this course is S/U.

Summer Semester, Third Year

PHTH 746 CLINICAL EDUCATION IV ***5 semester hours***

Prerequisite: successful completion of the previous DPT term or permission of the PT faculty
This is the fourth of four clinical education experiences. It includes a 10-week, full-time clinical affiliation under the supervision of a licensed physical therapist. Grading for this course is S/U.

Chapter IV:

Weekend PTA to DPT Bridge Curriculum

Philosophy of Education: Weekend PTA to DPT Bridge Curriculum

The Weekend PTA to DPT Bridge Curricular philosophy of education incorporates the following tenets:

1) *A balanced curriculum of liberal arts, basic sciences and clinical sciences is necessary to produce a well- rounded graduate.*

2) *A curricular emphasis on critical thinking and lifelong, self-directed learning is imperative for graduates to effectively function in the dynamic health care environment.*

3) *The environment for learning should be one that is mutually respectful, collaborative and supportive.*

4) *Students will be reflective practitioners who can think broadly and creatively.*

5) *The needs of the working, adult learner will be incorporated in the curriculum design and instructional strategies.*

6) *Collegial and close interaction with other health care professionals is needed to maximize the potential for collaboration in education, research and practice.*

7) *Academic and clinical faculty professional development activities are integral to provide exemplary instruction.*

Program Goals: Weekend PTA to DPT Bridge Curriculum

Upon completion of the Weekend PTA to DPT Bridge Curriculum at The University of Findlay, the graduate will be prepared to:

1) *Integrate theoretical foundations with clinical reasoning skills and build upon their experiences in order to engage in autonomous practice.*

2) *Practice as a generalist practitioner with the ability to practice in a variety of settings, geographical locations and roles.*

3) *Engage in self-motivated, lifelong learning.*

4) *Exhibit professional behaviors, which include ethical conduct, professionalism, critical thinking and problem solving, safe performance, self-development and effective communication.*

5) *Demonstrate an awareness of individual and cultural differences and psychosocial factors, which may affect human function and quality of life across the life span.*

6) *Use critical thinking and problem-solving skills in clinical practice and research.*

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Curricular Planning Bases: Weekend PTA to DPT Bridge Curriculum

Through the work of John Dewey, Hilda Taba and others, four major areas of concern, known as planning bases, for curriculum development have emerged. These include the learner, society, subject matter content, and teaching-learning theory (Wiles and Bondi, 1989, p. 9). Refer to Figure 1. Based on this body of knowledge, the following set of beliefs were defined by the faculty for each area of concern:

The Learner

- *Past learning and practice experiences provide a resource for future learning*
- *Should be actively engaged in all aspects of the teaching/learning process*
- *Desires and demonstrates a tendency toward self-directedness as he/she matures*
- *May be motivated intrinsically and/or extrinsically*
- *Will need to make a transition in terms of professional behavior from PTA to PT*

Society

- *Climate of rapid change in health care*
- *Technology and scientific knowledge are increasing at an exponential rate*
- *Will continue to demand effective and cost-efficient medical treatment*
- *Because of the above, collaboration and team work will be a dominant theme for the future practice of all professionals*
- *As professionals, physical therapists must function in a variety of roles in order to meet the needs of society*

Subject Matter Content

- *Balanced curriculum of liberal arts, basic sciences, foundational sciences, clinical sciences, and clinical education.*
- *Critical thinking and problem solving are essential for practice*
- *Theoretical foundations must be integrated with clinical reasoning skills*
- *Course content must emphasize the prevention & treatment of movement disorders across the lifespan*
- *Self-directed lifelong learning will be essential for future practice because of rapid changes in technology and scientific knowledge*
- *Professional behavior and socialization must be emphasized throughout the curriculum in order to assist students in making the transition from physical therapist assistant to physical therapist*

Teaching/Learning Theory

- *Subscribe to the four assumptions of andragogy (Knowles,1980, pp. 43-44)*
- *Adults both desire and enact a tendency toward self-directedness as they mature, though they may be dependent in certain situations.*
- *Adults' experiences are a rich resource for learning. Adults learn more effectively through experiential techniques of education such as discussion or problem-solving.*
- *Adults are aware of specific learning needs generated by real life tasks or problems. Adult education programs, therefore, should be organized around "life application" categories and sequenced according to learners' readiness to learn.*

- *Adults are competency based learners in that they wish to apply newly acquired skills or knowledge to their immediate circumstances.*
- *Adults are, therefore, "performance centered" in their orientation to learning.*
- *Supportive environment (vs. competitive)*
- *Experiential/participatory learning is stressed*

Conceptual Framework: Weekend PTA to DPT Bridge Curriculum

- *Based on the mission, philosophy, goals and objectives of the Weekend PTA to DPT Bridge Curriculum at The University of Findlay*
- *Reflects the faculty's beliefs regarding the learner, society, subject matter content and teaching-learning theory*
- *Serves as a unifying model for admissions, course work, assessment and feedback*

PTA Program Curriculum and Practice Experience

All students entering the Weekend PTA to DPT Bridge Curriculum at The University of Findlay must have a baccalaureate degree from an accredited, four-year institution and an associate degree from an accredited physical therapist assistant program. They must also have practiced as a PTA for a minimum of one year. This curricular and practice experience serves as the initial foundation for the professional program offered at The University of Findlay. In addition, students must successfully complete the course, Competencies in Physical Therapy, in order to ensure that they possess the necessary fundamental skills required for completion of the physical therapy program course content and objectives.

Basic Science and Liberal Arts Foundation

The faculty believes that a foundation in the basic sciences and liberal arts is an essential component of physical therapy education. In support of this, students are required to complete a baccalaureate degree in addition to their physical therapist assistant curriculum before entering the Weekend PTA to DPT Bridge Curriculum at The University of Findlay. They must also complete prerequisites in math, anatomy and physiology, chemistry, and physics.

Content Areas of Physical Therapy

The content areas of physical therapy are organized according to four principles. These are foundational science, physical therapy practice, clinical education, and the roles of the physical therapist.

Foundational Sciences

The base provided by the basic science prerequisites is further strengthened through courses in foundational sciences that are closely linked to the practice of physical therapy. These courses include Anatomy I and II, Functional Anatomy/Biomechanics, Neuroscience, Exercise Physiology, Motor Control, Pathology, Psychosocial Considerations, Pharmacology, and Lifespan Development.

Clinical Science

Physical therapy practice defines content area directly related to patient care. This content is organized according to three guiding principles.

*The **first** is physical therapy diagnosis. Students receive a grounding in physical therapy examination, evaluation, and diagnosis in the courses Pathology and Elements of Physical Therapy Practice I and II.*

*The **second** guiding principle is body systems. Students take courses in which they apply knowledge of examination, evaluation, diagnosis, and intervention to patients with musculoskeletal, neuromuscular, integumentary, and cardiopulmonary disorders. These courses include Musculoskeletal I, II and III, Medical Diagnostics, Neurotherapeutics I and II, Integumentary, and Cardiopulmonary Physical Therapy.*

*The **final** guiding principle is practice adjuncts. Practice adjuncts are defined as those areas of physical therapy used across body systems to augment the accomplishment of physical therapy goals. The courses Exercise in Physical Therapy, Physical Agents, Community Health and Wellness, and Rehabilitation Technology, Orthotics and Prosthetics are organized according to this principle. Please refer to Figure 4 for a graphic representation of the relationship between these three guiding principles.*

Clinical Education

The clinical education includes both integrated clinical assignments and the practicum course sequence. Integrated clinical assignments are intended to assist the student with understanding the academic course work in the clinical setting. For example, the assignments may include observation of treatment/evaluation techniques, chart reviews, and data gathering. The student is to obtain client consent and to maintain confidentiality of all cases. All clinical experiences are integrated with the academic portion of the curriculum.

In the Weekend PTA to DPT Bridge Program, three full-time clinical education experiences are required with one integrated between the second and third year and two at the end of the student's academic course work. The first two experiences are eight weeks in length and the final one is ten weeks long. Experiences in inpatient (neuromuscular, cardiopulmonary, and integumentary emphasis) and outpatient (musculoskeletal emphasis) settings are obligatory. In addition, the student has the opportunity to continue with a general experience or to specialize in an area of their choice for the final clinical experience.

Physical Therapist Roles

As stated in the program's philosophy statement, physical therapists may be called on to function in a variety of roles. As such, they must demonstrate leadership in education, scholarly activity, and practice throughout the domain of physical therapy. Classes such as Management in a Changing Health Care Environment, Education in Physical Therapy, Professional Issues, PT Seminar, Health Care Systems, and the research course series are organized according to this principle.

Cornerstones: Weekend PTA to DPT Bridge Curriculum

The four cornerstones of the program's conceptual framework are the /ICF enablement mode and the Nagi disablement model l, praxis, leadership, and lifelong learning. These cornerstones exemplify the unique features of the Weekend PTA to DPT Bridge Curriculum at The University of Findlay.

ICF Model of Enablement/ Nagi Principles of Disablement

The faculty believes that Nagi's model of disablement is still widely used throughout the clinical community. Previously it was an ideal framework for defining the domain of physical therapy practice and a focus for physical therapy education. However, the faculty also believe that the World Health Organization's International Classification of Functioning, Disability, and Health (ICF) is a model of enablement and participation that will facilitate research, evidenced based practice and communication across disciplines and across the world. (Hurst 2003,Jette 2006, Veitch 2009, Martinuzzi 2010) Therefore, they have both been made an integral part of the program's mission and philosophy and integrated throughout our curriculum.

Praxis

Brookfield defined praxis as "alternating and continuous engagements by teachers and learners in exploration, action, and reflection" (p. 15) and noted that this notion is central to adult learning. As such, the Weekend PTA to DPT Bridge Curriculum emphasizes the exploration of new knowledge, skills, and values within the context of learners' past experiences, present interests and needs, and future goals.

Leadership

Practitioners of today perform multiple tasks and participate in a variety of interpersonal, informational, or decisional roles. This endeavor requires leadership skills and the acceptance of responsibility for the growth of the physical therapy profession and the health of the client it serves. The curriculum is designed to challenge our students to adopt this style of practice.

Lifelong Learning

Rapid expansion of technology and knowledge requires lifelong learning skills for all practitioners. Adaptability and responsiveness to demands and changes in clinical practice depends on a wide range of professional skills and knowledge. In support of this belief, the curriculum is designed to assist in the progressive development of self-directed lifelong learning skills.

Cross Curricular Content

The areas of critical analysis and problem solving, professionalism, and a lifespan approach to treatment and prevention are emphasized across the curriculum.

Critical Analysis and Problem Solving

The physical therapy faculty at The University of Findlay developed a definition of critical thinking for use throughout the curriculum. This definition states that physical therapy graduates from The University of Findlay should be able to use a purposeful, self-regulatory process that includes interpretation, analysis, evaluation, and inference, and be able to explain the evidential, conceptual, methodological, criteriological, or contextual considerations on which judgments are based. Critical analysis and problem solving are formally introduced in Research I. This course is offered in the first term of the curriculum. This initial content is then reinforced and built upon throughout the curriculum through the use of teaching and evaluation techniques such as literature critiques, problem-based case studies, analysis of guest lecturers and instructors and evaluation of physical therapy equipment. The process of critical analysis is also continued through the program's research course sequence. In addition, critical thinking is a component of all lab practical examinations. Please see Appendix B: Critical Thinking Outcome *for the*

complete critical thinking definition and a copy of the scoring rubric to be used for laboratory examinations.

Professionalism

*Professionalism is formally introduced during the initial student orientation. Then, a format for assessing professional behavior and core values occurs through a professional development plan (*Appendix A: PDP Advisor's Form*) introduced in P.T Competencies in the first term of the program and further developed throughout the entire curriculum. The theme of professionalism is then reinforced throughout the curriculum through activities such as reflective clinical observation assignments, check sheets, lab practical examinations, written papers, oral presentations, and clinical education.*

The program expects DPT students to develop and demonstrate 10 professional behaviors important to the practice of physical therapy. These are adopted from the work of Warren May, PT, and colleagues. "In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession" (Alverno College Faculty, Assessment at Alverno, 1979). The identified repertoire of behaviors that constitute professional behavior reflect the values of any given profession and, at the same time, cross disciplinary lines (May et. al., 1991). Visualizing cognitive knowledge, psychomotor skills and a repertoire of behaviors as the legs of a three-legged stool serves to emphasize the importance of each. Remove one leg and the stool loses its stability and makes it very difficult to support professional growth, development, and ultimately, professional success (May et. al., Opportunity Favors the Prepared: A Guide to Facilitating the Development of Professional Behavior, 2002). See Appendix C- Professional Behaviors

Lifespan

Finally, all courses that focus on any aspect of physical therapy examination and intervention emphasize a lifespan approach. The psychosocial and motor concepts related to lifespan development are introduced in the first year in the course, Lifespan Development. Subsequent courses then relate issues across the lifespan to the course content. For example, in Elements of PT Practice I, students are introduced to basic examination methodologies such as posture.

Outcome

The final outcome of the conceptual framework for the Weekend PTA to DPT Bridge Curriculum is a generalist practitioner who is able to effectively practice in a dynamic health care environment. Please refer to Figure 4 for a graphic representation of the curriculum's conceptual framework.

Student Responsibilities

The faculty of the DPT Program believes it is our responsibility to 1) establish assessment tools relevant to didactic and clinical education performance within the scope of practice for a physical therapist, 2) evaluate student performance consistently and fairly, and 3) provide feedback and guidance to the students regarding their performance. In turn, an equal or greater responsibility is placed on the students for their own learning through self-study, reflection, research, and presentation. The students are also responsible for making choices and accepting the consequences of those choices.

Attention and active participation are required in all sessions. Each student is expected to prepare for the lecture and lab session by reading the required materials prior to that session. Any student having particular difficulty with material presented in this course should seek direction and/or assistance from the instructor or laboratory assistants as soon as the difficulty is perceived. Each student is expected to act according to the guidelines of Professionalism and Professional Behaviors set forth in this Student Manual.

Approach to Learning/Instruction: Weekend PTA to DPT Bridge Curriculum

Our approach to learning/instruction is based on Knowles' andragogy (art and science of helping adults learn) versus pedagogy (education of children). The emphasis for the student is one of autonomy, trust, active cooperation, participation and self-directed learning. Their experiences will be resources for learning and experiential, participatory learning will be stressed.

The teacher/educator is that of a mentor who assists, helps, guides, encourages, consults, facilitates, and is a resource for the student. The learning environment will be supportive, cooperative rather than competitive, informal and formal, and respectful of the student.

The instruction will be based on the following principles:

1. *Learning objectives will be outlined.*
2. *The learning tasks will be analyzed and the material sequenced in a logical progression.*
3. *The entry behavior will be assessed as appropriate in order to determine the information the students already know.*
4. *The students will play an integral role in planning and evaluating the learning process.*

The student's intrinsic motivation for learning is generally based upon core values, which direct their expression of needs, interests, and satisfaction. As a student matures, his/her readiness to learn becomes increasingly oriented towards developmental tasks. The relevance of an activity will depend in part upon the current social roles, which a student must fulfill.

One of the student's extrinsic motivations for learning includes the goal of acquiring adequate knowledge through the education process in order to become an entry-level therapist.

The adult student's desire for immediate application of their knowledge will be satisfied through an emphasis on experiential learning. To support this, problem solving activities, fieldwork experiences and small group interactions will be stressed throughout the curriculum.

In summary "The student as center of the experience, the teacher as facilitator, the notion of learning as

a personal, internal process, and the value of group activities all lead to the ultimate goal of humanistic education - the fully developed person" (Elias, 1980).

Elias, J. L., Merriam, S. (1980). Philosophical Foundations of Adult Education. Malabar, Florida: Robert E. Kreiger Publishing Co..

Figure 4.1: PT Program Conceptual Framework diagram

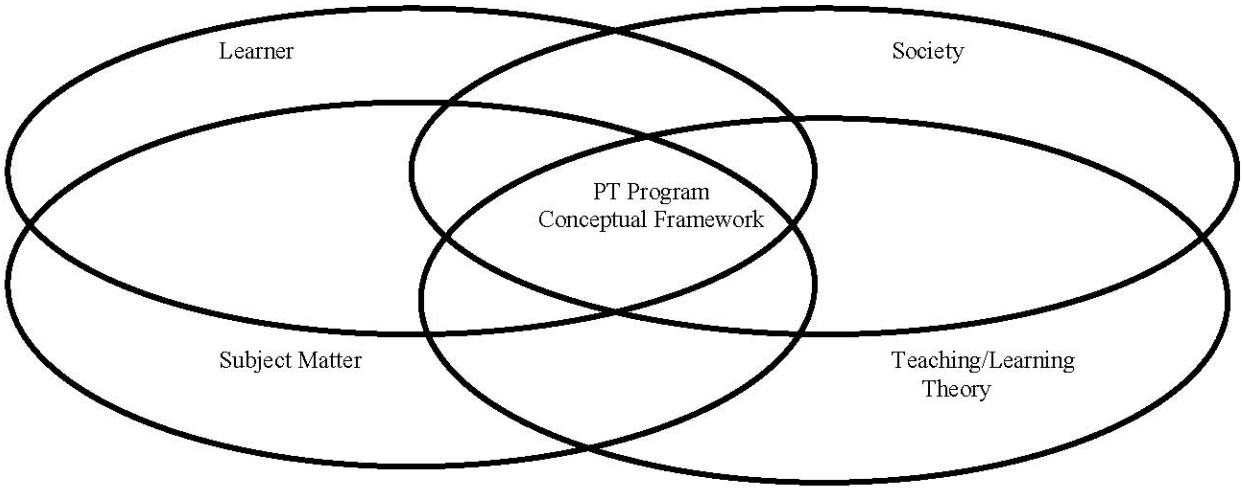


Figure 4.2 Weekend PTA To DPT Bridge Program Guiding Principles

Key
EOP1= Elements of PT Practice I
EOP2= Elements of PT Practice. II
O1 = Musculoskeletal I
O2 = Musculoskeletal II
O3 = Musculoskeletal III
N1 = Neurotherapeutics I
N2 = Neurotherapeutics II

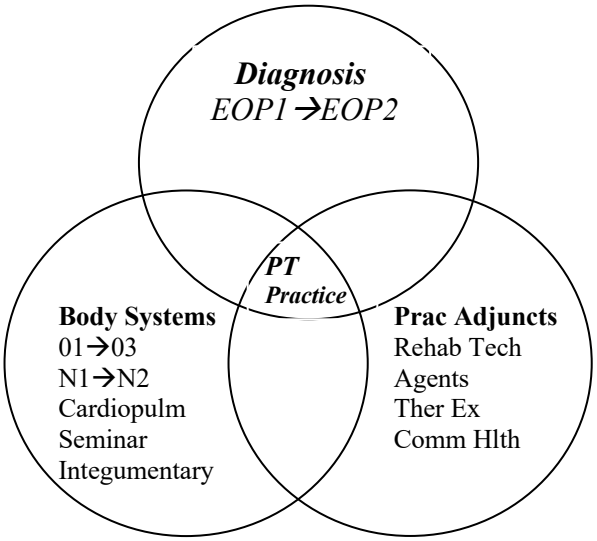
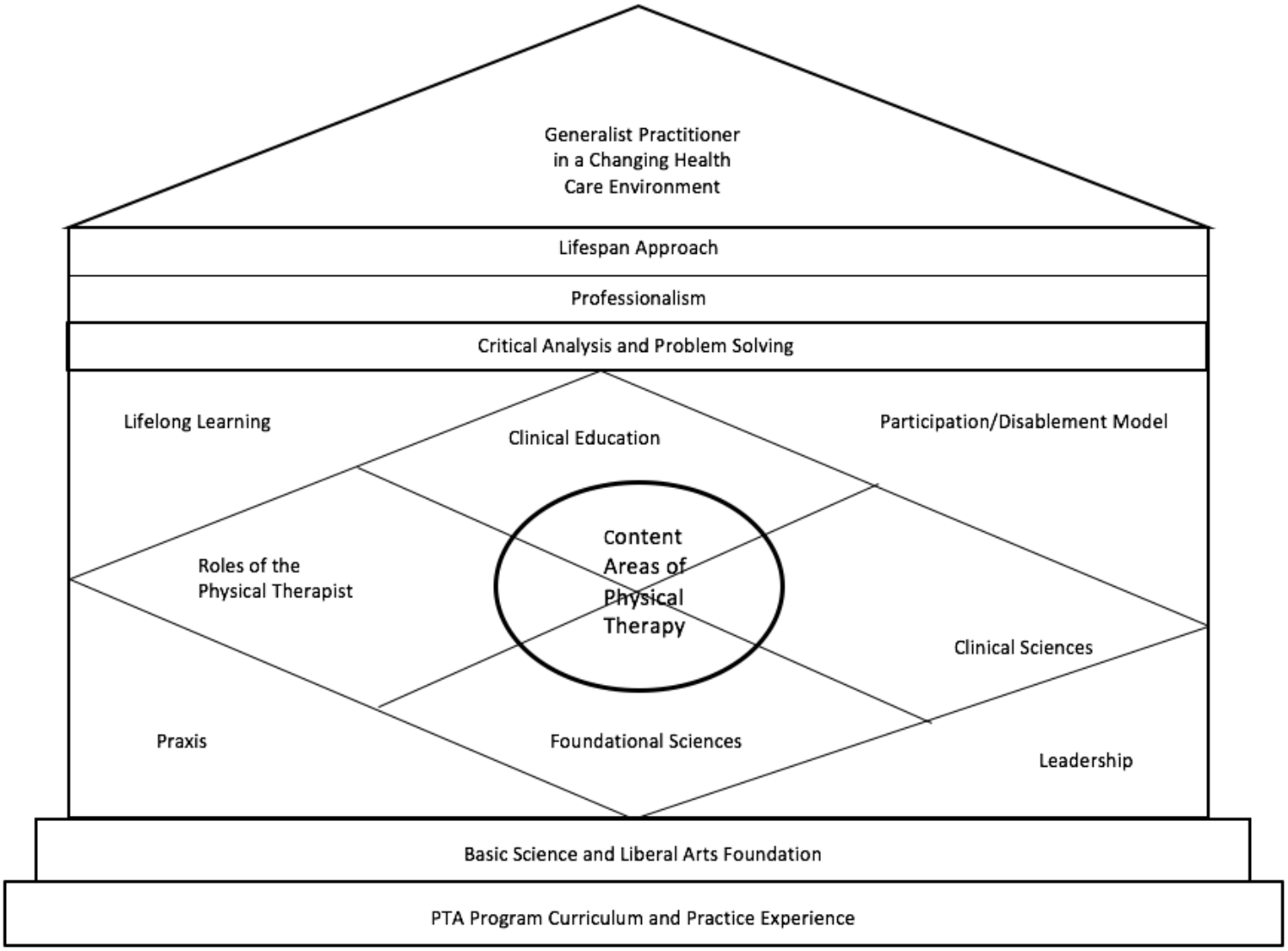


Figure 4.3 Weekend PTA to DPT Bridge Curriculum Conceptual Framework



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Weekend PTA to DPT Bridge Program Curricular Sequence Cohort of 2022

- Weekend PTA to DPT Bridge Program Curricular Sequence

First Year (Winter)	*Credit Hours*	First Year (Spring)	*Credit Hours*	First Year (Summer) 2019	*Credit Hours*	First Year (Fall) 2019	*Credit Hours*
PHTH 564 Anatomy I	3	PHTH 563 Foun. In Neurosci.	5	PHTH 528 Pathology	4	PHTH 557 Functional Anat/Bio	4
PHTH 504 Comp. in PT	1	PHTH 523 Research	3	PHTH 545 Lifespan	3	PHTH 551 Elem. of PT Prac. I	3
PHTH 514 Ex. Physiology	3	PHTH 565 Anatomy II	3	PHTH 549 Pharmacology	2	PHTH 560 Musculoskeletal I	5
						PHTH 643 Motor Control	2
						PHTH 644 ICE	.5
Total	**7**	**Total**	**11**	**Total**	**9**	**Total**	**14.5**
Second Year (Winter)	*Credit Hours*	**Second Year (Spring)**	*Credit Hours*	**Second Year (Summer) 2020**	*Credit Hours*	**Second Year (Fall)**	*Credit Hours*
PHTH 532 Princ. of Ther. Ex.	3	PHTH 604 Neurotherapeutics II	4	PHTH 675 Comm. Health	2	PHTH 687 Health Care Systems	2
PHTH 561 Elem. of PT Prac. II	3	PHTH 669 Agents & Modalities	3	PHTH 507 Manage. in Chang.	3	PHTH 671 Integumentary	2
PHTH 602 Neurotherapeutics I	3	PHTH 723 Medical Diagnostics	2			PHTH 646 Rehab Technology	3
PHTH 660 Musculoskeletal II	4	PHTH 505 Professional Issues	3	PHTH 573 Education in PT	2	PHTH 656 FDR III *or*	1
PHTH 616 FDR I *or* PHTH 628 Case Report I	1	PHTH 636 FDR II *or* PHTH 648 Case Reports II	1			PHTH 658 Case Report III	
						PHTH 644 ICE	.5
Total	**14**	**Total**	**13**	**Total**	**7**	**Total**	**8.5**
Third Year (Winter). 2	*Credit Hours*	**Third Year (Spring).**	*Credit Hours*	**Third Year (Summer) 2021**	*Credit Hours*	**Third Year (Fall)**	*Credit Hours*
PHTH 681 Musculoskeletal III	2	PHTH 720 Clinical Ed I	5	PHTH 726 Clinical Ed II	5	PHTH 730 Clinical Ed III	5
PHTH 739 Select Topics in PT or PHTH 740 Select Topics in PT with lab	3	PHTH 732 Physical Therapy Forum I	.5	PHTH 733 Physical Therapy Forum II	.5		
PHTH 640 Cardiopulm System	3						
Total	**8**	**Total**	**5.5**	**Total**	**5.5**	**Total**	**5**
						Graduate Hours Earned	**108**

Course Descriptions: Weekend PTA to DPT Bridge Curriculum

Winter Term, First Year

PHTH 504 COMPETENCIES IN PHYSICAL THERAPY 1 semester hour

Prerequisite: admission to the Physical Therapy program
This lecture course focuses on instruction in fundamental skills and assessment of students' entering competency level relative to range of motion assessment, functional training and assessment of vital signs. Grading for this course is S/U.

PHTH 514 EXERCISE PHYSIOLOGY FOR THE PHYSICAL THERAPIST 3 semester hours

Prerequisite: admission to the Physical Therapy program
This lecture/lab course will provide an in-depth study of the principles of exercise physiology of the normal individual across the lifespan, as well as consider how these change when pathology is present.

PHTH 564 ANATOMY I 3 semester hours

This lecture/lab course consists of an in-depth study of the trunk, lower and upper extremity musculoskeletal and peripheral nervous systems of the human body as it relates to function. Viscera of the cardiopulmonary system will also be covered. Surface anatomy will be incorporated throughout the course. Material will be presented in lecture/lab format with the use of human cadaver and osteological models.

Spring Term, First Year

PHTH 563 FOUNDATIONS IN NEUROSCIENCE 5 semester hours

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture/lab course represents an in-depth study of nervous system anatomy and physiology. It also includes pathology, clinical syndromes, plasticity and development of the nervous system. Concepts of sensory-motor integration and motor and postural control are considered. Emphasis is placed on application of neuroscience information to physical therapy practice.

PHTH 523 RESEARCH 3 semester hours

Prerequisite: Successful completion of first term in the WEC PTA to PT Bridge Physical Therapy Program
This lecture course is an introduction to the research process. Areas to be addressed include information searching, analysis of research literature, epidemiology, hypotheses, research design and an introduction to measurement theory. It also focuses on statistical analyses and composition of components in the research process central to case report or faculty-directed research project.

PHTH 565 ANATOMY II 3 semester hours

This lecture/lab course consists of an in-depth study of the viscera of the abdomen, pelvic cavity, perineum, and neck. The anatomy of the head will also be covered, including the distribution and functions of cranial nerves. Surface anatomy will be incorporated throughout the course. Material will be presented in lecture/lab format with the use of human cadaver and osteological models.

Summer Term, First Year

PHTH 528 PATHOLOGY ***4 semester hours***

Prerequisite: satisfactory completion of Term II of the WEC Physical Therapy program
This lecture course is a study of body system impairments from disease, injury or congenital abnormalities that relate to movement dysfunction and physical therapy. Systems review and consideration of those signs and symptoms that may require consultation with or referral to another health care provider are also included.

PHTH 545 LIFESPAN DEVELOPMENT AND PHYSICAL THERAPY ***3 semester hours***

Prerequisite: admission into the Physical Therapy program
This lecture course is the study of normal development throughout the lifespan. Functional movement and implications for the physical therapist are stressed.

PHTH 549 PHARMACOLOGY ***2 semester hours***

Prerequisites: admission to a health professions program
This lecture course will cover medications commonly encountered in the practice of physical medicine. It will include categories of drugs, generic and trade names of common drugs, the use, effects and precautions of common drugs and drug-drug interactions and pharmacokinetic principles. It will also focus on how various drugs affect the patient response to activity, exercise and other therapeutic interventions.

Fall Term, First Year

PHTH 557 FUNCTIONAL ANATOMY AND BIOMECHANICS ***4 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture/lab course is a study of functional anatomy and biomechanical principles as applied to human movement. This course examines surface anatomy and the functions of the musculoskeletal and peripheral nervous system as they relate to movement. Analysis of movement, gait, functional activities and posture is also incorporated.

PHTH 560 MUSCULOSKELETAL I ***5 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture/lab course covers the screening, examination, evaluation, diagnosis, prognosis and physical therapy interventions for selected conditions, which may cause impairments and functional limitations in the spine.

PHTH 551 ELEMENTS OF PHYSICAL THERAPY PRACTICE I ***3 semester hours***

Prerequisite: admission into the Physical Therapy program
This lecture/lab course will introduce the student to selected examination and evaluation procedures. Specific tests and measures are presented as well as practiced in a laboratory format.

PHTH 643 MOTOR CONTROL ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture course involves an in-depth examination of motor control. Factors considered include the role of neural and musculoskeletal systems, sensation, perception, cognition, task and environment in the production of human movement. Also addressed are theories of motor control, neuroplasticity and principles of motor learning.

Winter Term, Second Year

PHTH 532 PRINCIPLES OF THERAPEUTIC EXERCISE ***3 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture/lab course covers the basic principles of therapeutic exercise for musculoskeletal pathologies and movement dysfunctions.

PHTH 602 NEUROTHERAPEUTICS I ***3 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture/lab course is a study of common neurological treatment approaches, including neurodevelopmental treatment (NDT), proprioceptive neuromuscular facilitator (PNF), Brunnstrom, Rood and motor control/motor learning theory. It also focuses on body structure and function impairments, activity limitations, participation

restrictions and associated orthopedic and neurological diagnoses which may be addressed or alleviated by these approaches.

PHTH 561 ELEMENTS OF PHYSICAL THERAPY PRACTICE II 3 semester hours

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture/lab course is a continuation of PHTH 551 with additional instruction in tests and measures that are used in the examination and evaluation process. Specific tests and measures are presented and practiced in a laboratory format.

PHTH 616 FACULTY-DIRECTED RESEARCH I 1 semester hour

Prerequisite: Successful completion of the previous term or permission from the PT faculty
This course is the first in a series of three research classes. Focus is on literature review, research design, methodology and data collection. This is a directed study under the supervision of a faculty adviser and will be graded S/U.

OR

PHTH 628 CASE REPORTS I 1 semester hour

Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is the first in a series of three case report classes. The focus is on case selection, literature review and completion of necessary approval processes both internal and external to the institution. This course will be graded S/U.

PHTH 660 MUSCULOSKELETAL II 4 semester hours

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture/lab course covers the screening, examination, evaluation, diagnosis, prognosis, and physical therapy interventions for selected conditions, which may cause body structure and function impairments, activity limitations and participation restriction of the extremities.

Spring Term, Second Year

PHTH 505 PROFESSIONAL ISSUES 3 semester hours

Prerequisite: admission to a health professions program
This lecture course provides an overview of issues related to practice for the health professional. It includes safe and ethical practice, legal and professional standards, ethical issues in the health professions, professional organizations and roles and responsibilities of the health professional.

PHTH 604 NEUROTHERAPEUTICS II 4 semester hours

Prerequisite: successful completion of the previous term or permission of the PT faculty
In this lecture/lab course the student acquires the knowledge and selected skills necessary to solve selected neuromuscular problems. The assessment and treatment processes are presented for clients of any age with neuromuscular practice patterns.

PHTH 669 AGENTS AND MODALITIES 3 semester hours

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture/lab course covers physical agents, electrotherapeutic modalities and mechanical modalities. It includes theoretical concepts, rationale for use, effects, indications and contraindications for each agent or modality. There will be supervised laboratory practice to ensure the student learns the safe and efficient use of each agent or modality.

PHTH 723 MEDICAL DIAGNOSTICS 2 semester hours

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture course will cover basic operational principles and clinical applications of contemporary medical imaging techniques. The course will discuss methods of evaluation medical diagnostics as they relate to clinical physical therapy practice, especially as it relates to differential diagnosis related to all major body systems. Additionally, this course will discuss common laboratory tests and the applications of these test results to physical therapy practice.

PHTH 648 CASE REPORT II ***1 semester hour***

Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is the second in a series of three case report classes. Focus is on progressive development of the written case report with completion of the case description. This course will be graded S/U.

OR

PHTH 636 FACULTY-DIRECTED RESEARCH II ***1 semester hour***

Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is the second in a series of three research classes. The focus here is on the data analysis, results and discussion sections of the research paper. This is a directed study under the supervision of a faculty adviser and will be graded S/U.

Summer Term Second Year

PHTH 675 COMMUNITY HEALTH ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture course covers wellness, health, prevention and maintenance of fitness, community health needs, community resources and community service.

PHTH 573 EDUCATION IN PHYSICAL THERAPY ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture course emphasizes teaching and learning theories and principles, learning styles and collaborative learning as well as how to give and receive constructive feedback of education experiences.

PHTH 507 MANAGEMENT IN A CHANGING HEALTH-CARE ENVIRONMENT ***3 semester hours***

Prerequisite: admission to a health professions program
This lecture course provides an overview of the health care managerial and supervisory principles for the rehabilitative professional.

Fall Term, Second Year

PHTH 671 INTEGUMENTARY ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture/lab course involves an in-depth study of the body structure and function impairments, activity limitations and participation restrictions related to the integumentary system. The emphasis is evaluation and treatment of those conditions affecting the normal function of the integumentary system that result in pathologies that lead to disabilities.

PHTH 640 CARDIOPULMONARY PHYSICAL THERAPY ***3 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture/lab course covers the screening, examination, evaluation, diagnosis, prognosis and physical therapy intervention for conditions affecting the cardiovascular and pulmonary systems which may result in body structure and function impairments, activity limitations and participation restrictions.

PHTH 687 HEALTH CARE SYSTEMS ***2 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture course is a study of global health care structures and systems as they relate to physical therapy. The learner will also explore international health care models, economic issues, payment structures and challenges within the global health care system.

PHTH 739 SELECTED TOPICS IN PHYSICAL THERAPY ***3 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty
This is a flexible elective given as a regular offering or independent study. It is an opportunity for students to engage in an in-depth exploration of an advanced topic or topics in physical therapy. Course is repeatable.

Or

PHTH 740 SELECTED TOPICS IN PHYSICAL THERAPY WITH LAB 3 semester hours

Prerequisite: Successful completion of the previous term or permission of the PT faculty
This is a flexible elective including a lab component given as a regular offering or independent study. It is an opportunity for students to engage in an in-depth exploration of an advanced topic or topics in physical therapy. Course is repeatable.

PHTH 658 CASE REPORT III 1 semester hour

Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is the third in a series of three case report classes. The focus is on case outcomes, writing the research paper and presentation of findings. This course will be graded S/U.

OR

PHTH 656 FACULTY-DIRECTED RESEARCH III 1 semester hour

Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is the third in a series of three research classes. Here students complete their research projects and make formal presentations, both oral and written, on their results. This is a directed study under the supervision of a faculty adviser and will be graded S/U.

Winter Term, Third Year

PHTH 681 MUSCULOSKELETAL III 2 semester hours

Prerequisite: successful completion of the previous term or permission of the PT faculty
This lecture/lab course covers the screening, examination, evaluation, diagnosis, prognosis and physical therapy interventions for selected conditions, which may cause body structure and function impairments, activity functional limitations and participation restrictions in the spine and extremities.

PHTH 646 REHABILITATION TECHNOLOGY, ORTHOTICS AND PROSTHETICS 3 semester hours

Prerequisite: successful completion of the previous term or permission of the PT faculty
In this lecture/lab course, the student acquires the knowledge base and selected skills necessary for the management of orthotics, prosthetics, wheelchair-seating systems, environmental control devices, driver simulators, communication devices, assistive devices and other adaptive equipment. The assessment and treatment processes are presented for clients of any age with specific rehabilitation technology needs.

Spring Term, Third Year

PHTH 720 CLINICAL EDUCATION I, INPATIENT 5 semester hours

Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is a full-time, eight-week clinical experience supervised by a licensed physical therapist in an inpatient setting with emphasis on integumentary, cardiopulmonary and neuromuscular practice patterns. It is designed to provide students with the opportunity to analyze and synthesize current knowledge and experience with clinical practice. In addition, experience with education, management and research is provided, as available. This course will be graded S/U.

PHTH 732 PHYSICAL THERAPY FORUM I 0.5 semester hours

In this course the students reflect on their clinical affiliations and discuss a variety of topics related to professional practice. These topics may include management of difficult or complex patients, reimbursement issues, professional roles, professional development, delegation, risk management, consultation, health reform, managed care or other current topics.

Summer Term, Third Year

PHTH 726 CLINICAL EDUCATION II, OUTPATIENT ***5 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is a full-time, eight-week clinical experience supervised by a licensed physical therapist in an outpatient setting with emphasis on musculoskeletal practice patterns. It is designed to provide students with the opportunity to analyze and synthesize current knowledge and experience with clinical practice. In addition, experience with education, management and research is provided, as available. This course will be graded S/U.

PHTH 733 PHYSICAL THERAPY FORUM II ***0.5 semester hours***

In this course the students reflect on their clinical affiliations and discuss a variety of topics related to professional practice. This course will also assist students in preparation for the National Physical Therapist Examination. This is the second course in a two-part course series.

Fall Term, Third Year

PHTH 730 CLINICAL EDUCATION III, SPECIALITY ***5 semester hours***

Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is a full-time, 10-week clinical experience supervised by a licensed physical therapist in a specialty setting chosen by the student (e.g., school system, mental retardation and developmental disabilities (MRDD) facility, sports medicine clinic, skilled nursing facility (SNF), home health agency). It is designed to provide students with the opportunity to analyze and synthesize current knowledge and experience with clinical practice. In addition, experience with education, management and research is provided, as available. This course will be graded S/U.

Please note the FDR/Case Report Series will be scheduled at the discretion of the Instructor.

Chapter V: Academic Policies and Procedures

Academic Advising

Policy:

The University of Findlay is committed to personalized academic advising and the delivery of an effective orientation, counseling and support network for each student. As such, the physical therapy program is dedicated to providing effective individualized academic advising.

Procedure:

1. After a student has been accepted into the physical therapy program, he/she will be assigned a faculty advisor. If the student was advised during the pre-professional program by a physical therapy faculty member, efforts will be made to maintain continuity by assigning the same advisor for the professional program.
2. Students will be notified of their advisor assignment during orientation prior to beginning the professional program.
3. Faculty advisors will meet with each student during the first term of enrollment in the physical therapy program. Starfish software will be utilized as a communication tool regarding student progress during the program and will allow course instructors to notify the student and advisor of concerns with student performance.
4. Faculty and advisees will meet and review the student's Core Values self-assessment and Professional Development Plan (Appendix A: PDP Adviser's Form) once per year. This is done through Taskstream on Canvas.
5. Each student is also responsible for seeking academic advisement as needed.
6. Faculty advisors are required to keep posted office hours and be available at additional times by appointment.
7. Should students wish to change faculty advisors, they must submit a written request to the Office of the Registrar. The appropriate forms may be obtained from the Office of the Registrar webpage.

Academic Misconduct

Policy:

As stated previously, students are expected to abide by the code of ethics and standards of practice established by the APTA and the program guidelines for professional and ethical academic conduct. Unethical academic conduct includes but is not limited to:

1. Receiving credit for any work that is not one's own.
2. Offering information to another student during an exam that is intended to be completed individually.
3. Receiving information from another student during an exam that is intended to be completed individually.
4. Using cheat sheets, class notes, textbooks, cell phones, laptops or previous exams during an exam when use of these has not been authorized by the instructor.
5. Plagiarism, which is defined as using someone else's work without giving proper credit.
6. Selling, lending or giving away to any unauthorized person any questions of, or answers to a quiz or exam if these are not publicly available to all students.
7. Failure to uphold the ethical principles of ones' respective professional organization or the University.

Procedure:

1. Students and faculty are referred to the UF Academic Integrity policy on the UF website. http://catalog.findlay.edu/current/Graduate-Catalog/University-Policies/Academic-Dishonesty for policy and procedures regarding academic misconduct or lapses in academic integrity.
2. When, in the opinion of a faculty member, a student is guilty of academic misconduct, the faculty member must first notify the student(s) involved, the Program Chair and the Associate Chair of his/her intent to take action as well as contact and consult with the designated COHP college delegate from the Graduate Student Academic Standards Committee or their delegate.
3. When a student is guilty of academic dishonesty to a degree which merits a grade of "F", the student will not be permitted to withdraw from the course.

Admissions Maximum Class Size Policy

In order to assure the continued quality of The University of Findlay Doctor of Physical Therapy Programs, maximum class size must be assured. This is done in several ways.

Traditional Doctor of Physical Therapy Program:
* Maximum Class Size is 36 students
* No greater than 16 qualified applicants are offered Early Assurance spots each fall.
* When determining how many students to accept from each year's application pool, the calculation consists of:

36 minus the # of Early Assurance students who qualify and are planning to matriculate into the graduate program the following fall minus the # of deferrals from the previous application pool minus the # of students possibly returning from the previous cohort = number accepted from qualifying application pool

Weekend PTA to DPT Bridge Program
** Maximum Class Size is 36 students*
** When determining how many students to accept from each year's application pool, the calculation consists of:*

36 minus the # of students possibly returning from the previous cohort minus the # of deferrals from the previous application pool = number accepted from qualifying application pool

Americans with Disabilities Act

Policy:

Program Technical Standards and Essential Functions that address required abilities for the PT program are located in Appendix D-Technical Standards and Essential Functions. Students with conditions that may limit the student's ability to successfully perform the Program Essential Functions are entitled to request reasonable accommodation within both the academic and clinical/fieldwork portions of the program.

Procedure:

If you are a student with a disability, it is your responsibility to register with the Office of Accommodation and Inclusion and contact your instructor at least two weeks prior to a

needed service so reasonable accommodations can be made. In addition, students with disabilities, which may impact clinical performance are encouraged to contact the Director of Clinical Education, as soon as possible. This notification will facilitate the provision of appropriate accommodations and opportunities for meaningful participation in clinical education.

Extended time for examinations does not guarantee granting of extended time on lab practical examinations. Please discuss your needs with the Office of Accommodation and Inclusion as extra time on a practical is a different request than increased time on a written test due to the clinical skills necessary in physical therapy practice and this will be decided on case-by-case circumstances.

Appeal Process

Decisions made by the Physical Therapy Faculty are final. However, students do have the right to appeal to the Graduate Student Academic Standards Committee with directions available for this process at http://catalog.findlay.edu/current/Graduate-Catalog/Appeals-Records-and-Concerns

APTA Membership Policy

Policy:

The American Physical Therapy Association (APTA) is a community of more than 90,000 physical therapists, physical therapist assistants, and students who care about the future of physical therapy (APTA, 2016). Student membership in the APTA will be a valuable resource as you matriculate throughout the DPT program. It is a requirement that students obtain an APTA membership for use in the first semester and maintain it throughout the DPT program.

Many of the courses in the DPT program will require students to access the APTA website for using the Guide to PT Practice, completing literature searches in research projects, and for various course assignments throughout the curriculum. In addition, there are student membership benefits which include: Insurance benefits, employment resources, evidence/research publications, and news/involvement opportunities.

To sign up for APTA membership, search the APTA website: www.apta.org and download the student enrollment application. The program or associate chair will sign it to verify your enrollment so that you can obtain the student rate.

Attendance

Policy:

In order to maintain the integrity of each student's academic experience, all students are required to be in attendance at each class session throughout the professional curriculum. All absences will be considered unexcused. Exceptions will only be considered if the following procedures are followed. Students who do not follow the procedures below for emergent or non-emergent absences may be subject to dismissal from the program.

Emergent Absences

Procedure:

1. The student must make a reasonable effort to notify the Associate Program Chair, their academic advisor, and the course instructor(s) prior to any absence.
2. If contact prior to the absence is not possible, the student is responsible for notifying the Associate Program Chair immediately following the absence.
3. Faculty will document any absences via Starfish.
4. Students will be required to provide written evidence to the Associate Program Chair of any emergent circumstances.
5. Within one week of the absence, the student must get approval of the course instructor for a plan to make up any missed coursework.
6. Instructor discretion determines whether any missed course activities, assignments, and/or tests can be made up after a student absence.

Non- Emergent Absences

Procedure:

1. Non-emergent absences must be submitted, in writing, to the Associate Chair, Academic Advisor, and course instructor 30 days in advance of the planned absence. This request will, in turn, be presented by the Associate Chair/Academic Advisor at the next scheduled program faculty meeting. Final approval, rejection of the request, or request for additional information will occur at that time. All requests will be considered. However, it is the practice of the program faculty to only grant approval to those requests that show substantial need.
2. The following documentation must be included in all petitions:
    a. Date class or classes will be missed
    b. Title of class or classes to be missed
    c. Reason for missing class or classes
    d. Instructor approved plan of action for completing missed coursework
3. It is the student's responsibility to get course instructor approval for a plan of action to fulfill missed course activities, examinations, and/or assignments within one week of absence.
4. Instructor discretion determines whether any missed course activities, assignments, and/or tests can be made up after a student absence.

Tardiness

Students may not arrive late or leave early as these behaviors disrupt the learning environment.

1. Any student arriving after the start of class, arriving late to class after breaks and/or leaving before the end of class will be considered tardy.
2. As soon as a student knows they will be tardy, he/she should notify the faculty member (preferably prior to the scheduled start time).
3. Faculty will document tardiness on Starfish.

Consequences

Failure to follow the above procedures and/or greater than two absences or tardies per year in the Traditional Program or one weekend absence or episode of tardiness in the entirety of the

PTA to DPT Bridge Program may result in corrective action. All tardies and absences will be documented through Starfish, for consideration and follow-up by the program faculty. Corrective action may include a learning contract for professional behavior and/or suspension or dismissal from the program.

***** **During Clinical Education Experiences, please see the Clinical Education Attendance Policy in Part 2 of the Student Handbook: Clinical Education**

Background Check:

A BCI and FBI background check will be required within the first academic term of the DPT program. If a criminal offense is reported on this or any subsequent background check, this may impact the student's ability to progress in the DPT program. Students are encouraged to read and understand the Background Check policy in the Graduate catalog regarding potential implications of misdemeanor or felony charges or convictions. This is particularly relevant to the ability to progress in the program and obtain professional licensure. http://catalog.findlay.edu/en/current/Graduate-Catalog/Student-Rights-and-Responsibilities-Statement/IX-Policies-Regulating-Experiential-Learning/Background-Check

Bad Weather/Snow Emergency

Policy:

Students are not expected to travel to class when the University is officially closed or in instances when roads or airports are closed due to poor weather conditions.

Procedure:

1. All University closings are announced on local radio and television.
2. Students should check the University home page for the most up to date information regarding the status of the University.
3. Students who are unable to travel to class due to extreme conditions, closed roads or closed airports/cancelled flights are to notify the Associate Chair and impacted faculty as soon as safely possible.

Badge Replacement Policy

All PT students are expected to utilize a University of Findlay (UF) provided student identification badge for all clinical affiliations, unless the clinical site prefers the UF badge not be used. Students may also be required to wear the student identification badge for other program related activities such as during experiential learning activities. If a replacement UF student identification badge is needed for any reason, students will need to get the pre-approval form signed by a PT Faculty member and notification must be sent to the DCE. Students will be charged $5 per badge for the replacements and this fee is payable at the time the badge is printed. The badge replacement form is located in Appendix E.

Class Videotaping

Policy:

Video recording of classroom or laboratory demonstrations or activities is strictly prohibited. Under certain circumstances and with the expressed written or verbal consent of the course instructor for personal study and review, approval may be granted. Approved video recordings of classroom or laboratory activities shall not be disseminated in any format to anyone other than the individual who took the video, unless given written or verbal consent of the course instructor.

Computer Access/Email

Policy/Procedure:

All students will be required to have access to a computer and the Internet. Faculty will sometimes need to communicate with students via e-mail or may put portions of the courses on-line. Students will be required to check their email **at least three times per week** to keep abreast of new information. Students are also required to notify the Administrative Assistant of any changes in contact information.

Students may use the university computer labs if they do not own a personal computer. In addition, there are several computers in the Physical Therapy Student Resource Room at 340 West Foulke Ave. that are accessible 24 hrs/day.

Confidentiality of Student Records/ Student Records Policy

Policy/Procedure:

The Physical Therapy Program maintains academic and personal records on all students. All records are handled in compliance with the University of Findlay Student Records Policy found at http://catalog.findlay.edu/current/Graduate-Catalog/Appeals-Records-and-Concerns/Student-Records-Policy

Course Transfer Policy

Policy:

The PT faculty members are very sensitive to the high cost of education and the potential benefit for students to receive credit for previously taken physical therapy coursework. The Graduate and Professional Studies at The University of Findlay will only consider accepting coursework that has been completed in the last seven years.

In order for previously taken coursework to be considered for transfer into the UF DPT program, all of the following must occur. The course must be no more than 5 years old as determined by the student's graduation date from the UF DPT program.

1. The student must request evaluation of the course work prior to the first-class day of the professional program.
2. The student must submit a syllabus and official transcript for the coursework to both the UF Registrar's Office and the Associate Chairs of Physical Therapy.
3. The PT Faculty must agree that the course is at a doctoral level and commensurate in content with the substituted course within the UF DPT curriculum.
4. The student must have earned at least a grade of B in the course under consideration.

5. The faculty reserve the right to limit the number of courses transferred into the PT curriculum.

Procedure:

1. The student must submit a written request for transfer consideration to the PT Program to the Associate Chairs noting the courses in question and providing the documentation as noted above.
2. The course will be evaluated by the PT Faculty and a decision will be rendered at the next scheduled PT Faculty Meeting.
3. The Associate Chairs will notify the student of the decision in a timely manner.

Deferment

Policy:

The program understands that it is often difficult to foresee circumstances that might result in the need to delay admission for the start of the anticipated academic term. In an effort to assist students and to accommodate the sheer numbers of qualified applicants the following procedure will be followed.

Procedure:

All candidates offered admission into the traditional or weekend PTA to PT bridge physical therapy curriculum have the opportunity to request to defer their admission/enrollment for one calendar year. This deferment is a one-time request and must be made prior to the date indicated below in writing for consideration. Any request made after the date indicated below will be considered on an individual basis for merit; the perspective student is advised that the possibility of a positive outcome after the deadline is unlikely.

- Traditional Deadline for Deferment: July 1st
- Weekend Deadline for Deferment: September 30

If circumstances arise that prohibit a student from following the above policy and procedure, the physical therapy program reserves the right to review those cases on an individual basis.

DPT Student Funds for Research

Policy:

The Physical Therapy program supports student presentations, as completed as a part of the doctoral program at venues outside the University of Findlay. In order to help facilitate this, the program has dedicated funds to help offset the cost of such presentations.

Procedure:

1. Once acceptance at a peer-reviewed conference is received, the student (or student representative, if it is a group presentation), may submit to the chair an expense report (available at the program office and in Appendix F-DPT Student Fund Request for Research) for the cost of their poster which must include the receipt. The expense form must also include evidence of acceptance (an email or verification by faculty instructor is sufficient).

2. If the presentation does not include a poster (as in a platform presentation), the student (or student representative, if it is a group presentation), may submit to the chair an expense report for the cost of their travel to and from the presentation. The expense form must also include evidence of acceptance as noted above.

3. A maximum amount that will be awarded is $70.

4. Awarded funds will be provided to the applicant once the expense receipts and confirmation of conference acceptance is received.

5. Only one funding award per academic year will be provided per project. The project must be completed as a part of the doctoral program and presented within one year post conferral date.

Emergency Situations

Policy/Procedure:

The University of Findlay has a Crisis Response Plan which addresses potential emergencies on campus. It can be downloaded from: https://www.findlay.edu/offices/student-affairs/safety-security/crisis-response. The PT program MSDS binder is located in BCHS 211.

Equal Opportunity Statement

Policy:

No student shall be subject to discrimination in violation of state or federal law.

Exposure to Potential Health Risks

Policy/Procedure:

Students should be aware that they may be exposed to a variety of potential health risks throughout the educational program and clinical practice. Please See Appendix G for a detailed description of Infection Control Policies, Anatomy Lab Procedures, and Procedures in Case of Exposure. These include, but are not limited to:

1. Laboratory sessions in which students work with each other to practice various procedures including exercise, functional activities, physical agents and mechanical modalities, manual therapy and the use of assistive and adaptive devices.
2. Clinical experiences in which students perform various procedures including exercise, functional activities, physical agents and mechanical modalities, manual therapy and the use of assistive and adaptive devices.

Extended Credit

Policy/Procedure:

The grade of "EC" is used for courses, such as clinicals, internships, capstone courses, and band (undergraduate only) that extend more than one semester. The grade "EC" will be replaced by the grade finally reported for the completed course work. A student must complete the course work within the semester (or a shorter time period based on the discretion of the instructor with documentation on file in the Office of the Registrar) immediately following the end of the course session in which the "EC" was given. If a student does not

complete the required course work within the prescribed time period, the "EC" grade will automatically convert to an "F."

Faculty/Course Evaluation

Policy:

The goals of The University of Findlay include a dedication to providing exemplary instruction and to evaluating our institution's performance in providing quality education. The University is committed to continuously improving our institution. In support of this, the physical therapy program believes that student participation in this process is critical.

Procedure:

Students will be asked to evaluate each course/faculty member in the curriculum near the completion of the course in two formats. During the last weeks of each course, each student will be receiving an email link to complete the UF Online Course Survey. It is strongly encouraged that students participate in this survey as valuable university wide information is gathered to improve the quality of our programs.

In addition, the PT Faculty may do a hard copy paper course survey at the end of each course to assist us in our curricular development. Forms will be distributed and collected in an anonymous fashion. Faculty members will not review end-term course evaluations until after final grades have been submitted.

Lab assistants will be evaluated at the end of each term. Guest lecturers will be evaluated by students at the time of their presentation. See Appendix H

Final Course Grade Challenges

Policy:

The following procedure is provided to students who believe they have been treated unfairly by a faculty member in the final grade given for the course. The physical therapy program abides by the policies of The University of Findlay in cases of final course grade challenges. It is the policy of the Physical Therapy Program to support each student's right to a fair and impartial evaluation of their academic work and to petition for redress of grievances.

Procedure:

The student may initiate consideration of the challenged grade with the faculty member who gave the grade. The grade challenge must occur within four weeks after grades were posted on the student's academic record. If the issue is not resolved during informal discussions with the faculty member, the student must start the Application for Formal Inquiry. The Application for Formal Inquiry is available in the Office of the Registrar or on the University's web site. (keyword: Grade Challenge)

Step One:

The student and the faculty member will provide a brief summary of their discussion(s) regarding the student's request for a change of grade. The faculty member will sign the Application for Formal Inquiry before the student continues the process by meeting with the faculty member's department chair/program director. Note: The faculty member must sign the Application for Formal Inquiry within four weeks of when grades were posted to the student's

academic record. If a faculty member is unavailable at the time of the appeal a student may move to Step Two without obtaining the faculty member's signature. The student must provide written documentation (e.g., e-mail) showing that he/she attempted to contact the faculty member.

Step Two:
If the student's request is not resolved with the faculty member's department chair/program director, the student and the faculty member's department chair/program director will provide a brief summary of their discussion(s) regarding the student's request for a change of grade. The faculty member's department chair/program director will sign the Application for Formal Inquiry before the student continues the process by meeting with the Associate Vice President for Academic Affairs and Institutional Effectiveness.

Step Three:
If the student's request is not resolved with the Associate Vice President for Academic Affairs and Institutional Effectiveness, the student and the Associate Vice President for Academic Affairs and Institutional Effectiveness provide a brief summary of their discussion(s) regarding the student's request for a change of grade. The Associate Vice President for Academic Affairs and Institutional Effectiveness will sign the Application for Formal Inquiry before the student submits the Application for Formal Inquiry to the Office of the Registrar for review by the appropriate Student Academic Standards Committee. The appropriate college dean will be notified when the Application for Formal Inquiry reaches Step Three.

Step Four:
The Application for Formal Inquiry will be reviewed by the Graduate/Undergraduate Student Academic Standards Committee. The final grade will be determined by the Committee which will then report the grade to the student, the faculty member, the student's adviser and the Vice President of Academic Affairs and Dean of the Faculty.

If at any time during steps 1-3 all parties are satisfied with the outcome, a change of grade form can be filed along with the Application for Formal Inquiry in the Office of the Registrar. The Office of the Registrar will process the change of grade form and will then report the grade to the student, the faculty member, the student's adviser and the Vice President of Academic Affairs and Dean of the Faculty.

If the University representative is associated with multiple roles within these steps, the lower of the two steps will be considered complete. Faculty response is expected unless the faculty member has left the institution.

Financial Aid

Policy:

The University of Findlay believes that families are the first source of funds for college costs. Most financial aid is awarded on the basis of financial aid eligibility and the student's academic record. Students are responsible to understand the timeline of financial aid disbursal in relationship to scheduled course activities.

Procedure:

1. To apply for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA). This form is available in the financial aid office.
2. Upon the student's admission to the University and the University's receipt of the FAFSA, the financial aid office will determine the student's financial aid award and notify the student in writing with an official financial aid award letter.
3. For further information regarding financial aid, students should contact the financial aid office.
4. Financial aid is disbursed one week after the beginning of the traditional term.

Food and Drink in the Classroom

Policy:

The University of Findlay policy is that there is to be no food or drink in the classrooms. Food and drink will be allowed in the PT classroom (BCHS 209) and lab (BCHS 211). Drinks must be contained in a closed spill-proof container. Each student is expected to clean up after him/herself and be responsible for keeping the lab and refrigerator clean. As long as there is good cooperation we can continue this policy. However, if the lab and classroom are not kept clean, the faculty will need to re-evaluate this policy and food and drink privileges may be withdrawn. No food or drink are permitted near any powered/electrical equipment (powered on or off), this includes the forceplate platform in BCHS 109.

Grading

Policy:

The academic standards of the University are expressed in terms of grades that are worth points. Each semester hour of credit for each letter grade carries the number of quality points indicated:

Grade		Points
A	=	4.00
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33
C	=	2.00
C-	=	1.67
D+	=	1.33
D	=	1.00
D-	=	.67
F	=	0

Other symbols recorded on the academic record are as follows: "X"=incomplete; "W"=withdrawal; "S"=satisfactory ("C" or better); "U"=unsatisfactory ("D" or poorer); "EC"=extended course; "NR"=no grade received. The grades of "S", "P" and "U" are used in selected courses.

Graduation Policies

Please see Graduation Policies on the University website:
http://catalog.findlay.edu/current/Graduate-Catalog/Graduate-Policies/Graduation-Policies

Gross Anatomy Laboratory Guidelines

Introduction

Gross anatomy is the study of anatomical structures, their relationships, and their functions. A functional knowledge of the structures of the body cannot be obtained from lectures, books, and software alone, although these can be essential guides. Through the gross anatomy laboratory, the student can obtain first-hand information from seeing and handling anatomical specimens and appreciating interrelationships. This is accomplished by dissection, the art of removing surface coverings exposing body parts and separating them from one another. Dissection requires careful, accurate, and meticulous work.

Purpose:

The purpose of this document is to inform you of the hazardous chemicals and conditions to which you may be exposed to in the Gross Anatomy laboratory and to define expectations of behavior during laboratory. Exposure is defined as personal contact with hazardous or potentially hazardous chemicals at levels with an average eight hour time-weighted average, set forth by the American Conference of Governmental Industrial Hygienists and OSHA's Permissible Exposure Limit (PEL) when used in a manner consistent with usual laboratory procedures. This includes both inhalation of the ambient laboratory air and incidental skin contact as the anatomical specimens are handled.

Hazardous Chemicals

The hazardous or potentially hazardous chemicals to which you are exposed in the Gross Anatomy Laboratories are the components of the embalming fluid and the wetting solution. A list of these components follows. The SDS sheets are available to you pursuant to 29 CFR, 1910.1200, the OSHA Hazard Communication Standard and are housed in the Gross Anatomy Laboratory as well as on individual Course sites.

Embalming Fluid- The fluid contains formaldehyde, glutaraldehyde, glycerin, alcohol, and water. Formaldehyde is a suspected carcinogen and respiratory irritant. In addition, skin irritation may occur with prolonged exposure.

1. Phenol- This chemical is used on occasions for fungicidal purposes, and is a respiratory and skin irritant.
2. Mold-X- This detergent is used for fungicidal purposes and the active ingredients are formaldehyde and methanol.

Student Personal Protective Equipment and Procedures (PPE)

Skin: Personal Protective Equipment (PPE) such as protective clothing such as hospital scrubs or

a laboratory coat is required for work in the laboratory. The use of non-latex gloves is required for handling of the cadaver structures. A student who has or develops a skin sensitivity should also wear long sleeved garments at all times. Additionally, the student should notify the instructor and physician so that appropriate procedures can be implemented. Students exhibiting contact sensitivity should consult a physician regarding type of gloves, garments, or other items that may cause irritability.

Wounds: Minor cuts and abrasions from laboratory cutting instruments or bone edges should be washed thoroughly with soap and water. Antiseptic and dressing materials are found in the first-aid kit in the laboratory. Any serious wound should be treated by a physician immediately. Any time a student receives a minor cut or abrasion from laboratory cutting instruments or bone edges in the gross anatomy lab, he/she must complete an incident report form under the supervision of the course instructor. The student is required to report the incident to the course instructor and request the incident report form from the course instructor.

Eyes: Accidental fluid splashed into the eyes should be flushed immediately using the eye wash station located in the laboratory, and a physician consulted. For the safety of the student, contact lenses are not permitted to be worn in the gross anatomy lab at any time.

Respiratory: Individual students may have or develop sensitivity to any of the chemicals used in the laboratory, in particular formaldehyde or phenol. In order to obtain a respiratory protective device (respirator), a student must have a respiratory evaluation by a physician, after which s/he is fitted and trained in its proper care by their physician. A particle filter mask provides no protection for formaldehyde or phenol sensitivity.

Pregnancy: Students who are or who learn they are pregnant or who are nursing newborn infants while using Gross Anatomy Laboratories should consult their obstetrician immediately regarding recommended precautions.

Visitors: Only students enrolled in the Gross Anatomy course are authorized to enter a Gross Anatomy Laboratory (BCHS #09). The no visitor rule is designed to prevent exposure of visitors to hazardous or potentially hazardous chemicals, as well as donor respect and public relations. Infants, minor-age children, and pets are not permitted in the laboratory at any time.

Food, Beverages, Smoking

Food and beverages are not permitted in the gross anatomy laboratory at any time. This area is also designated as a no smoking area.

Observed Violations

Students observing violations or deviations from these guidelines and other laboratory policies are expected to report these violations to laboratory staff or faculty member at their discretion, and without penalty. This responsibility is considered part of your professional development as a health care provider. Failure to report will result in disciplinary action as determined by the course instructor. This may include, but is not limited to, individual counseling by instructor regarding safety practices.

Specific Guidelines for the Use of the Gross Anatomy Laboratory at The University of Findlay

1. Through collaboration with medical universities and the Ohio Donor Program, the University of Findlay has obtained cadavers for anatomic study. These were unselfish and concerned individuals that had foresight to contribute to educate clinicians. **The anatomical specimens studied must be handled with respect and dignity at all times. Violation of this policy will result in immediate and permanent removal from the laboratory.**
2. No cell-phone or camera, photos or video recording of a specimen is allowed at any time.
3. No cadaver tissues, models, bones, radiologic films, etc. are to be taken outside of the laboratory at any time.
4. Eating or drinking is not permitted in the laboratory. The Brewer Center for Health Sciences is a smoke free building.
5. If there is a suspicion that a donor may be a relative or acquaintance of a student, the student should contact the course instructor. If the suspicion is confirmed, the cadaver will be returned to the medical university.
6. The cadavers are identified by numbers and those numbers correspond to their dissection table. The anatomical specimens should never be removed from their corresponding tables, except for study. If organs are removed for study, trays should be labeled with table number to identify those specimens until they are returned to the donor table. The specimens are initially brought to the university in bags and those bags remain with the cadaver throughout the course of study.
7. Anatomical structures can be pointed to or moved using dissecting instruments provided by the laboratory or purchased through the university bookstore. Instruments such as pens, pencils, or markers are not permitted. In addition, there should be no dissection equipment left on the dissection tables when the specimen is not in use. All instruments will be cleaned with soap and water following a laboratory session, or if the instruments are dropped onto the floor.
8. Paper toweling, used gloves, and disposable pointing instruments are to be deposited in the appropriate trash containers, not left in the specimen trays or bins. The used dissection blades should be placed in the biohazard container and never deposited into trash containers.
9. Instruments dropped on the floor must be washed immediately with soap and water before being used for further dissection work.
10. Anatomical tissue is susceptible to mold growth if the above sanitary procedures are not followed, and this may lead to withdrawal of specimens as study resources. Students are requested to bring to the attention of the course instructor, any unusual or suspicious conditions on a specimen.
11. The anatomical specimens should be covered when not in use. The students are requested to clean the area surrounding the bin and to cover the specimen at the end of laboratory sessions, evenings, and weekend open lab hours.
12. Fluid must be drained from the dissecting tables as it accumulates. Please wipe up any spills on the floor immediately, as this fluid makes the floor very slippery and hazardous, and housekeeping is not permitted to perform this task.
13. Students are not permitted to wear “street clothes” in the laboratory. In an attempt to limit exposure of others to the potentially hazardous chemicals present in the gross laboratory, students are required to wear surgical “scrubs” or similar garments at all times while in the

lab. Garments worn in the laboratory must be washed at frequent intervals. Shoes worn in the lab must adequately protect the top of the foot. All persons handling cadavers are required to wear gloves and protective eyewear. For the safety of the student, contact lenses are not permitted to be worn in the gross anatomy lab at any time.

14. Report immediately any injuries incurred in the laboratory to the course instructor, and if necessary, seek medical treatment from the university student health center, an urgent care center or a hospital Emergency Room for proper treatment.
15. Anatomical models are not to be removed from BCHS 09 unless permission has been granted by the instructor.
16. No radios are allowed in the lab during class hours.

Open Lab Policy

1. At the beginning of each semester, the programs will provide a list of current students with ID numbers to Security. Open labs will occur include each Friday 8:00 – 11:00 a.m. and each Thursday 6:00-10:00 p.m., during both standard semesters and weekend college sessions.
2. UF will provide a working phone in the BCHS09 Cadaver lab and the basement and first floor hallways for any emergencies which may occur.
3. Access is by entrance code. This code will be given to you during orientation.
4. Students are not given permission to work alone in the lab. There must be at least 2 students in the lab during any open lab use.
5. If current students wish to use the lab during designated times, they will enter the access code into the key pad and use the lab. The access codes are not to be shared with anyone not enrolled in laboratory courses for that term.
6. When students are finished using the facilities, all equipment should be stored in its proper place, lights turned out, and the door locked. Students will be able to use all equipment that is not secured in the lab. If any equipment is damaged or broken during the open lab, the students engaged in the open lab are responsible for contacting the program office or laboratory instructor to report the incident.
7. Only activities that are currently being explored within the students' coursework or activities which they have had in previous courses can be practiced in the lab. Students are not to engage in activities they have learned off-campus or think they may learn in future coursework.
8. Any OT, PT, PA or AT student may use this space for practice with peers enrolled in courses utilizing the laboratory during normal operation time of BCHS *when courses are not in session in the laboratory.* If a course is in session, the student will approach the course instructor to ask permission to use the lab for studying during these times. If exams are being given, no outside studying will be allowed.

   NOTE: BCHS will be accessible to students between 6am and 12am. In between the hours of 12am and 6am the building will be closed.

Health Forms

Policy/Procedure:

The student must submit the proof of Hepatitis B vaccination or waiver form (Appendix I) before entering into the professional program.

Hepatitis B Vaccination

Policy:

All students admitted to the Physical Therapy Program are required to receive the Hepatitis B vaccination and surface antibody test **OR sign the waiver form declining the procedure** (Appendix I). The vaccination is strongly recommended due to possible contact with body fluids during anatomy cadaver laboratories and required clinical affiliations.

Procedure:

1. The series of injections should be initiated upon notice of each student's acceptance into the physical therapy program. The series must be initiated with one shot completed prior to the first day of class. The dates of the vaccination series of shots are to be indicated on the Vaccination History Form in Appendix I-Vaccination and Waiver Forms and will be collected the first week of class.
2. Six to eight weeks after the last vaccination shot, the antibody test is to be completed. This test will show whether or not the vaccination has been effective. Proof of completion of the surface antibody test and a positive result is to be noted on the Vaccination History Form.
3. If a student chooses to decline the vaccination, a written waiver form must be completed and attached to the Vaccination History Form. Waiver forms may be obtained through the PT program office or found in Appendix I-Vaccination and Waiver Forms. All waiver forms must be signed, dated and cosigned by a witness.

Human Subjects Research

The University of Findlay has established a Research Review Committee to review and approve all research involving human subjects. All human subjects research conducted at the University must be reviewed and approved by an Institutional Review Board (IRB) prior to the start of the research.

Based on these federal regulations, it is the responsibility of the investigator to refer his or her project to the IRB for review whenever human subjects are being considered for research, even if the investigator does not consider the subjects to be at risk. The Review Board will have the responsibility for determining what does or does not meet the criteria for exempt, expedited review or full review. A yearly progress update must be submitted to the IRB by the investigator for any research project that is approved by the IRB, which is not completed within one calendar year. Please refer to the detailed IRB guidelines available at https://www.findlay.edu/intranet/institutional-review-board/

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Illnesses or Surgeries

Policy/Procedure:

Students who are absent due to an injury, an illness requiring a doctor's care, or surgery will be required to obtain a medical release to come back to classes and continue participation in the program. Any limitations due to physical or mental illness will require the student to register through the UF Office of Accommodation and Inclusion.

Incomplete Grades

Policy:

A grade of "X," initiated by the student, will be approved only when documented circumstances beyond a student's control (such as serious illness or other emergency) have prevented the student from completing the course work. Inability to get work in on time will not constitute a reason for the grade of "X." At the graduate level, a maximum of three "X" grades or nine semester hours will be permitted. If a student should carry four or more "X" grades, the student will NOT be permitted to register for additional courses until the "X" grades are reduced to a maximum of three "X" grades or nine semester hours.

Procedure

1. A student must complete an Incomplete Grade Request Form and get it approved by the instructor and appropriate college dean.
2. The approved Incomplete Grade Request Form must be submitted to the Office of the Registrar for processing prior to the last date and time to submit final grades.
3. A student must complete the course work within 10 weeks (or a shorter time period based on the discretion of the instructor) immediately following the end of the course session in which the "X" was given.
4. The time limit may be extended, up to one year following the end of the course session in which the "X" was given, at the discretion of the instructor and the dean of the college responsible for the course.
5. If a student does not complete the required course work within the prescribed time period, the "X" grade will automatically convert to an "F."

Infection Control

Policy/Procedure:

All faculty and students are to comply with infection control guidelines during laboratory sessions:

1. Wash hands thoroughly with soap and water or use hand sanitizer before and after each contact.
2. Standard precautions should be used for contact with blood or body fluids.
3. Contaminated materials are to be kept in a covered receptacle.
4. Equipment and materials should be cleaned and disinfected at the end of each use or as is in keeping with established equipment-specific policies.
5. If a student contracts an infectious disease and is likely to put others at risk of contracting the disease, the student is to stay out of classes until a physician gives written approval for the student to return to class.

Informed Consent

Policy:

Written consent must be obtained prior to patient or client participation in videotape, remote viewing through telemedicine, recording, photographs, and/or classroom

demonstrations/practice sessions. Please refer to the sample consent forms provided in Appendix J-Consent Forms.

Liability Insurance

Policy/Procedure:

The University of Findlay has a blanket policy of student liability insurance. The individual is covered ONLY as a student and only while enrolled in scheduled coursework.

Mission Trip/Optional Activities Policy

Policy

Student participation in optional program activities such as mission trips is a privilege. Faculty decisions regarding approval of each student's participation will be discussed case-by-case taking into consideration all factors pertaining to the situation. These factors will include: academic status, presence of learning contracts addressing professional behavior, or presence of learning contracts addressing communication skills.

Procedure

Students will apply and complete forms for participation in such activities.

Open Lab Policy

Policy:

It is the policy of the program to facilitate growth and development of psychomotor skills of the physical therapy students by making BCHS 211 the PT Lab, BCHS 10, and the OT/PT Skills Practice lab BCHS 222 available for student use. The PT lab/BCHS 211 is available ONLY for UF students currently in the professional phase of the Physical Therapy Program.

Procedure:

1. At the beginning of each semester, the program will provide a list of current physical therapy students with ID numbers, along with a Permit for the Use of Facilities Form for the BCHS 211 PT Lab, BCHS 10, and the Anatomy lab to the Facilities and Scheduling Office. This form will designate the most likely times and dates open lab will occur. This will include each Friday 8:00 – 11:00 a.m. and each Thursday 6:00-10:00 p.m., during both standard semesters and weekend college sessions. This list of dates and students will be shared with the Campus Security Office by the Facilities and Scheduling Office.

2. UF will provide a working phone in the PT lab and the basement and first floor hallways for any emergencies which may occur. The PT office will provide a phone list near the phone in the PT lab, in BCHS 10 & the Skills Lab, along with directions to the labs that can be used in case of emergency. Students will be provided with an access code for each lab.

3. PT students are not given permission to work alone in the lab. There must be at least 2 students in the lab during any open lab use. The access codes are not to be shared with anyone not in the Physical Therapy Program.

BCHS 211 PT Lab & BCHS 10

- If current physical therapy students wish to use the PT lab during the above designated times, they will enter the access code into the key pad and use the lab. When they are finished using the facilities, all equipment should be stored in its proper place, lights turned out, and the door locked. If any equipment is damaged or broken during the open lab, the students engaged in the open lab are responsible for contacting the PT office.

- Students will be able to use all equipment that is not secured in the lab. Any equipment that is typically kept in locked cabinets or closets must be discussed and made available at the discretion of the course instructor.

- Only activities that are currently being explored within the students' coursework or activities which they have had in previous courses can be practiced in the PT lab. Students are not to engage in activities they have learned off-campus or think they will learn in future coursework.

- If PT students wish to have an open lab during other previously undesignated times, they must contact the PT office with the times they wish to use it. Office staff will contact the Facilities and Scheduling Office with the date and time.

OT/PT Skills Practice Lab- BCHS 222

- Any OT or PT student may use this space for practice with their peers during normal operation time of BCHS. After-hours access must be done by contacting Security for admission into the building.
- Time is limited to no more than one hour, unless no one is waiting for the room.
- Please sign your name on the clipboard and indicate the time in/out of the room.
- Please leave the room in good order- replace any materials you use from the cupboards/draws.
- Access is by entrance code. This code will be given to you during orientation and can be obtained from either administrative assistant if you forget it.

Research Lab

- Access to the Research Lab (BCHS 109) will be restricted. Students must be directly supervised by faculty except for special cases that will be brought before faculty to approve by consensus.

Anatomy Lab

- See specific guidelines in the Gross Anatomy Laboratory Guidelines.

Other Course Enrollment Policy

The DPT program is rigorous and full-time in nature. As such, students may not enroll in any coursework outside of the DPT program without obtaining prior written approval from DPT faculty.

PEAT Policy Throughout the Curriculum

Traditional Program
The Traditional Program at The University of Findlay is a comprehensive curriculum that requires content taught early in the curriculum be available for coursework and patient treatment later in the curriculum. In order to facilitate this, students will take the Academic PEAT **three** times throughout the PT Programs at The University of Findlay.

The **first** time will be during the first week on campus after Clinical Ib. There will be no required score. Students will take the PEAT as part of Musculoskeletal I. Students will need to complete the PEAT and provide a written score report to the instructor to complete this requirement. Failure to comply may result in delayed progression in the program.

The **second** time will be during the first week on campus after Clinical II. There will be no required score. Students will take the PEAT as part of Neuromuscular Systems II. Students will need to complete the PEAT and provide a written score report to the instructor to complete this requirement. Failure to comply may result in delayed progression in the program.

The **last** time will be during PT Seminar. Students will take the PEAT 2 final times. In order to move forward to the NPTE, a score of 600 is required by the dates noted in the syllabus of PHTH 731 PT Seminar. Evidence of passing scores on the second attempt must be received no later than the date noted in the PT Seminar syllabus in order for permission to test documentation to be submitted to the state or NPTE. This may delay scheduling of the NPTE until the next available testing date. Remediation with the course instructor will be required if the PEAT score does not meet these standards on either attempt.

Weekend PTA to DPT Bridge Program
*The Weekend PTA to DPT Bridge Program at The University of Findlay is a comprehensive curriculum that requires content taught early in the curriculum be available for coursework and patient treatment later in the curriculum. In order to facilitate that, students will take the Academic PEAT **three** times throughout the curriculum.*

*The **first** time will be submitted during the PT Competencies course. There will be no required score. Students will need to complete the PEAT and provide a written score report to the instructor to complete this requirement. Failure to comply may result in delayed progression in the program.*

*The **second** time will be during of Fall of year 2. There will be no required score. Students will take the PEAT as part of Cardiopulmonary. Students will need to complete the PEAT and provide a written score report to the instructor to complete this requirement. Failure to comply may result in delayed progression in the program.*

*The **last** time will be during PT Forum I and II (PHTH 732 and 733) during Clinical III. Students will take the PEAT 2 final times. In order to move forward to the NPTE, a score of 600 is required by the dates noted in the syllabus of PT Forum. Evidence of passing scores on*

the second attempt must be received no later than the date noted in the PT Seminar syllabus in order for permission to test documentation to be submitted to the state or NPTE. This may delay scheduling of the NPTE until the next available testing date. Remediation with the course instructor will be required if the PEAT score does not meet these standards on either attempt.

Pregnancy

Policy/Procedure:

Students who are pregnant or become pregnant while in the program must notify the Program Chair and the Disabilities Service Office immediately and must have a letter from the physician approving continuance in the program. They must also sign a form releasing the PT Program and The University of Findlay from responsibility for any medical problems incurred by the student or fetus. Since many procedures used in physical therapy are contraindicated during pregnancy, it is the student's responsibility to notify instructors of the pregnancy so proper precautions may be taken. Also be advised that pregnancy may limit some activities on clinical affiliations and clinical facilities may refuse to take pregnant students.

Proctored Examinations

Policy:

The PT Program has adopted the use of an online proctoring program for online exams. Students may be asked to take practical, paper or online examinations outside of scheduled class time.

Procedure:

1. The method of proctoring of examinations will be determined by the Course Instructor. These methods may include an online proctoring program or a live proctor.
2. Online proctoring will be paid by the student either by exam, by course or a lifetime UF fee.
3. For Live Proctors: Students must identify a minimum of one licensed physical therapist to serve as an examination proctor. A licensed physical therapist, speech therapist, athletic trainer, occupational therapist or testing center may be identified to serve as a secondary examination proctor. It is acceptable for students to have more than one identified proctor. No relative may serve as a proctor.
    a. A completed Proctor Agreement Form (provided in Appendix K) must be submitted by the student to the class instructor for each live proctored examination.
    b. A student may elect to take written examinations in an official testing center such as a College or University Testing Center or a commercial testing center such as Prometric Testing Center. If utilizing a testing center, the student must return the proctor form indicating what testing center will be utilized. At the beginning of each term, the student must inform the instructor. The student must also present to the course instructor the testing center policies and procedures for providing the exam to the Testing Center.

Program Communication

Policy:

PT Faculty and Staff have the need to communicate with students on a regular basis. To ensure that this can occur in an efficient and effective manner, students will attend the designated Communication Hour as scheduled each term. It is the responsibility of the student to obtain information given at Communication Hour if unable to attend, however, missing a Communication Hour will be considered an absence and will be subject to the Attendance Policy. Students are required to check their email **at least three times per week** to keep abreast of new information. Students are responsible to know and understand all information presented to the students via email and at Communication hour.

Program Minimum Academic Standards

Policy:

The criteria for the physical therapy program are designed to provide for the selection of candidates who are most likely to succeed in the academic environment provided by The University of Findlay. The physical therapy program is dedicated to retaining those students who have been accepted into the program. However, students must meet minimum academic standards or risk probation, suspension and/or dismissal from the program.

Policy:

In order to remain in good academic standing in the physical therapy program students must fulfill the following conditions:

I. A cumulative grade point average (GPA) of 3.0 (on a scale of 4.0);
If a student is not able to meet the cumulative GPA requirement it could result in the following consequences.

1. The student will receive written notification from his/her Program Associate Chair that he/she is on probation until the cumulative GPA is above a 3.0 and that eligibility for clinical affiliations is in jeopardy.
2. If a student is on probation and obtains a session GPA of at least a 3.0, but the cumulative is not raised above a 3.0 yet, the student will remain in the program on probation.
3. If a student is on probation and obtains a session GPA of lower than a 3.0 in the next term, he/she will be suspended.
4. A student may be removed from probation and return to good standing once he/she has successfully improved his/her cumulative GPA to at least 3.0.
5. Once a student has been on probation, and returns to good academic standing, the occurrence of another term GPA of lower than a 3.0 will result in dismissal.
6. A student may raise his/her cumulative GPA by retaking up to two courses for which they have earned a grade less than a "B". The first grade will not be used to calculate the new GPA when determining full-time clinical affiliation eligibility

II. Earn a "C" or better in all required courses in the curriculum. If *one grade of "C-"or below, or "U"* is received the student will be **suspended**.
*(*An exception may be if a "U" is earned in a clinical education course. See part II of

the student handbook- the clinical education section for this process.)
Students interested in reentering the program will be reviewed by the Physical Therapy Program after a request has been submitted for reinstatement. If approved, the course must be successfully repeated and a grade of B or better achieved. The student may not enroll in any subsequent required course until this course is completed successfully. If not approved, the student will be dismissed from the program.

Procedure:

1. Course Instructors will notify faculty and the Physical Therapy Program Chair and Associate Chair if a student is in jeopardy of receiving a C- or below in their course.
2. A student who finds him/herself in academic difficulty will contact the course instructor for additional assistance and will also contact his/her faculty advisor.
3. The student must withdraw from all courses for the following term **prior to** the start of that term in order to receive a full tuition refund.
4. The student must submit a request to the Associate Chair of the Physical Therapy Program detailing their understanding of the policy, their plan to successfully retake the coursework in question, and their desire to reenter the program the subsequent year. The request must be received within 2 months of receipt of the grades for the courses in question.
5. The request and plan will be considered by the Physical Therapy Faculty and Admissions Committee. Students reentering will be notified of the faculty decision within 30 days of receipt of their plan.
6. Please note, that a spot is not guaranteed in the subsequent cohort. Reinstatement will be determined by the student's professional behavior in the physical therapy program and the faculty's perception of the student's ability to progress in the program. Additionally, previous coursework, a plan that successfully integrates the reentry with the physical therapy curriculum, and a plan for successful completion of the coursework will be considered.
7. The maximum a student can sit out and be eligible to reenter the program is 1 year. At reinstatement, the faculty may require evidence of continued competence in previously taken coursework.
8. Reinstatement is not guaranteed and will be made on a space available basis.
9. If a student is reinstated into the next cohort, the student will be on a learning contract.
10. If upon repeating a course, a student is still unable to meet the minimum standards as outlined above, dismissal from the program will occur.
11. After remediating one unacceptable grade, if a student receives a 2nd grade of "C-" or below or a "U" in a subsequent term, the student will be dismissed from the program.

III. Earn no more than two grades of "C" or "C+" over the length of the curriculum. *If a student receives a third grade of "C" or "C+"* during the physical therapy curriculum the student will be **suspended**. Students interested in reentering the program will be reviewed by the Physical Therapy Program. The student must re-take at least one, but not more than two of the three courses for which a grade of "C+" or

lower was achieved and earn a "B" or better. The student must re-take and successfully pass these retake(s) prior to joining the next cohort and progressing through the program. Failure to successfully complete these course(s) will result in program dismissal.

PLEASE NOTE:

No more than two courses may be re-taken.

Students are responsible for being aware that the physical therapy program is sequential in nature and courses are offered only one time per year. Thus, a student may not be able to repeat a course until the following academic year.

Procedure:

1. The student must withdraw from all courses for the following term **prior to** the start of that term in order to receive a full tuition refund.
2. The student must submit a request to the Associate Chair of the PT Program detailing their understanding of the policy, their plan to successfully retake the coursework in question, and their desire to reenter the program the subsequent year. The request must be received within 2 months of receipt of the grades for the courses in question.
3. The request will be considered by the Physical Therapy Faculty and Admissions Committee. Students will be notified of the decision within 30 days of receipt of their plan.
4. Please note, that a spot is not guaranteed in the subsequent cohort. Reinstatement will be determined by the student's professional behavior in the physical therapy program, previous coursework, a plan that successfully integrates the reentry with the physical therapy curriculum and a plan for successful completion of the coursework.
5. The maximum a student can sit out and be eligible to reenter the program is 1 year. At reinstatement, the faculty may require evidence of continued competence in previously taken coursework.
6. Reinstatement is not guaranteed and will be made on a space available basis. Decisions made by the Physical Therapy Faculty are final.
7. If upon repeating a course, a student is still unable to meet the above minimum standards as outlined above, dismissal from the program will occur.
8. If after a student successfully remediates a 3rd "C" or "C+", he/she achieves a fourth grade of C+ or below, the student will be dismissed from the program.

IV. Earn a failing grade for no more than two clinical practical exams:

Clinical Science Course Practical Examinations and Safety Errors:

Policy:

Practical examinations are important means of assessing clinical skills. While it is accepted that a student may occasionally have difficulty on a practical examination, it is important that the student be competent in clinical skills.

Students must successfully pass the practical examination in accordance with the minimal passing score of 80%.

Procedure

1. Any student that commits a safety error or scores below 80%, will fail that practical examination. The student may repeat the practical if it is the first or second program practical failed.
2. The student will arrange with the instructor within one week, a plan of remediation and a time to retake the practical.
3. The maximum grade earned for a retaken practical examination will be 80%.
   - If the student passes the practical retake, they may proceed in the course; however, the student will have the lab practical failure on record.
   - If during the practical retake a student commits a safety error or fails to obtain an 80% on the retake, they will receive a failing grade for the course, and the policy regarding 'Failure to Meet Minimum Academic Standards' will be followed.
4. Faculty teaching clinical courses will monitor the performance of students on practical examinations. If a student fails the exam, the Associate Chair will be notified, so that the number of failed practical examinations can be tracked throughout the curriculum.
5. If a student fails a third practical throughout the curriculum, the student will be dismissed from the program.

V. Students must be in good academic standing in order to participate in their full-time clinical affiliations/experiences. If a student is not in good academic standing, prior to the fulltime clinical affiliations/experiences, the student will be suspended.

VI. Fulfill all PT program and University requirements for minimum academic standards.

VII. Fulfill all requirements of a learning contract if established.

VIII. For program retention and dismissal policies during the clinical education sequence, please refer to the Clinical Education Handbook

IX. Students are referred to the University Minimum Progress Policy at http://catalog.findlay.edu/current/Graduate-Catalog/Graduate-Policies

Please note that the Program policy may be more stringent. *Also note that the PT program looks at Weekend Winter and Spring term as 2 separate terms, and the university may consider them one term when assessing minimum progress.*

Also please note that readmission to the university does not equal readmission/reinstatement to the DPT program. Readmission/reinstatement to the DPT program must be addressed as indicated in this handbook in the Program Minimum Standards Policy

Program Progression Policy

Policy:

Given the lock step nature of the DPT Program, a succession of milestones must be accomplished in order to progress through the program.

Procedure:

Students are evaluated and must progress in 3 areas:

Academics: Students must meet all course and program requirements as well as all academic criteria stated in this handbook and the UF Graduate Catalog.

Professional: Student must complete the Professional Development Plan and Core Values assessment as detailed in this handbook. Student must also exhibit appropriate professional behaviors throughout the program.

Clinical: Students must have successfully completed all scheduled coursework, have a 3.0 Cumulative GPA prior to full time clinical affiliations and exhibit readiness for clinical affiliations as determined by PT faculty.

NPTE: The PT program policy is that students must complete all program requirements prior to sitting for the NPTE, unless individually requested and approved.

Program Suspension and Dismissal Policy

A student **may be suspended or dismissed** from the UF DPT Program in any of the following cases:

1. Unsafe or unprofessional behavior at a clinical site or classroom.
2. Failure to abide by Learning Contract.
3. Failure to follow the DPT program attendance policy.

A student **will be suspended** from the UF DPT Program in any of the following cases:

1. Earning one grade of C- or lower
2. Earning a third grade of C or C+
3. Failure of a 3rd lab practical examination
4. Cumulative GPA lower than 3.0 immediately prior to scheduled full time clinical experiences/affiliations.

A student **will be dismissed** from the UF DPT Program in any of the following cases:

1. If suspended and request to return is not approved.
2. A student withdraws themselves from the program or ceases to attend courses or clinical experiences.
3. Failure to rectify probationary status per UF and PT program policies.
4. Failure to fulfill the requirements of the learning contract if reinstated to the program after an academic suspension.

Students who are **suspended** may request to be reinstated to the next cohort per the Program Retention/Dismissal Policy. Students who are **dismissed** may reapply to the program to begin the program again in a new cohort. More details are listed in the following policies: Remediation/Minimum Competency and Program Retention/Dismissal

Programmatic Concerns and Complaints

Policy:

The Physical Therapy Program at The University of Findlay wishes to be responsive to concerns that may be raised by students, faculty, or outside constituencies such as clinical education facilities and the public. Every attempt will be made to resolve such issues through appropriate discussion, education, and action. This policy and procedure does not apply to student grievances or faculty grievances surrounding tenure, promotion, suspension, or termination for cause.

Procedures:

1. Anyone receiving a concern or complaint should refer that issue to the PT Program Chair or Associate Chair.
    a. Approach your faculty advisor for issues related to specific academic concerns, resources, accommodations.
    b. Approach the Associate Chairs for issues related to enrollment/attendance in the program or program related concerns
    c. Approach the Program Chair for specific faculty related concerns or concerns about the Associate Chairs.
    d. In instances in which the PT Program Chair is the source of the concern or complaint, issues should be referred to the Dean of the College of Health Professions
2. The PT Program Chair or Dean will follow-up with all the parties concerned in order to gain a full understanding of the issue at hand.
3. Issues not directly involving the Physical Therapy Program will be referred to the appropriate area chair or Dean.
4. Attempts will be made to resolve the concern through discussion, mediation, education, and/or appropriate action.
5. Those issues which cannot be resolved through the above processes shall be referred to the Dean of the College of Health Professions or the Vice President for Academic Affairs as appropriate.
6. The PT Program Chair will maintain documentation of such concerns or complaints and their resolution.

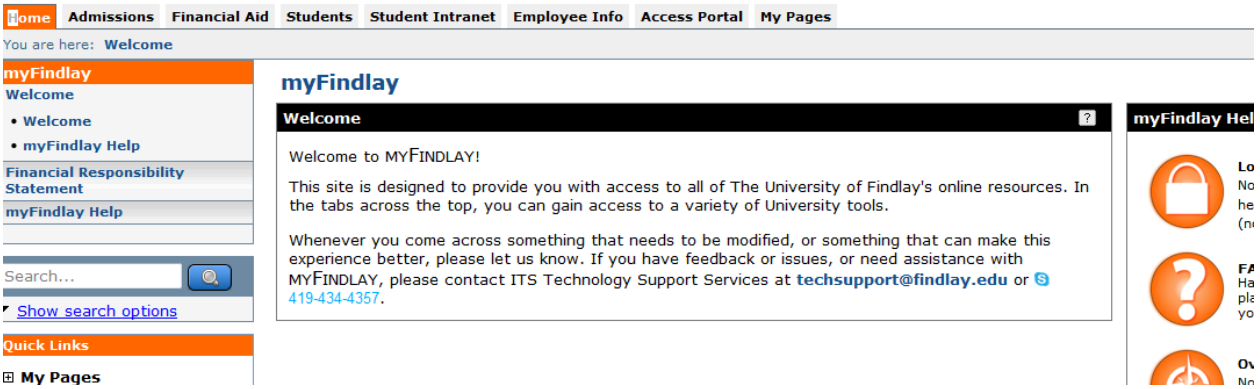
Registration

Policy:

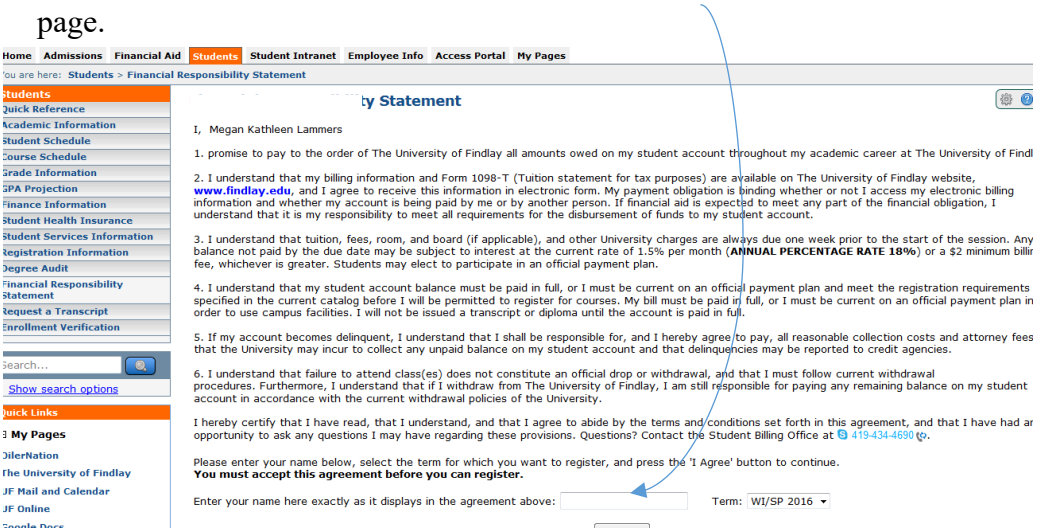
Students will be responsible for registering for physical therapy courses that begin the second semester of the year they begin as graduate students. A reminder email will be sent to the students from the registrar. Registration typically occurs twice/year. In the fall semester, students will register for spring classes. In the spring semester, students will register for summer and fall classes.

Procedure:

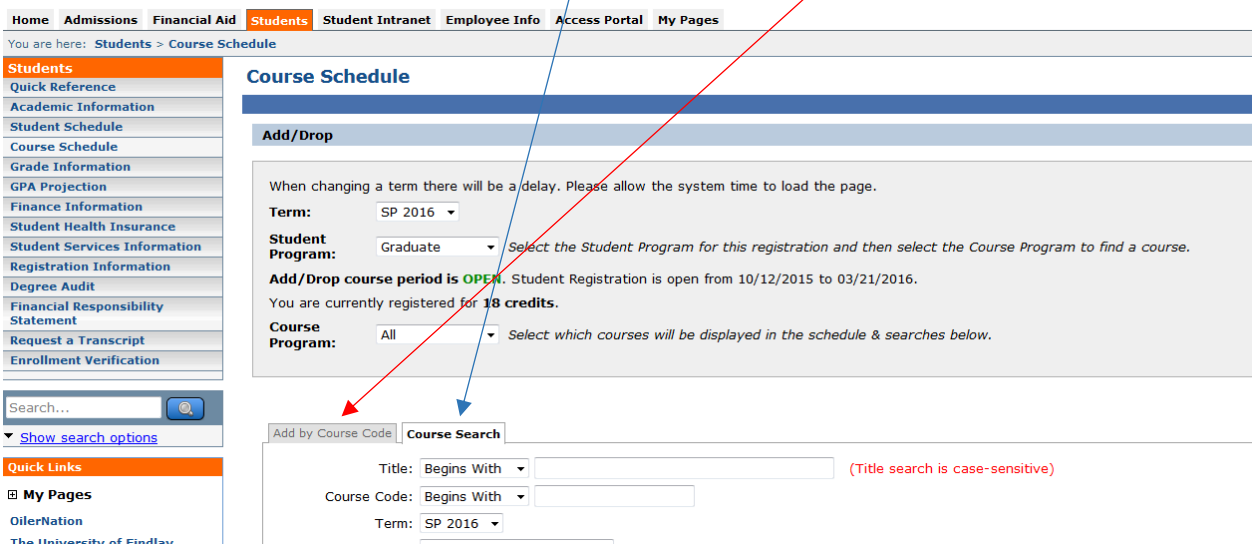
1. Go to MY FINDLAY and Click on FINANCIAL RESPONSIBILITY STATEMENT on the left column.



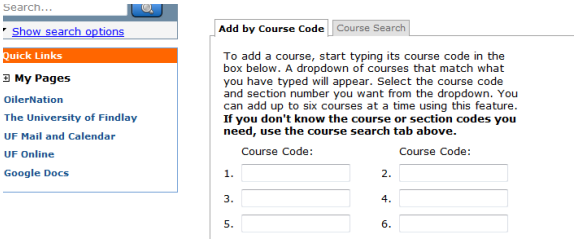
2. Note exactly how your name is entered at the top of document. Scroll down and choose the correct term by the drop-down arrow. Enter your name exactly as it is at the top of the page.



3. Click on COURSE SCHEDULE in the left column. And this is what should show up. You can add courses by using either tab by **course search** or **add by course code** See next image for the course code image. Add by course code is probably easier, as we will send you course codes.



Add by course code image….this is probably the easiest as we will send you the course codes on the schedules we send to you three times yearly.



As you complete the registration process if you have questions or problems please contact your physical therapy faculty advisor.

Case Report Series and Faculty Directed Research

For Case Reports and Faculty Directed Research, it is essential that the student register with the correct research advisor. Course coordinators will notify students of assigned research advisors. It is the responsibility of the student to assure he/she is in the correct section when registering.

Remediation/Minimum Competency

For the purposes of DPT coursework, on all exams, quizzes, papers, and projects, etc. a grade of C must be earned to display competency. If a student receives below a C, remediation will be required per the discretion of the instructor until competency is reached but the original grade will be the one used for determining the student's grade for the course. For clinical science courses with a laboratory component, the Clinical Science Course Practical Examinations and Safety Errors policy will also be enforced to ensure minimum competency.

Policy:

At any time during the semester, students who are in jeopardy of receiving a course grade of "B- or below" or who receive a low score on a major test or assignment in the physical therapy curriculum may be asked by the instructor to undertake a formal program of remediation in order to raise their grade to a passing level, optimally a grade of "B" or better and to assure mastery of the course objectives. As part of the retention program, Starfish is being used to help the student and adviser with monitoring progress and recommending support.

Procedure:

1. Faculty will monitor student performance throughout each term. Students will be notified by the instructor about their performance (through the university learning management system). The faculty member will notify the student's adviser and Associate chair of their performance through Starfish.
2. Any student who finds him/herself in academic difficulty will contact the course instructor for additional assistance and will also contact their faculty advisor.
3. At any time during the semester, students who are in jeopardy of receiving a "B- or below" in a course may be asked by the course instructor to undertake a formal program of remediation. This notification will occur through Starfish.
4. Remediation programs will be designed collaboratively by the instructor and the student.
5. It may be necessary to develop a learning contract (Appendix L) which includes:
    a. Student name
    b. Date
    c. Goals
    d. Required learning activities
    e. Evaluation methodology
    f. Criteria for successful completion/consequences for unsuccessful completion.
    g. Time frame for completion.
    h. Signature of the student, advisor or Program Chair, Associate Chair and the instructor.

Sex Discrimination, Sexual Harassment, and Other Forms of Sexual Misconduct

Policy/Procedure:

For information regarding the University's Title IX Policy Regarding Sex Discrimination, Sexual Harassment, and Other Forms of Sexual Misconduct , please visit the following page: **Title IX Policy Regarding Sex Discrimination, Sexual Harassment, and Other Forms of Sexual Misconduct**

Student Equipment Kit:

Students entering the DPT program are required to purchase a kit of PT supplies. This kit includes equipment that will be used throughout the curriculum for patient/client examination and treatment. In order to ensure that students are obtaining the correct supplies required by the program we have collaborated with a company that prepares a kit with the needed supplies. Information regarding purchasing the kit is made available at orientation. Traditional students are required to purchase a full kit. Given that Weekend students are PTAs and may already have some of the supplies, they have the option to purchase a full kit or purchase the equivalent pieces separately on their own.

Student Funds for Professional Activities

Policy:

The Physical Therapy program supports student participation at professional conferences, such as National APTA, National Student Conclave, Ohio (and other states) Annual Conference, etc… In order to help facilitate this, the program has dedicated funds to help offset the cost. The student first needs to apply for University of Findlay student development funding, as well as, available employer funding.

Procedure:

1. Once registration at a professional conference is received, the student may submit a request to the Chair of the DPT program. The request form (available from PT Office and included in Student Handbook Appendix M-DPT Student Fund Request) must include evidence of registration (e.g. electronic confirmation), and a copy of application to the University of Findlay student development fund.

2. A maximum amount that will be awarded is dependent on number of applicants received by the last Friday in October for all activities taking place between August 1 and December 31 AND by the last Friday in February for all activities taking place between January 1 and July 31.

3. Awarded funds will be provided to the applicant once the expense receipts and confirmation of conference acceptance is received.

4. Only one funding award per academic year will be provided.

5. Additional funding is available for presenters; see the policy on ***DPT Student Fund for Research***.

Student Grievances

Policy:

The physical therapy program abides by the policies of the College of Health Professions and the University of Findlay in cases of student grievances. It is the policy of the physical therapy program to support each student's right to a fair and impartial evaluation of their academic work and to petition for redress of grievances. Please note that the policy below does not apply to grievances concerning sexual harassment, final course grades, or clinical concerns.

Procedure:

A student wishing to resolve grievances concerning policies or practices in classes or other issues not covered by other University policies shall proceed as follows:

1. For concerns related to specific academic courses, the student shall talk first with the instructor, although the faculty advisor may also be consulted.
2. In all other matters the student shall consult first with the faculty advisor. (In cases where the student has communicated his or her grievance to anyone else in the University community, such as another faculty member or someone in academic support services, the formal grievance shall in turn be channeled through the faculty advisor).
3. If, after talking with the instructor and/or faculty advisor, a solution satisfactory to the

student cannot be agreed upon, the student shall present a written, signed, and dated statement of grievance to the program chair or associate chair if the program chair is unavailable. It is strongly recommended that this statement of grievance be presented during the term in which the course is taken unless extenuating circumstances exist. This statement should contain (1) an explanation of the student's concern, and (2) an explanation of the resolution she/he is seeking.

4. Within one week of receiving a written concern from a student, the program chair shall (1) submit a copy of the student's written statement to the faculty member and (2) request that the faculty member submit a written response within one week.
5. The faculty member's response should include (1) the faculty member's own explanation of issues concerning the student's concern, and (2) a statement of the resolution that the faculty member suggests.
6. Within one week of receiving the faculty member's response, the program chair shall schedule a meeting to be attended by the student, the faculty member, the program chair, and the student's advisor (if the student and faculty member agree to the advisor's presence). During that meeting each of the parties involved in the grievance will be invited to present their testimonies. Within four working days of the meeting a formal written decision shall be submitted to the student and instructor. This decision, if agreed upon, shall be signed by the student and instructor with copies to all involved parties and to the Vice President for Academic Affairs within four working days.
7. The student or instructor must appeal any unsatisfactory decision within four working days excluding weekends and holidays or the decision is assumed to be satisfactory. This appeal is to be made to the Dean of the College, the Graduate Dean, then to the Vice President for Academic Affairs and then to the President of the University.

Student Professional and Academic Conduct/Student Code of Ethics

Professional Behaviors, Code of Ethics and Standards of Practice (Appendix C)
Policy:
Every student is expected to abide by the program professional behaviors as well as the Core Values, code of ethics and standards of practice established by the American Physical Therapy Association (APTA) as well as the Ohio Physical Therapy Practice Act. The web site for these documents is referenced in Appendix N. In addition, students are expected to demonstrate exemplary professional and ethical academic conduct while enrolled in their education program at The University of Findlay. This conduct includes, but is not limited to:

1. Demonstrating honesty and integrity in completing all academic assignments and exams. For example, students are expected to do their own work and appropriately cite the work of others.
2. Respecting the dignity and rights of colleagues, faculty and patients.
3. Conducting oneself in a manner that helps to create and maintain a positive and cooperative learning atmosphere.
4. Demonstrating a commitment to the mission and philosophy of The University of Findlay and the academic program in which the student is enrolled.

Professional Development
Policy:
The Professional Development Plan (Appendix A) is integrated within the didactic coursework and is designed to assist the PT student with the overall development of professional behavior skills throughout the curriculum and is done through self-assessment of the student's Core Values. All students must be at, or making good progress toward completion of the requirements in order to remain in the program. Lack of progress or consistent performance below expected levels may result in the student not progressing to the next semester/term or clinical rotation or being dismissed from the program.

Student Rights/Responsibilities

Policy:

The Physical Therapy Program supports the guidelines for student rights and responsibilities set forth by The University of Findlay in the Graduate Catalog.

The following is an excerpt taken from The University of Findlay Graduate Catalog. Please refer to the Graduate Catalog for a complete description of student rights and responsibilities.

The following particular rights of the student are recognized as among those which the University has a duty to foster and protect:

1. The right to pursue educational, recreational, social, religious, cultural & residential activities.
2. The right to maintenance of a campus environment characterized by safety and good order.
3. The right to organize, join and maintain membership in associations to promote reasonable and non-discriminatory University regulations.
4. The equal right with others to appropriate available services of the faculty, administrative offices and counseling agencies of the University.
5. The right to fair and impartial evaluation of the student's academic work.
6. The right to have complete and accurate records kept by the University of the student's own academic performance and equally accurate records of fellow students with whom he or she is compared for grading and awarding of degrees.
7. The right through Student Government Association of the student's choice to voice his or her opinion and to participate in the formulation of regulations affecting student affairs.
8. The right within lawful bounds, individually and in association with others, to express dissent, to protest, to petition for redress of grievances or to demonstrate in support of or against University, city, state or national policy in a manner not infringing on the rights of others, but subject to the condition that demonstrations staged on campus or University-controlled property must conform to University regulations concerning prior notice of time, place and purpose filed by persons who acknowledge responsibility for leadership of the activity in question
9. The right to have the University maintain and protect the confidential status of the student's academic conduct and counseling records. Except under legal compulsion, information contained in such records with the exception of name, address, dates of attendance and degrees obtained will not be released to agencies outside the University without the express consent of the student. The student shall specify what categories, if any, of his or her records are excluded from such permission; otherwise the permission

will be deemed to be general. If the permission is limited, this fact may be noted on the release. Recognition of this right of confidence shall not, however, infringe on the right of an individual to express his or her unofficial personal judgment within a professional framework as to the ability and character of a student based on personal knowledge and the public reputation the student has made for himself or herself in the university community. A copy of the Family Educational Rights and Privacy Act (FERPA) may be requested through the Student Services Office.

The following are among the responsibilities recognized as incumbent upon every student:

1. The responsibility to exercise initiative in contributing to and maintaining standards of academic performance as established by the faculty and governing authorities of the University.
2. The personal responsibility for acting in such a manner as to promote and ensure to fellow students and other members of the University family the rights enumerated in the preceding Section I of this statement.
3. Individual responsibility for his or her actions in respect to University rules and regulations.
4. Individual responsibility for his or her actions in respect to the provisions of local, state, and federal laws.
5. Responsibility for conducting himself or herself in a manner which helps to create and maintain a learning atmosphere in which the rights, dignity, and worth of every individual in the University community are respected.
6. Responsibility to refrain from individual and group action which causes loss or damage to property and rights therein of the University, fellow students, or any other member of the University community.

Style of Referencing

Policy:

Unless otherwise noted by a faculty member, students will utilize the reference method of the American Medical Association (AMA) for all written assignments. Please see Appendix O for brief guidelines to AMA Style.

Technical Standards and Essential Functions

Policy/Procedure:

The technical standards and essential functions for the Physical Therapy Program are distributed to all individuals requesting application materials and included in Appendix D-Technical Standards and Essential Functions of this document for review. Students are expected to complete the tasks articulated in this document independently either with or without reasonable accommodation. If a student determines that he or she requires reasonable accommodations to assist in completing the essential tasks of this program, that student must request this assistance through the Office of Accommodation and Inclusion Services. It is the student's responsibility to address decisions and subsequent action regarding the need for reasonable accommodations with each faculty member at the beginning of the term.

Transportation

Policy/Procedure:

Students must provide their own transportation to and from all program related activities. Students will be required to sign the Agreement to Participate Waiver when required to travel off campus for a course required activity.

Withdrawal/Readmission

Policy:

The Physical Therapy Program Curriculum is sequential and integrated in nature. For this reason, withdrawal from one course (with the exception of clinical education) requires complete withdrawal from the program. The faculty recognizes that various circumstances may result in a student needing to withdraw from the program.

►*Students wishing to withdraw from the program and reenter at a later date must comply with the following procedure:*

Procedure:

1. Students must be in **good academic standing** in order to apply for academic leave.
2. In order to receive a full tuition refund, the student should withdraw prior to the first day of the new academic term. Withdrawals after that date are subject to the tuition refund rules as stated in the UF Graduate Catalog and can be verified by the UF Registrar's Office.
3. The student is responsible for submitting a letter requesting temporary leave to the faculty.
4. This letter should include the following: name, address, phone, discipline in which the student is enrolled, reasons for requesting academic leave and expected length of the academic leave.
5. The student must agree to abide by the decision of the faculty.
6. If the student's request for academic leave was accepted, they are eligible for reinstatement.
7. Students wishing to be reinstated must write a letter to the Associate Chair of the Physical Therapy Program. This must be received prior to **May 1st** if reentering winter session. If the intent is to reenter during spring, summer, or fall session the letter must be received **at least 3 months in advance** of the start date.
8. Reinstatement is not guaranteed and will be made on a space available basis.
9. As a condition of reinstatement faculty may require evidence of continued competence in the previously taken coursework. Reinstatement after one year is unlikely.
10. Decisions made by the Physical Therapy Faculty are final.

Please refer to the Clinical Education section for a description of the policies and procedures related to withdrawal from clinical affiliations.

►*For cases in which a student wishes to permanently withdraw from the program/university, he/she must comply with the following procedure:*

1. To withdraw from the University students should obtain a withdrawal form in the Office of the Registrar.

2. Students should complete this form, obtain the necessary signatures, and return it to the Office of the Registrar.
3. Withdrawals must be made prior to the first day of the next term to receive a full refund of tuition. Please see the UF Graduate Catalog or the UF Registrar's Office for tuition refund policies if the withdrawal is made after the first day of any term.
4. Withdrawals made after the first day of the term but prior to the last withdrawal date are recorded as a non-pejorative "W" on the transcript, but tuition will not be refunded. Please see the UF Academic Calendar for these dates in any session, the UF Graduate Catalog or the Registrar's Office for verification.
5. Students may petition for withdrawal after the official withdrawal date of any term.
6. If the petition is denied and students fail to complete the term, they will receive "F" grades for unfinished courses.
7. The Graduate Student Academic Standards Committee reviews all petitions for withdrawal made after eight weeks.
8. If a student leaves a course without following withdrawal procedures, he/she automatically receives an "F" grade.

Work Requirement Policy Specific to the Weekend PTA to DPT Bridge Program

Policy:

Work experience within the profession as physical therapy assistants serves to provide invaluable experiences and contacts which will enhance the student's educational processes. Therefore, students are required to work a minimum of 80 hrs per month as a physical therapist assistant during the didactic portion of the curriculum.

Procedure:

Students will be required to submit an Employer Work Verification Form to the PT Program Office two times yearly during year 1 and 2 and once during year 3.

Appropriate forms are provided in Appendix P-Work Verification Form of the PT Program Student Handbook. Forms may also be obtained on the Cohort site on the program learning management system.

Students who make employment changes must notify the Program Office within 10 days of the change.

A new Work Verification Form must be completed within 30 days of the date of hire in the new work setting.

APPENDIX A

The University of Findlay College of Health Professions
Physical Therapy Program
***PDP* Adviser's Form**

YEAR ONE (*by the end of term one*):
CORE VALUES – Must choose three different ones from this list: Altruism__, Excellence__, Caring__, Ethics__, Respect__, Communication__, Accountability__
FIRST *PDP*
Three personal goals (indicate core value):

1.

2.

3.

Plan to attain each goal:

1.

2.

3.

YEAR TWO (by the end of term four for TRAD & term six for WEC):
CORE VALUES #2 – Must choose four new ones; NOT from year one.
ASSESSMENT of FIRST PDP
Minimum: movement from average score below 2 to a score 2 or above for THREE individual core values.

1.

2.

3.

SECOND PDP
Four personal goals (indicate core value):

1.

2.

3.

4.

Plan to attain each goal:

1.

2.

3.

4.

YEAR THREE (by the end of term nine for TRAD & term eleven for WEC):
CORE VALUES #3
ASSESSMENT of Second PDP
1.

2.

3.

4.

Updated 1-21-2016

APPENDIX B

Critical Thinking - Outcome

The graduate is able to use a purposeful, self-regulatory process that includes interpretation, analysis, evaluation, and inference, and can explain the evidential, conceptual, methodological, criteriological, or contextual considerations on which judgments are based (Dexter et al, 1997).

Operational Definitions/Defining Characteristics of the Critical Thinking Competencies (Adapted from Dexter et al, 1997):

Interpretation

- To understand, comprehend, or decipher written materials, verbal or nonverbal communications, empirical data, theoretical formulations, graphics, questions, etc.
- To explain the meaning of or to make understandable
- To identify physical therapy problems in a clinical situation
- To place in the context of a situation or one's own experience
- To paraphrase, summarize, clarify meaning of written material or verbal communications
- To define terms in written material
- To identify purpose, theme, or point of view
- To recognize one's own interpretations and distinguish them from evidence/raw data
- To avoid reading into data meaning that confirms one's own convictions (or to recognize that one may be doing this)
- To recognize and consider alternative explanations

Analysis

- To examine, organize, classify, categorize, or prioritize variables (e.g., signs and symptoms, evidence, facts, research findings, concepts, ideas, beliefs, views, elements)
- To identify elements of an argument: assumptions, premises, theories, principles, steps, conclusions
- To identify implications, possible consequences, cost versus benefit of alternative decisions
- To differentiate among empirical, conceptual, and evaluative questions
- To differentiate fact from opinion
- To examine ideas/arguments/situations/data to identify essential elements/factors and their possible relationships

Evaluation

- To assess the credibility of sources of information
- To assess the strength of evidence/inferences to support conclusions
- To assess claims/arguments in relation to the evidential, conceptual, methodological, or contextual considerations on which the claims/arguments were based
- To assess information for bias, stereotypes, clichés, or loaded language
- To apply relationships criteria appropriate to particular situations (eg, statistical, ethical/moral, semantic)

Inference

To conjecture alternatives, formulate hypotheses, or draw conclusions based on premises/evidence

To differentiate between conclusions/hypotheses that are logically or evidentially necessary and those that are merely possible or to whatever degree, probably

To demonstrate knowledge of syllogistic reasoning, principles of logic, logical fallacies, and rules for induction and deduction

To identify knowledge gaps or needs

Explanation

To explicate, in writing or orally, the assumptions and reasoning processes followed in reaching conclusions

To justify one's reasoning/conclusions in terms of evidential, conceptual, methodological, or contextual considerations

To construct graphic representations of the relationships among variables (e.g., tables, graphs)

Self-regulation

To continually monitor, reflect on, and question one's own thinking in relation to all of the foregoing steps in the reasoning process

To examine one' own views with sensitivity to the possible influence of personal biases or self-interest

To review and confirm or reformulate one's previous understandings/explanations/inferences in relation to a particular situation

To demonstrate the "dispositional skills" (Facione and Facione, 1992) of truth-seeking, open-mindedness, "analyticity", "systematicity", self-confidence, inquisitiveness, and maturity.

Rubric for Scoring Laboratory Examinations

Score Range	Scores may range from **Excellent** (A = Consistently does all of the following) to **Above Average** (B = Consistently does most of the following)	**Average** (C = Consistently does most of the following)	Scores may range from **Poor** (D = On occasion does some of the following) to **Failure** (F = Consistently does most of the following)
Body Mechanics	Demonstrates correct body mechanics in all activities.	Demonstrates correct body mechanics in most activities. Minor errors in body mechanics may be present.	Significant errors in body mechanics noted that may put the individual (patient or therapist) at risk.
Safety	Applies knowledge of contraindications/precautions. Appropriately adjusts patient examination/intervention in response to potential safety issues.	Recognizes and states most, but not all, relevant contraindications and precautions. Incompletely adjusts patient examination/intervention in response to potential safety issues.	Fails to recognize, articulate or address relevant contraindications and precautions. Acts in a manner that jeopardizes patient safety.
Communication	Communicates in a manner congruent with situational needs and with appropriate sensitivity to issues of diversity. Demonstrates technically correct oral and written communication skills, including the use of appropriate terminology, active listening, and appropriate body language. Establishes appropriate patient-PT rapport.	In most situations, communicates in a manner consistent with situational needs and with appropriate sensitivity to issues of diversity. Demonstrates some incorrect oral and written communication skills, including occasional inappropriate use of terminology, lapses in active listening, and occasional inappropriate body language.	Fails to communicate in a manner consistent with situational needs or with sensitivity to issues of diversity. Demonstrates significant errors in oral and written communication including inappropriate use of terminology, failure to actively listen, and inappropriate body language.
Critical Thinking	Accurately identifies relevant problems, interprets and weighs evidence, statements, and physical findings; selects and justifies and appropriate course of action	Partially identifies relevant problems; incompletely interprets and weighs evidence, statements, and physical findings; selects a less than optimal course of action; incompletely justifies selected action.	Fails to identify relevant problems; inappropriately interprets and weighs evidence, statements, and physical findings; incorrectly selects a course of action; fails to justify selected action.

Appendix C:

Professional Behaviors

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.
   - Raises relevant questions
   - Understands and accepts scientific method
   - Thinks analytically
   - Uses information effectively
   - Formulates alternate hypotheses
   - Critiques solutions
   - Feels challenged to understand and solve problems
2. Communication
   The ability to communicate effectively (i.e. verbal, non-verbal, written, etc.)
   - Demonstrates basic English skills
   - Presents verbal or written message with logical organization and sequencing
3. Problem Solving
   The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
   - Recognizes problems and prioritizes them
   - States problems clearly
   - Can identify solutions to the problem or resources needed to develop solutions
4. Interpersonal Skills
   The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
   - Maintains professional demeanor in all clinical and classroom interactions
   - Recognizes impact of verbal and non-verbal communication and modifies all communication to meet situational needs.
   - Listens actively and uses appropriate body language
   - Assumes responsibility for mistakes, apologizes
   - Demonstrates interest and ability to work with peers in a group process/project

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.
   - Demonstrates dependability
   - Demonstrates punctuality
   - Fulfills commitments
   - Budgets time wisely
   - Accepts responsibility for actions and outcomes
   - Provides safe and secure environment for patients

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.
   - Projects professional image
   - Continuous positive regard for all
   - Abides by APTA code of Ethics and standards of practice
   - Follows state licensure regulations
   - Abides by facility policies and procedures
   - Abides by university and department policies and procedures
   - Demonstrates involvement in and commitment to local and national chapters of the APTA
   - Contributing creatively to classroom and community projects on a regular basis
   - Demonstrates leadership qualities
   - Demonstrates respect for others
7. Use of Constructive Feedback
   The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
   - Actively seeks feedback and help
   - Demonstrates a positive attitude towards feedback
   - Critiques own performance
   - Integrates feedback for positive change in growth
8. Effective Use of Time and Resources
   The ability to manage time and resources effectively to obtain the maximum possible benefit.
   - Meets external deadlines
   - Demonstrates flexibility and adaptability
   - Sets priorities
   - Sets realistic goals
   - Utilizing university library resources
   - Utilizes time wisely outside of class and clinic
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/clients 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."
    - Reads articles critically and understands limits of application to professional practice
    - Demonstrates a positive attitude (motivation) towards learning
    - Monitors own progress
    - Takes a collaborative approach
    - Seeks assistance from professors or peers regarding difficult concepts
    - Demonstrates initiative towards learning
    - Demonstrates equal participation in progression and completion of group projects

    References: Adapted from: Warren May, PT, MPH, Laurie Kontney PT, DPT, MS and Z. Annette Iglarsh,PT, PhD, MBA: Professional Behaviors for the 21st Century, 2009-2010.

APPENDIX D

THE UNIVERSITY OF FINDLAY
COLLEGE OF HEALTH PROFESSIONS
PHYSICAL THERAPY PROGRAM

Technical Standards and Essential Functions

INTRODUCTION

Performing successfully as a student physical therapist involves completing significant intellectual, social, and physical tasks throughout the curriculum. [1-3] Both the Traditional and Weekend PTA to DPT Bridge Programs are rigorous. *The Weekend PTA to DPT Bridge Program in particular is rigorous; fast paced and has less time on campus than the Traditional program. The students in the Weekend PTA to DPT Bridge Program are expected to be able to manage full time coursework with a significantly reduced face-to-face component along with maintaining clinical work as a PTA.*

Upon graduation, students from this program are expected to deliver entry-level clinical services in a safe and ethical manner. Successful entry-level practice requires a broad array of basic knowledge, skills, and behaviors, including abilities in the areas of judgment, integrity, character, professional attitude, and demeanor. The purpose of this document is to delineate the specific demands of this professional education program so that students may compare their own capabilities with these educational challenges.

REASONABLE ACCOMMODATION

Students are expected to complete the tasks articulated in this document independently either with or without reasonable accommodation. The university can assist students who have disabilities to accomplish the essential tasks necessary to complete this educational program by reasonably accommodating their needs. For example the university can provide extra time to complete an examination. Providing reasonable accommodation does not imply that a student will be exempt from performing any tasks essential to completion of the program. Reasonable accommodation does mean, however, that the university will do its best to cooperate with any student who has a disability to determine if it can assist the student to successfully complete the necessary tasks.

IMPLICATION FOR ADMISSION

After reading this document, students must decide whether or not they are able to complete the essential tasks required for this program either with or without reasonable accommodation. They are not required to disclose the presence of a disability prior to a decision being made with regard to their admission to the program. Students should be realistic and recognize that they are ineligible for admission if they are unable to complete these tasks with reasonable accommodation. Students are encouraged to discuss any questions they have with regard to this document with the Office of Accommodation and Inclusion prior to admission.

If an offer of admission to the program is made to a student who has a disability and that student desires reasonable accommodation to assist in completing the essential tasks of this program, he or she must request this assistance from the Office of Accommodation and Inclusion . This Office, in consultation with the program director and other physical therapy faculty members, will decide whether the student will be able to perform the essential tasks with reasonable accommodation. An offer of admission may be withdrawn in any of the following circumstances:

- It becomes apparent that a student is unable to complete essential tasks even when reasonable accommodation is made.
- The accommodations required by the student are not reasonable and would cause undue hardship to the University.
- Attempting to perform the essential functions with reasonable accommodation would create a risk to the health and safety of the student with the disability or to the health and safety of others with whom the student would interact.

FIVE AREAS IN WHICH STUDENTS MUST POSSESS APTITUDES, ABILITIES, AND SKILLS:

I. OBSERVATION – use of visual system

Specific examples of requirements related to use of the visual system include:

A. Observing demonstrations in basic science classes, in clinical lab courses, and in clinical experiences; using these demonstrations as the basis for performance.

B. Observing students in the laboratory and observing patients accurately both at a distance and when close at hand; noting both verbal and non-verbal signals.

C. Observing skin integrity.

D. Observing findings on imaging tests.

E. Reading written material; observing illustrated and graphic material in texts, handouts, and in visual displays presented in class.

F. Observing anatomic structures.

G. Observing body movement; differentiating changes in body movement.

H. Observing changes in mood or affect.

I. Discriminating numbers and patterns associated with instruments used for examination of patients and for treatment intervention.

II. COMMUNICATION – specific communication requirements include:

A. Using verbal and nonverbal communication orally and in writing to convey and receive communication.
B. Reading, writing legibly, and speaking standard English at a level consistent with successful course completion and development of positive personal and therapeutic relationships.

1. Communication must be quick, effective, and efficient to handle the volume and breadth of required reading and to impart information to others
2. Written communication must be possible both by manual technique and computer technique
3. Computer literacy is required

III. SENSORY AND MOTOR COORDINATION AND FUNCTION

A. Students must be able to use their senses to perform a physical examination and to provide physical therapy intervention for standard treatment, as well as to provide care during emergency situations. Using the following specific sensory abilities is required:

1. Touch
2. Pain
3. Temperature
4. Position sense
5. Pressure sense
6. Movement sense
7. Ability to discern the shape and type of object by feeling it without using the sense of vision
8. Vibratory sense

B. Students must be able to use their abilities to move to successfully complete classroom requirements, perform a physical examination, and provide physical therapy intervention for standard treatment, as well as to provide care during emergency situations. The following specific movement abilities are required1. Please note that the terms “frequently” (frequent repetition for 1/3 to 2/3 of a full work shift) and “occasionally” (repetition for up to 1/3 of a full work shift) have been used in the context of their definitions from the ERGOS job description program1:

1. When not participating in clinical education, ability to sit between two to 10 hours daily.
2. When not participating in clinical education, ability to stand for one to two hours daily.
3. When not participating in clinical education, ability to walk intermittently for up to two hours daily.
4. When participating in clinical education, ability to stand or walk for at least seven hours daily and to sit for at least one hour daily – modifiable according to the schedule of the specific facility to which the student is assigned.
5. Ability to relocate living arrangements outside the area in which the student customarily lives to complete one or more clinical rotations of up to ten weeks in duration.
6. Frequently lift items less than 10 pounds and occasionally lift items between 10 and 50 pounds.

7. Carry up to 25 pounds while walking up to 50 feet.
8. Frequently exert 14 pounds of push/pull forces to objects up to 50 feet and occasionally exert 27 pounds of push/pull forces for up to 50 feet.
9. Frequently twist, bend, stoop, and squat.
10. Depending on what class is being taken, or depending on what setting a student is placed in for clinical rotation, either occasionally or frequently kneel, crawl, climb stools, reach above shoulder level.
11. Frequently move from one location to another and from one position to another at a speed that permits safe handling of classmates and patients. Handling a workload efficiently and safely requires the ability to respond promptly with appropriate movement patterns.
12. In most cases, when required to travel from one floor to another in a building, a student will have access to an elevator. However, students must have the ability to negotiate stairs and uneven terrain when elevators are not available (for example, when participating in clinical assignments in patient homes), or when assisting patients to learn how to safely negotiate stairs.
13. Frequently use the hands with repetitive motions using a simple grasp and using a firm grasp and manual dexterity skills.
14. Frequently coordinate verbal and manual activities with large movement activities.

IV. CONCEPTUALIZATION, INTEGRATION, AND QUANTIFICATION

A. Students must be able to interpret what they read, see, and hear. For example, they must be able to:

1. Extract pertinent facts from readings; interpret their meaning.
2. Summarize and interpret the communications of others.
3. Collate data obtained from patient examinations into clear and concise written summaries following standard documentation protocols.
4. Interpret the data to provide a likely explanation for identified patient problems and justification for recommended therapeutic interventions based on clinical judgment and evidence based practice.
5. Interpret graphs and charts and use the information appropriately in both learning and in planning therapeutic interventions.

B. Students must demonstrate a high level of problem solving and critical thinking skill.

C. Students must be able to recall previously presented information as well as retain and incorporate new information when communicating and when formulating therapeutic plans of intervention.

D. Students must exercise good judgment in all encounters.

E. Students must be able to identify and communicate the limits of their knowledge to others when appropriate. They must be able to refer others to professionals with other spheres of reference when appropriate.

V. BEHAVIORAL AND SOCIAL SKILLS, ABILITIES, APTITUDES, AND GENERAL HEALTH

A. Students must possess and exhibit a level of emotional health that allows:

1. Using their intellectual abilities to the fullest.
2. Developing mature, sensitive, and effective professional relationships.
3. Exercising good judgment.
4. Completing all classroom and clinical responsibilities promptly and effectively.
5. Accurately recognizing, describing, and responding to changes of emotional communication or other nonverbal behavior.
6. Recognizing and appropriately reacting to one's own immediate emotional responses to allow maintenance of a professional demeanor.
7. Tolerating physically and emotionally taxing workloads.
8. Functioning in the face of uncertainty and ambiguity inherent in the learning of and practice of physical therapy.
9. Accepting constructive comments and suggestions for behavioral changes as well as modifying behavior is needed.

B. Students must possess a general health status congruent with:

1. Completion of all functions noted in this document.
2. Ability to withstand exposure to microorganisms present in the environment of anyone working in health care.

   i. Depending on what setting a student is placed in for clinical rotation, either occasionally or frequently students will be exposed to open wounds, blood, and other body fluids.

   ii. Although students are taught every appropriate measure to protect themselves from microorganisms associated with such exposure, students should be aware that an intact immune system enhances the ability to withstand such exposure.

References:

1 O*NET/ERGOS Web site. Available at: http://online.onetcenter.org. Accessed July 17, 2001.

2 US Dept of Labor Web site. Available at: http://www.bls.gov. Accessed July 17, 2001.
American Physical Therapy Association Web site. Available at: http://www.apta.org. Accessed July 17, 2001.

APPENDIX E

Replacement Badge Form

REPLACEMENT BADGE NEEDED FOR STUDENT

PROGRAM NAME _____

STUDENT NAME _____

STUDENT ID# _____

APPROVED BY _____

DATE _____

PAID $5 FEE _____

Once form is completed and approved, please bring it to the Card Office in the Alumni Memorial Union to have your picture taken for a replacement badge.

10/26/17

APPENDIX F

DPT Student Fund for Research REQUEST

Name_____ Student ID Number_____

Name & Date of event or conference:_____

Amount requested (No more than $70):

_____

Email: _____
Phone:_____

Address:

_____

Have you received Student Academic Development funding in the past? ____Yes ____ No

If so, attach approved proposal, faculty endorsement & expense report.

If not, attach registration and expense report.

Can we send your check to the above listed address, if after Graduation? ____Yes ____ No

APPENDIX G

Infection Control Plan

Possible Risks

Although the risk of becoming infected with a communicable disease during classroom and laboratory experiences in the physical therapy program should be minimal, the possibility of exposure to blood-borne or other pathogens does exist. Close proximity to other students in classroom and lab may mean exposure to certain communicable diseases. A student might become injured or ill and thus expose others to blood, vomit or other body fluids. There may be times when patients are brought into the classrooms. Finally, in the anatomy laboratory there is the possibility of exposure to contaminated human remains.

In order to minimize the exposure to blood-borne pathogens and other potential infections for students, faculty, and staff participating in the physical therapy program, an infection control plan for the academic portion of the program has been developed and is outlined in the pages that follow. While students are on clinical affiliations, they will face the same risks as the physical therapists at the various facilities. Policies relating to infection control for those students on affiliations are also included at the end of this document.

Methods of Infection Control:

A. Hand hygiene

Hand washing is a very important means of preventing the spread of infections. Vigorous hand washing with soap and water will remove or reduce the number of pathogens on the skin.

<u>When to perform hand hygiene:</u>

1. before and after using hands-on techniques in the laboratory or classroom
2. after coughing, sneezing, blowing or wiping of the nose
3. before and after handling food
4. after using toilet facilities
5. whenever hands appear visibly soiled
6. following the removal of gloves used for standard precautions
7. after any procedure or activity involving exposure to blood or other body fluids
8. before and after contacting an open area on the skin

<u>Hand washing technique:</u>

1. Remove all jewelry (flat, band type ring may be worn).
2. Avoid touching the sink with your hands
3. Turn on the water and adjust it to a warm temperature.
4. Moisten hands, wrists, and distal forearm, and apply soap. Keep fingers pointing down.
5. Use rotary or rubbing motions to apply friction to all surfaces for at least 30 seconds.
6. Pay special attention to the area around the nails, between the fingers, and the knuckles.
7. Rinse thoroughly with your hands directed downward, but do not rinse the skin proximal to where you washed.
8. Dry your hands thoroughly and dispose of the towel.
9. Use a paper towel to touch the faucet to turn the water off. Dispose of the towel

10. Hand sanitizer can be used when hands are not visibly soiled. Sanitizer it to be applied to all surfaces of the hands and rubbed in until dry

REFERENCES:

A. Minor MAD, Minor SD. *Patient Care Skills*. 4th Ed. Stamford, CT: Appleton & Lange; 1999.
B. Pierson, FM. *Principles and Techniques of Patient Care*. 2nd Ed. Philadelphia, PA: W.B. Saunders Company; 1999.
C. *Infection Control Guidelines*. Findlay, OH: Blanchard Valley Regional Health Center.

B. Standard Precautions

Standard precautions is a system of infection control in which all body fluids are considered to be potentially infectious and are handled as though they were contaminated.

Complete descriptions of standard precautions guidelines for the workplace can be found in the references listed below. The guidelines have been adapted for the PT lab including emergency situations were considered in formulating the policies below and in the following sections.

Standard precautions shall be used in any contact with blood or body fluids. Specifically the use of standard precautions while in the PT program requires:

1. Non-sterile gloves shall be used to clean up blood or other body fluids or in cases where there is a potential for coming into contact with body fluids.
2. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or body fluids. Hands will be washed after the removal of gloves.
3. Any sharp items such as broken glass or needles should be handled with care and disposed of properly in a "sharps" container.
4. A face shield will be available in case of spurting or splashing blood.
5. Mouthpieces, resuscitation bags or similar equipment will be available for use with mouth to mouth resuscitation.
6. Contaminated waste shall be disposed of in separate, marked containers.
7. Contaminated linen shall be placed in separate containers or bags.

REFERENCES

1. Pierson, FM. *Principles and Techniques of Patient Care*. 2nd Ed. Philadelphia, PA: W.B. Saunders Company; 1999.
2. *Infection Control Guidelines*. Findlay, OH: Blanchard Valley Regional Health Center.
3. Department of Labor, Occupational Safety and Health Administration. 29 CFR Part 1910.1030:
   Occupational Exposure to Bloodborne Pathogens; Final Rule. Federal Register. 1991; 56(235)

C. Procedure in Case of Exposure

In case of a needle stick or other exposure to blood or body fluids, the following procedures should be followed:

1. The exposed individual should immediately wash the skin with soap and water or flush contaminated mucous membrane with water.
2. Any contaminated clothing should be removed and placed in the proper contaminated linen receptacle.
3. The exposed individual should report to the Blanchard Valley Regional Health Center (BVRHC). Treatment and follow-up will be in accordance with the policies and procedures of the BVRHC. The student will be responsible for complying with treatment procedures and for the timely payment of any or all expenses incurred.
4. Any areas in the lab, plinths, floor, etc. which may have been contaminated by the fluids should be cleaned immediately with disinfectant. The person doing the cleaning must wear gloves. All contaminated materials should be placed in the appropriate, marked receptacles.
5. The incident should be reported to the Program Director as soon as possible.
6. The person who was the source of the body fluid(s) is encouraged to accompany the exposed individual to BVRHC so that appropriate testing can be done.

7. In the case of accidental exposure to infections while on clinical affiliations, the student should inform the clinical instructor immediately and follow the infection control policies of the facility. The DCE also needs to be informed of the incident and any medical treatment or follow-up required. The student assumes financial responsibility for any necessary treatment. It is the responsibility of the student to inquire about infection control policies at the beginning of the affiliation.

D. Physical Therapy Lab

To maintain cleanliness and reduce the risk of spreading infections, the following policies are in effect for students and faculty involved in the physical therapy courses.

1. Hands are to be washed before and after hands-on contact as outlined in the hand washing policy.
2. A clean sheet is to be used on the plinth for each person. Folded sheets may be used and, if they are not soiled, they may be turned over and re-used. In the event a sheet is not used to cover the plinth, the surface will be cleaned after each use.
3. If a sheet covers the pillowcases, they do not need changing unless they become soiled, but otherwise should be changed for each person.
4. Clean towels and washcloths should be used for each person.
5. Plinths are to be cleaned with disinfectant after each class session.
6. If re-usable electrodes are used in laboratory procedures, they are to be covered with a gauze pad or other disposable material.
7. The earpieces of stethoscopes used in class are to be cleaned with alcohol before and after each use.
8. Equipment is to be cleaned and disinfected at the end of each use or as is in keeping with established equipment specific policies that will be explained in class.
9. To facilitate maintaining the cleanliness of the lab, the application of standard precautions and the proper handling of contaminated materials, the following are to be available in the physical therapy laboratory:
    a. face shield or eyewear
    b. mouthpiece or resuscitation bag for mouth to mouth resuscitation
    c. non-sterile gloves

d. disinfectant
e. container for disposal of sharp materials
f. container for disposal of contaminated linen
g. hamper for ordinary soiled linen
h. container for disposal of contaminated gloves, blood or other contaminated materials

E. Anatomy Lab Procedures

Introduction

Gross anatomy is the study of structures, their relationships, and functions. A working knowledge of the structure of the body cannot be obtained from lectures, books, and software alone, although these are essential guides. Through the gross anatomy laboratory, the student can obtain first-hand skills, seeing and handling anatomical specimens and appreciating their interrelationships. This is accomplished by dissection, the art of removing surface coverings exposing body parts and separating them from one another. Dissection requires careful, accurate, and meticulous work.

Purpose

The purpose of this document is to inform you of the potentially hazardous chemicals and conditions to which you will be exposed in the Gross Anatomy laboratory. Exposure is defined as personal contact with the hazardous or potentially hazardous chemicals at levels with an average eight hour time weighted average, set for by the American Conference of Governmental Industrial Hygienist or OSHA's Permissible Exposure Limit (PEL) when used in a manner consistent with usual laboratory procedures. This includes inhalation of the ambient laboratory air and skin contact as the anatomical specimens are handled.

Hazardous Chemicals

The potentially hazardous chemicals to which you are exposed in the Gross Anatomy Laboratories are the components of the embalming fluid and the wetting solution. A list of these components follows. The MSDS sheets are available to you pursuant to 29 CFR, 1910.1200, the OSHA Hazard Communication Standard and are available electronically.

1. Embalming Fluid- The fluid contains formaldehyde, glycerine, alcohol, and water. Formaldehyde is a suspected carcinogen and respiratory irritant. In addition, skin irritation may occur with prolonged exposure.

2. Phenol- This chemical is used on occasions for fungicidal purposes, and is a respiratory toxin and skin irritant.

3. Mold-X- This detergent is used for fungicidal purposes and the active ingredients are formaldehyde and methanol. Foramaldehyde is a suspected carcinogen and respiratory irritant.

Student Considerations

Skin: Protective clothing such as hospital scrubs is required. The use of non-latex gloves is required for handling of the cadaver structures. A student who has or develops a skin sensitivity should use gloves and wear long sleeved garments at all times. In addition, students with skin sensitivities should

notify the instructor and personal physician so that appropriate protective and treatment procedures can be implemented. Students exhibiting contact sensitivity should consult a physician regarding type of gloves, garments, or other items that may cause irritability. Minor cuts and abrasions from cutting instruments or bone edges should be washed thoroughly with soap and water. Contact the instructor antiseptic and dressing materials. Any serious wound should be treated by a physician immediately.

Eyes: Accidental fluid splashed into the eyes should be flushed immediately using the eye wash station located in the laboratory, and a physician consulted. Contact lenses are not allowed while in the laboratory.

Respiratory: Individual students may have or develop sensitivity to any of the chemicals used in the laboratory, in particular formaldehyde or phenol. In order to obtain a respiratory protective device (respirator), a student must have a respiratory evaluation by a physician, after which s/he is fitted and trained in its proper care by their physician. A particle filter mask provides no protection for formaldehyde or phenol sensitivity.

Pregnancy: Students who are or who learn they are pregnant or who are nursing newborn infants while in the Gross Anatomy Laboratory should consult their obstetrician immediately regarding recommended precautions.

Alternatives to Gross Anatomy Laboratory

Alternatives to Gross Anatomy Laboratory studies will be explored on an individual need basis for students unable to use the laboratory for documented medical conditions. Alternatives will be developed by the course coordinator in consultation with appropriate academic administrators and/or committees of the student's college.

Visitors

Only students enrolled in Clinical Anatomy or Neuroscience courses are authorized to enter the Gross Anatomy Laboratory (BCHS #09). The no visitor rule is designed to prevent exposure of visitors to hazardous or potentially hazardous chemicals, as well as donor respect and public relations. Infants, children, and pets are not permitted in the laboratories at any time. Every student will be required to enter his or her University issued ID number upon entering the laboratory each time.

Food, Beverages, Smoking

Food and beverages are not permitted in the gross anatomy laboratory per OSHA guidelines. This area is also designated as a no smoking area.

Observed Violations

Students observing violations or deviations from these guidelines and other laboratory policies are expected to report these violations to laboratory staff or faculty member in a timely manner. This responsibility is considered part of your professional development as a health care provider.

Specific Guidelines for the Use of the Gross Anatomy Laboratory at University of Findlay:

1. Through collaboration with medical universities and the Ohio Donor Program, the University of Findlay has obtained cadavers for anatomy study. These were unselfish and concerned individuals that had foresight to contribute to educate clinicians. The anatomical specimens studied must be handled with respect and dignity at all times.
2. No cameras or video of a specimen is allowed.
3. No cadaver tissues are to be taken outside of the laboratory at any time.
4. Eating or drinking is not permitted in the laboratory. The Brewer Center for Health Sciences is a smoke free building.
5. If there is a suspicion that a donor may be a relative or acquaintance of a student, the student should contact Dr. Davies x5640 davies@findlay.edu . If the suspicion is confirmed, the cadaver will be returned to the medical university.
6. The cadavers are identified by numbers and those numbers correspond to their dissection table. The anatomical specimens should never be removed from their corresponding bin. The specimens are initially brought to the university in bags and those bags should remain with the cadaver throughout the course of study.
7. Anatomical structures can be pointed to or moved using dissecting instruments provided by the laboratory. Instruments such as pens, pencils, or markers are not permitted at dissection tables. In addition, there should be no dissection equipment left on the dissection tables when the specimen is not in use. All instruments and trays should be cleaned with soap and water following a laboratory session.
8. Paper toweling, used gloves, and disposable pointing instruments are to be deposited in the appropriate trash containers, not left in the specimen trays or bins. The used dissection blades should be placed in the biohazard container and never deposited into trash containers.
9. Instruments dropped on the floor must be washed immediately with soap and water before returning to the table to continue dissection.
10. Fixed tissue is susceptible to mold growth if the above sanitary procedures are not followed, and this may lead to withdrawal of specimens as study resources. Students are requested to bring to the attention of the lab technician or a faculty member, any unusual or suspicious conditions on a specimen.
11. The anatomical specimens should be covered when not in use. The students are requested to clean the area surrounding the bin and to cover the specimen at the end of laboratory sessions, evenings, and weekend open lab hours.
12. Fluid must be drained from the dissecting tables as it accumulates. Please wipe up any spills on the floor immediately, as this fluid makes the floor very slippery and hazardous.
13. Garments worn in the laboratory must be washed at frequent intervals. Shoes worn in the lab must adequately protect the top of the foot. All persons handling cadavers are required to wear gloves and protective eyewear.
14. Report immediately any injuries incurred in the laboratory to a staff member, Student Health or Emergency Room for the proper treatment. Incident forms need to be completed and submitted to the student's program following treatment of the injury.
15. iPads provided for student use are to be cleaned following laboratory use, and used only for viewing of materials pertaining to laboratory materials. iPads should be plugged in following use so they will be charged for the next laboratory group.
16. Anatomical models are not to be removed from BCHS 09.
17. No radios are allowed in the lab during class hours.

Gross Anatomy Laboratory Student Safety Agreement

The anatomical specimens found in the Gross Anatomy Laboratory contain potentially hazardous chemicals within the embalming fluids which may potentially expose a person to the risk of injury and illness. The risks associated with study of anatomical specimens in Brewer Center for Health Science 09 have been explained to my satisfaction and I have had an opportunity to ask questions about them. While regulations and guidelines are essential for operation of a gross anatomy laboratory, they may not be sufficient to achieve safe laboratory practice. It is the skill, knowledge, and common sense of the individual student that is essential for a safe program. Thus, each student using a laboratory assumes the following responsibilities:

1. To familiarize him/herself with the rules and regulations concerning laboratory use, noting especially the information provided regarding hazardous or potentially hazardous chemicals used for embalming. Should any hazardous condition come to his/her attention, these should be communicated to Health Science faculty or the laboratory staff members at once.
2. To comply fully with all established rules and regulations, and to consult with faculty and laboratory personnel for advice in circumstances where safe practice is in doubt.
3. To limit laboratory use to study only in approved University courses.
4. To refrain from bringing visitors to the laboratory and thus exposing them to hazardous materials.

I have read and understand and the above responsibilities and agree to observe them in my use of the Gross Anatomy Laboratory. I recognize that I will be studying in an environment containing potentially hazardous chemicals, and I am aware of the consent to the potential risks associated with exposure to these materials. The exposure to materials means personal contact with hazardous or potentially hazardous chemicals at levels that are within established eight hour time weighted averages. Signing this student safety agreement is not a waiver of individual rights to redress in case of injury.

_____Date _____ Student Signature

The above student is duly enrolled in a University of Findlay course which requires use of a Gross Anatomy laboratory, and thereby is authorized to use such facility. I have identified the hazardous or potentially hazardous chemicals to which the above student will be exposed while utilizing the laboratory for study, and have provided this student with a copy of the rules and regulations for laboratory use.

_____Date _____ _ Gross Anatomy Laboratory Director

APPENDIX H

Guest Lecturer Evaluation

The University of Findlay
Occupational and Physical Therapy Program
Guest-Lecturer Evaluation

Name of Course _____

Guest Lecturer _____

Directions: **DO NOT WRITE ON THIS FORM**
Use **SCANTRON SHEET** provided
Use **PENCILS**

SA	(A)	=	Strongly Agree
A	(B)	=	Agree
D	(C)	=	Disagree
SD	(D)	=	Strongly Disagree
NA	(E)	=	Not Applicable or Don't Know

		SA	A	D	SD	NA
1.	Material presented was consistent with course objectives.	A	B	C	D	E
2.	Subject matter was sequenced in a logical manner.	A	B	C	D	E
3.	The material presented was appropriate in breadth & depth.	A	B	C	D	E
4.	Handouts/lecture outlines were helpful.	A	B	C	D	E
5.	The guest lecturer made appropriate use of teaching media.	A	B	C	D	E
6.	Lab experiences were appropriate and helpful.	A	B	C	D	E
7.	The guest lecturer seemed prepared for class.	A	B	C	D	E
8.	The guest lecturer facilitated and encouraged my learning.	A	B	C	D	E
9.	I would recommend that this guest lecturer return next year.	A	B	C	D	E

10. Comments: **Write all comments on the back of the Scantron Sheet.**

Physical Therapy Program Lab Assistant Evaluation

1. The lab assistant facilitated & encouraged my learning.
2. The lab assistant seemed prepared for class.
3. The lab assistant was available for questions and discussion.
4. The lab assistant was capable of providing explanations that were clear & concise.
5. The lab assistant was concerned about my progress in this course.

Additional Comments:

APPENDIX I

Vaccination record

NAME_____**ID#**_____**DOB**_____

PHONE#_____**Health Science Major**_____

****ALL STUDENTS MUST PROVIDE A COPY OF YOUR ORIGINAL IMMUNIATION RECORD****

REQUIRED:	**Date Completed/Given**	**Cosiano Health Center Staff Signature**
Primary DPT series completion **Tetanus Booster (Tdap/Td)** (Substitute 1 dose Tdap for Td)	_____ _____	_____ _____
MMR Born before 1/1/57 **or** **Vaccine- Dose # 1** **Dose # 2** **or** **MMR titers**	_____ _____ _____ Date_____ Results_____	_____ _____ _____ _____
Hepatitis B Vaccine First Injection Second Injection: (1 month after first injection) Third Injection: (5 months after second injection) Surface Antibody Test: (6-8 weeks after last injection)	_____ _____ _____ Date_____ Results_____	_____ _____ _____ _____
PPD (tuberculin skin test) Step 1: Step 2: (7-14 days after step 1) **Yearly follow ups:** If positive—Quantiferon Gold Test required yearly thereafter	_____Given _____Read _____mm Results _____Given _____ Read _____mm Results _____Given _____Read _____mm Results _____ Given _____Read _____mm Results _____ Given _____Read _____mm Results _____Given _____Read _____mm Results	_____ _____ _____ _____ _____

Varicella Varicella titer **or** **Vaccine-**	Date_____ Results_____ Date_____Dose 1 Date_____Dose 2	_____ _____ _____
Flu Vaccine (yearly)	_____ _____ _____ _____ _____	_____ _____ _____

UNIVERSITY OF FINDLAY

PHYSICAL THERAPY PROGRAM

HEPATITIS B VACCINATION WAIVER FORM

The Hepatitis B vaccination is strongly encouraged by most health care facilities in order to immunize employees and students against the possibility of infection related to exposure to blood and/or body fluids. Students may also be at risk for exposure to body fluids during, anatomy cadaver laboratory sessions.

Hepatitis B infection involves inflammation of the liver and may result in symptoms ranging from no symptoms to jaundice, joint pain, rash, and internal bleeding.

I understand that due to my possible exposure to blood and/or body fluids during my education through The University of Findlay, I may be at risk of acquiring Hepatitis B virus (HBV) infection. After consultation with my physician, Dr. _____, I have decided to decline the Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease.

Name: _____

Signature/Date: _____

Witness/Date: _____

APPENDIX J

Physical Therapy Program

Consent and Release -Participation in Demonstrations or Practice Sessions

I, _____(name), am willing to participate in physical therapy demonstrations or supervised practice sessions. I understand that these demonstrations may involve the actual application of physical therapy through necessary physical contact with me by the course instructors and/or students under the supervision of the instructors. I also understand that the techniques included in these demonstrations are not experimental nor unusual, but are routinely used in physical therapy.

I understand that there is no charge for the treatment that I will receive nor is there any compensation to me for participating in the demonstration. I agree not to make any claims against the faculty, students or The University of Findlay because of my participation in demonstrations or practice sessions.

Signed,

(Participant) (Date)

(Witness) (Date)

The University of Findlay
College of Health Professions
Physical Therapy Program

Consent Form for Information/Images

I, _____, herby grant permission for The University of Findlay Physical Therapy Program instructor/student to obtain and use for educational purposes that information that I have identified below by my initials.

_____ Medical/Physical history

_____ Digital/Film images/recordings

_____ Evaluation documentation

_____ Treatment interventions

_____ Audio/Video tape recordings

_____ Other _____

_____ The intended use of such information/recordings has been explained to me and I have been made aware of any associated risks and/or benefits.

_____ I understand that I will not receive compensation in any form, monetary or material, for granting permission to obtain and use the above indicated information/images.

_____ I further acknowledge that I will not make claims against the University of Findlay and/or its designee for use of the above information/images.

_____ I grant permission for educational use of the above information/images.

_____ I do not grant permission for educational use of the above information/images.

_____ I grant permission for commercial use of the above information/images.

_____ I do not grant permission for commercial use of the above information/images.

_____ I understand that I am able to withdraw my participation at any time.

(Consent form continued)
If the preceding information is to be used in conjunction with a specific class project the supervising instructor and or physical therapist(s) must complete this section and provide a copy of the completed for to the participant. [*Students must also attach the following: statement of the assignment purpose, description of assignment and how information is to be used, what is expected of the participant, potential risks and benefits associated with participation.]*

Course Name and Number: _____

Academic Term Offered: _____

Project or Activity Title: _____

Academic Instructor Contact Information:

_____

_____

_____

(_____) _____

Supervising Therapist(s) Contact Information:

_____

_____

_____

(_____) _____

Signatures:

Instructor's Signature	Date
Supervising Physical Therapist's Signature	Date
Supervising Physical Therapist's Signature	Date
Student's Signature	Date
Participant/Parent's Signature	Date

APPENDIX K

The University of Findlay College of Health Professions
Doctor of Physical Therapy Program

PROCTOR AGREEMENT FORM if NOT USING PROCTORIO

Students enrolled in our program may be asked to take exams outside of scheduled class time. In order to ensure test integrity, students are asked to find at least one licensed physical therapist, speech therapist, athletic trainer, or occupational therapist, who will agree to serve as their examination proctor. In addition, students may as a backup option utilize a testing center for proctored exam. A testing center is defined as a commercial testing center such as Prometric, a university or college testing center OR a library testing center. **NO RELATIVE MAY SERVE AS A PROCTOR**.

STUDENTS MUST PROVIDE THIS FORM FOR EACH PROCTORED EXAM IF AN INPERSON PROCTOR IS USED INSTEAD OF THE ONLINE PROCTORING

Examination proctors and students must agree to follow the guidelines listed below:

PAPER EXAM	**ONLINE EXAM**
1. Ensure that the student who is taking the exam is the student name on the exam packet	1. Supervise the student logging onto Canvas and ensure that the student who is logging on to the Canvas site is the person whose name is on the Canvas site.
2. Open the examination envelope (it should be provided to you in a UF envelope and sealed with a signature stamp or label across the seal)	2. Supervise the student opening the exam, and look for directions regarding use of supplemental materials ie open/closed book.
3. Document testing date and start time on Page 2 of this Proctor Agreement Form	3. Document testing date and start time on Page 2 of this Proctor Agreement Form
4. Ensure that the student follows the enclosed instructions (i.e., open/closed book).	4. Ensure that the student follows the enclosed instructions (i.e., open/closed book).
5. Supervise the student throughout the exam. *No resources to be utilized unless specified by the instructor. Assume closed book/note unless specified.* [In the case of practical skills check off, (PTs only) administer the check off as per course instructor's instructions.]	5. Supervise the student throughout the exam, until they log off. *No resources to be utilized unless specified by the instructor. Assume closed book/note unless specified.*
6. Sign page 2 of this Proctor Agreement Form **AND** sign the exam document.	6. Sign page 2 of this Proctor Agreement Form and give to student.
7. **Insert this Page 2 of this document and the written exam in the return envelope AND sign your name across the return envelope SEAL**, verifying your supervision during the exam.	7. **Student is responsible** to scan or take a readable photo of page 2 of this document and upload that document to the appropriate BLACKBOARD ASSIGNMENT location.
8. Mail the examination packet/envelope back to The University of Findlay in the provided envelope (a "must be postmarked by" deadline will be provided) or give to the student (sealed with your signature across the seal) to hand deliver.	
If you have any questions about this procedure, please call the PT program at 419-434-4863	

If you agree to follow the above guidelines **and you serve as an examination proctor**, please complete the form on page 2.

Student Name: _____ Class of 20_____

Course Name_____

EXAM DATE AND START TIME_____

Please Check Type of proctor:

□ Practical exam ; MUST be a licensed Physical Therapist)

□ Written exams; May be licensed PT, SP, AT, OT or testing center)

Online exams likely using PROCTORIO- NO FORM NEEDED

ONE OF THE FOLLOWING SECTIONS MUST BE COMPLETED FOR EACH LIVE PROCTORED EXAM/ASSIGNMENT

LICENSED PROFESSIONALS INFORMATION NEEDED

Proctor Name: _____

License Number: _____

Profession/Discipline:_____

Address: _____

Email Address: _____

Phone: _____

I agreed to serve as an examination proctor for the student above. I have followed the guidelines provided to the best of my ability.

Signature of Proctor/credential: _____Date _____

~ Thank you for your service to our University of Findlay students~

TESTING CENTER INFORMATION NEEDED

Commercial or Official Testing Center in Library or College/University

Proctor Name_____

Facility Name_____

Department:_____

Address:_____

Email Address: _____

Phone number:_____

I agreed to serve as an examination proctor for the student above. I have followed the guidelines provided to the best of my ability.

Signature of Proctor/credential: _____Date _____

~ Thank you for your service to our University of Findlay students~

THIS PAGE NEEDS TO BE RETURNED TO PROFESSOR per instructions on page 1

APPENDIX L

COLLEGE OF HEALTH PROFESSIONS
DOCTOR OF PHYSICAL THERAPY PROGRAM

Learning Contract Template

Student Name:
Date:

This learning contract is pertaining to_____ (*examples: Professionalism in Physical Therapy Core Values of _____,Clinical Education Performance, Academic Performance*)

I agree to complete the following goals, learning activities and associated evaluation measures:

Goals: The student will:

Learning Activities: The student will:

Evaluation Methods and Criteria for Successful Completion:

Failure to adhere to these policies may result in corrective action including, but not limited to:

This learning contract expires _____(*specific date, OR with successful completion of above learning activities, OR at the end of enrollment in the Doctor of Physical Therapy Program, OR some other statement relevant to that particular learning contract)*

I will also adhere to the standard program policies as documented in the PT Student Handbook throughout the remainder of my enrollment in the Weekend Physical Therapy Program at The University of Findlay. I understand that this learning contract is in addition to the requirements stated in the Student Handbook. I also understand the consequences of my failure to adhere to this learning contract.

_____ _____
Student Signature Date Advisor Signature Date

_____ _____
Instructor Sign if content pertains to specific course Associate Chair Signature Date

CC: Walsh, Chair
Instructor of any specific course mentioned

THE UNIVERSITY OF FINDLAY
COLLEGE OF HEALTH PROFESSIONS
PHYSICAL THERAPY PROGRAM

Sample Learning Contract

Student Name: XXXX

Date: XXXX

I agree to complete the following learning goal, activities, and associated evaluation measures by the end of this XXXX affiliation**:**

GOALS:
SKILL # 1 Safe Practice
The learner shall practice in a safe manner that minimizes risk to more complicated patients.
Uses acceptable techniques for transferring of patients that are at a more dependent level.

SKILL # 6 Communication
The learner shall communicate in ways that are congruent with situational needs
Initiates communication in difficult situations with Clinical Instructor, as appropriate

Learning Activities:
- For #1: Continued experiential learning activities with more complicated patients (that require a greater degree of assistance) and equipment (as needed for transfers, such as sliding board).
- For #6: Open communication with Clinical Instructor, as appropriate

Evaluation Methods and Criteria for Successful Completion:
Entry level performance (100% accomplishment) for **SKILLS # 1 and 6** by the end of the third affiliation **AND continued progress** with accomplishment of SKILLS as outlined in the *Clinical Education Manual* for clinical affiliation # 3

_____
Student Signature/Date

_____
Clinical Faculty Signature/Date

_____
Director of Clinical Education Signature/Date

APPENDIX M

DPT Student Fund for Professional Activities REQUEST

Name_____ Student ID Number_____

Name & Date of event or conference:_____

Amount requested: _____

Email: _____ Phone:_____

Address: _____

Have you received Student Academic Development funding in the past? ____Yes ____ No

If so, attach approved proposal, faculty endorsement & expense report.

If not, attach registration and expense report.

Can we send your check to the above listed address, if after Graduation? ____ Yes ____ No

APPENDIX N

American Physical Therapy Association

Code of Ethics

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf

Standards of Practice

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Practice/Standards.pdf

State of Ohio Laws & Rules

Ohio Physical Therapy Practice Act

http://www.otptat.ohio.gov/PracticeActs.aspx

APPENDIX O

THE UNIVERSITY OF FINDLAY
COLLEGE OF HEALTH PROFESSIONS
PHYSICAL THERAPY PROGRAM

Quick Reference: AMA Manual of Style

INTRODUCTION:

This reference sheet is intended to assist all people affiliated with the University of Findlay Physical Therapy Program to use the AMA Manual of Style more effectively. For purposes of this reference sheet, page numbers are referenced with each citation from the Manual to enable the reader to easily find the section in the book that contains more information about the given topic. This technique of referencing page numbers is an optional rule listed on page 31 of the Manual that some authors use when citing multiple page numbers from the same reference source.

I. CREATING A REFERENCE LIST:

- **A.** When writing a paper, you should compile into a list all sources cited for information in that paper.
- **B.** Compile the sources on a separate page from the text of the paper and label this page, REFERENCES. The reference page(s) is (are) numbered sequentially after the last narrative page of the paper.
- **C.** List the references in the order in which they are cited in the text of the paper. Precede each reference entry by an Arabic numeral of appropriate sequential order.1(p30)
- **D.** Separate each reference entry from the next by a double space.
- **E.** See sections III -VI for specifics on how to cite particular types of references. Also see the reference page at the end of this document.

II. CITING REFERENCES WITHIN THE BODY OF A WRITTEN PAPER

- **A. Paraphrasing:** When writing a paper, paraphrasing of the words written by other author(s) is preferable to direct quoting whenever possible, because paraphrasing indicates thought and synthesis of material. However, when paraphrasing the works of other authors, give credit to those authors by noting a citation in superscript after the body of material paraphrased. The following is intended to be only an example of the citation method, not an example of how to paraphrase effectively.

  EXAMPLE: Stubbs and associates, studying nurses in England, found that 43.1% of nurses had incurred one episode of back pain in the previous year.2 (Please see the noted source for information on the placement of in text citations in relation to various types of punctuation.)1(p30)

- **B. Short quotes: (four written lines or less)** Occasionally, the author of a source has phrased a concept in such a succinct or interesting manner that the concept deserves a direct quote. If this is the case, copy the original author's words precisely and surround them by quotes, followed by a citation.

EXAMPLE: Bork and colleagues astutely observed that, "although physical therapists have knowledge and clinical expertise in musculoskeletal injuries, these proficiencies do not constitute an immunity to their own work-related musculoskeletal disorders." 3

C. **Long quotes: (greater than four written lines)** This type of quotation is set off in a block in the text. Blocked text is defined as a segment of text being written with a reduced font size and without quotation marks. Please see the noted source for further information on specifics of the mechanics of citing quotations in block format.1(p221)

EXAMPLE: In a study of health practices of nursing students, Dittmar and colleagues found that large numbers of nursing students reported poor health practices. The authors state:

> Nursing students are expected to act as role models for patients they care for, yet the authors' data indicate their own health practices overall are not exemplary. These findings suggest that faculty teaching in all three types of nursing education programs might well take a more active role in promoting positive health behaviors among nursing students, both within courses on lifestyles and health and throughout the curriculum. Finally, if models truly influence others, nursing faculty themselves need to be more active exemplars in discussing and demonstrating positive health practices.4

III. CITING A JOURNAL ARTICLE: (fewer than seven authors)

Stubbs DA, Buckle PN, Hudson MP, Rivers PM, Worringham CJ. Back pain in the nursing profession -epidemiology and pilot methodology. *Ergonom.*1983;26:755765.

RATIONALE:

A. Author citation: If there are six or fewer authors, write out the surname of the first author, followed by first and middle name initials with no intervening punctuation. Succeeding authors follow in similar manner, each individual name separated by a comma from each additional name. Do not use the word "and" preceding the last name in the series of authors.1(p32)
B. Article title: Except for proper nouns, capitalize only the first word in the article title. Do not italicize article titles. Separate the article title from the journal title by a period.1(p30) See also the additional pages in the source noted for further information. 1(p33-34)
C. Journal tile: Italicize and capitalize all words. List the journal title by the appropriate abbreviation noted in the Index Medicus.1(p297-303) Separate the journal title from the year of publication by a period.. 1(p30) See also the additional pages in the source noted for further information.l (p33-35)
D. Year of publication: Note all four numerals in Arabic format. Separate the year from the journal volume number by a semicolon.1(p30) See also the additional page in the source noted for further information.1(p35)
E. Volume number: Note the volume in Arabic numerals. Separate the volume from the page numbers by a colon.1(p30) See also the additional page in the source noted for further information.1 (p35)
F. Page numbers: Note the page numbers from which a citation is taken as the first and the last page of the entire article separated by a hyphen. Then follow the pages by a period.1(p30) See also the additional page in the source noted for further information.1(p35)

IV. CITING A JOURNAL ARTICLE: (more than six authors)

Bork BE, Cook TM, Rosecrance JC, et al. Work-related musculoskeletal disorders among physical therapists. *Phys Ther.* 1996;76:835-841.

RATIONALE:

A. Author citation: Works authored by more than six individuals should be cited by noting only the first three authors, followed by the Latin phrase, "et al".1(p33)
B. Remainder of citation: same as noted above for fewer than seven authors.

V. CITING A TEXT (EITHER REFERENCING THE ENTIRE BOOK OR REFERENCING SPECIFIC PAGES OF THE BOOK):

Perry J. *Gait Analysis*. Thorofare, NJ: Slack, Inc; 1992.

RATIONALE:

A. Author citation: see above notations regarding citing journal articles.
B. Title citation: Italicize and capitalize all major words of the title.1(p30) Separate the title from the city of publication by a period. See also the additional pages in the source noted for further information.1(p33-34)
C. Place of publication: Use the city and state (abbreviated) or country (if the city is outside the US).1(p30) Separate the place of publication from the publisher b a colon. See also the additional page in the source noted for further information.1(p41)
D. Publisher: List the full name of the publisher and separate it from the year of publication by a semicolon.1(p30) See also the additional page in the source noted for further information.1(p41)
E. Page numbers:

1. Often, texts are cited on the REFERENCE page without page numbers as noted above.
2. If you desire to direct the reader to a specific section of the text, note the page numbers from which a citation is taken as the first and the last inclusive page of that section separated by a hyphen. Then follow the pages by a period.1(p30) See also the additional page in the source noted for further information.1(p41)

VI. CITING A CHAPTER OF A TEXT (edited or unedited):

Saunders HD, Stultz MR, Saunders, R, Anderson M. Back injury prevention. In: Key GL, ed. *Industrial Therapy*. Chicago, IL.: Mosby; 1994:123-147.

A. Author citation: see above notations regarding citing journal articles. Separate the name(s) of the author(s) from the title of the text with a period.
B. Chapter title citation: Except for proper nouns, capitalize only the first word in the chapter title. Do not italicize chapter titles. Separate the article title from the text title by a period.1(p39)
C. Text title citation: Italicize and capitalize all major words of the text title.1(p39) Separate the text title from the city of publication by a period.
D. Place of publication: Same as in V above
E. Publisher: Same as in V above. See also the additional page in the source noted for further information.1(p39,41)
F. Page numbers: Note the page numbers (inclusive of the whole chapter) from which a

citation is taken as the first and the last page separated by a hyphen. Then follow the pages by a period.1(p30) See also the additional page in the source noted for further information.1(p39,41)

REFERENCES

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3. Bork BE, Cook TM, Rosecrance JC, et al. Work-related musculoskeletal disorders among physical therapists. *Phys Ther*. 1996;76:835.
4. Dittmar SS, Haughey BP, O'Shea RM, Brashure J. Health practices of nursing students: a survey. *Health Values*. 1989;13:30.

APPENDIX P

Work Verification Form
Year I/II/III

Students in the Physical Therapy Program at The University of Findlay are required to work a minimum of 80 hours per month as physical therapist assistants. This provides each student with a clinical resource with which to supplement his or her academic course work.

In order to verify that each student is fulfilling this requirement, please assist us by signing this form.

The student should complete the name, facility, address and phone portion. If you worked in more than one facility, complete a form for each facility.

Student complete this section

Student Name:	
Facility:	
Facility Address	
Facility Phone Number:	

(Please indicate the appropriate time frame by checking the blank and filling in the year):

During the following time frame:
_____ December 20_____ through May 20_____
(3rd year students December, 20_____through March 20__ for Winter term)

_____ June, 20__ through November, 20___

Supervisor complete this section

I supervise the above mentioned student in his/her place of employment as a physical therapist assistant and verify that he/she has*:*	
Check one	
	Worked an average of 80 hours per month during the above noted months
	Worked an average of (_____) hours per month during the above noted months *If the student worked more than or less than 80 hrs per month, please check this box and fill in the number of hours worked.*

Signature of Supervisor _____

License Number: _____ *Discipline of licensee*_____

Date: _____

Notes:

APPENDIX Q

References on Adult Learning/General Education

The following references may be accessed through the Experiential Educator or the Directors of Clinical Education:

American Physical Therapy Association. *Advanced Credentialing Program and Manual*. Alexandria, VA: American Physical Therapy Association, 2008. www.apta.org/ACIECP

American Physical Therapy Association. *Clinical Instructor Education and Credentialing Program and Manual.* Alexandria, VA: American Physical Therapy Association, 2009. www.apta.org/CIECP

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Housel N, Gandy J, Edmondson D. Clinical instructor credentialing and student assessment of clinical instructor effectiveness. *J Phys Ther Educ*. 2010; 24: 26-34.

Jette DU, Bertoni A, Coots R, Johnson H, et al. Clinical Instructors' Perceptions of Behaviors That Comprise Entry-Level Clinical Performance in Physical Therapist Students: A Qualitative Study. *Phys Ther*. 2007; 87: 833-843.

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Laitinen-Vaananen S, Taltitie U. (2007). Clinical supervision as an interaction between the clinical educator and the student. *Physiother Theory Pract.2007;* 23: 95-103.

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APPENDIX R

COHP

The University of Findlay
College of Health Professions

PHYSICAN'S EXAMINATION FORM

PART ONE: TO BE COMPLETED BY THE STUDENT PRIOR TO THE EXAM

General Information:

Name:_____ Gender:_____ Birth date:_____

Address:_____ Phone_____

City:_____ State:_____ Zip:_____

UF ID#_____ Today's Date:_____

_____

Health Professions Program: _____

History:
Do you have, or have you had any of the following illnesses or conditions?

Asthma	Yes ☐	No ☐	Diabetes	Yes ☐	No ☐
High Blood Pressure	Yes ☐	No ☐	Heart Disease	Yes ☐	No ☐
Cancer	Yes ☐	No ☐	TB	Yes ☐	No ☐
Seizures	Yes ☐	No ☐	Hepatitis	Yes ☐	No ☐
Other serious illness or condition currently	Yes ☐	No ☐			

Details of any "Yes" answers from above:

_____

_____

_____

Previous Injuries: _____

Previous Surgeries:_____

Allergies: _____

Current Medications: _____

NAME_____**ID#**_____**DOB**_____
PHONE#_____**Health Science Major**_____

****ALL STUDENTS MUST PROVIDE A COPY OF YOUR ORIGINAL IMMUNIATION RECORD****

REQUIRED:	**Date Completed/Given**	**Cosiano Health Center Staff Signature**
Primary DPT series completion **Tetanus Booster (Tdap/Td)** (Substitute 1 dose Tdap for Td)	_____ _____	_____ _____
MMR Born before 1/1/57 **or** **Vaccine- Dose # 1** **Dose # 2** **or** **MMR titers**	_____ _____ _____ Date_____ Results_____	_____ _____ _____ _____
Hepatitis B Vaccine First Injection Second Injection: (1 month after first injection) Third Injection: (5 months after second injection) Surface Antibody Test: (6-8 weeks after last injection)	_____ _____ _____ Date_____ Results_____	_____ _____ _____ _____
PPD (tuberculin skin test) Step 1: Step 2: (7-14 days after step 1) **Yearly follow ups:** If positive—Quantiferon Gold Test required yearly thereafter	_____Given _____Read _____mm Results _____Given _____Read _____mm Results _____Given _____Read _____mm Results _____ Given _____Read _____mm Results _____ Given _____Read _____mm Results _____Given _____Read _____ mm Results	_____ _____ _____ _____ _____
Varicella Varicella titer **or** **Vaccine-**	Date_____ Results_____ Date_____Dose 1 Date_____Dose 2	_____ _____ _____
Flu Vaccine (yearly)	_____ _____ _____ _____ _____	_____ _____ _____

COHP

PART TWO: TO BE COMPLETED BY THE PHYSICIAN

Physical Examination:

Vital Signs: Ht: _____ (inches) Wt:_____ (lbs.) BP_____/_____
Pulse _____

	Normal	Abnormal	Comments
General Appearance			
HEENT			
Lungs			
Heart			
Abdomen			
Back			
Extremities			
Neurologic			

Are there any conditions, physical and/or emotional, which may interfere with functioning as a health professional student in the classroom or clinic?

☐ Yes ☐ No If yes, please describe on a separate sheet.

Physician's Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Physician's Signature: _____ Date: _____

Appendix I

Consent:

I direct that a copy of this exam form, including laboratory results, be sent to my assigned clinical centers and coordinators.

Student Signature: _____ Date: _____

Practitioner Contact:

If you are currently in treatment for any condition, physical or emotional, may we contact your practitioner in an emergency? Yes ☐ No ☐

Student Signature: _____ Date: _____

If yes, please provide us with the following information:

Practitioner's Name: _____ Specialty: _____

Address: _____ Telephone: _____

City: _____ State: _____ Zip: _____

APPENDIX S

PHYSICAL THERAPY PROGRAM
COLLEGE OF HEALTH PROFESSIONS
The University of Findlay

Consent Form

Statement of the assignment purpose*: Provision of 6 weeks of Physical therapy*
Description of assignment and how information is to be used: *This assignment is a PRO BONO Physical therapy clinic for 6 weeks, any information will be used for student learning within this classroom semester, or in similar classes, you may indicate if they may be used commercially. (UF promotional materials)*
What is expected of the participant? *Participant to participate in exercise program and assist the student in determining treatment plan that meets participant needs**.** Provide feedback to student and/or instructors as needed.*
Potential risks and benefits associated with participation: *Risks and benefits associated with physical activity.*

I, _____, herby grant permission for The University of Findlay Physical Therapy Program instructor/student to obtain and use for educational purposes that information that I have identified below by my initials.

_____Medical/Physical history _____Treatment interventions

_____Digital/Film images/recordings _____Audio/Video tape recordings

_____Evaluation documentation _____Other _____

In order to participate, the next 3 items must be initialed:

_____The intended use of such information/recordings has been explained to me and I have been made aware of any associated risks and/or benefits.

_____I understand that I will not receive compensation in any form, monetary or material, for granting permission to obtain and use the above indicated information/images.

_____I further acknowledge that I will not make claims against the University of Findlay and/or its designee for use of the above information/images.

_____I understand that I am able to withdraw my participation at any time.

Choose one, if video or still pictures taken

_____I grant permission for educational use of the above information/images.

_____I do not grant permission for educational use of the above information/images.

Choose one, if video or still pictures taken

_____I grant permission for commercial use of the above information/images.

_____I do not grant permission for commercial use of the above information/images.

Participant Name_____ DOB:_____

Phone #_____ Email_____

Preferred contact method: phone call, text or email

Would you like us to notify your physician? Yes or No

If yes, Who is your physician?_____ City _____

Course Name and Number: _____

Academic Term Offered: _____

Project or Activity Title: _____

Academic Instructor Contact Information and

_____
_____
_____
_____
_____

Supervising Physical Therapist Information

_____
_____
_____
_____
_____

SIGNATURES:

I understand that there is no charge for the treatment that I will receive nor is there any compensation to me for participating in the program. I agree not to make any claims against the faculty, students or The University of Findlay because of my participation in these sessions.

Participant/Parent's Signature Date

Instructor's Signature Date

Supervising Therapist Signature Date

Student's Signature Date