STUDENT HANDBOOK

Department of Physical Therapy

Academic Year 2016-2017

Radford University
Department of Physical Therapy
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Radford University Waldron College
Department of Physical Therapy
Student Handbook

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Program Philosophy

The curriculum for the Physical Therapy Program is designed to foster an intellectual and psychomotor teaching/learning environment that is student focused. The educational format engages students to develop and perfect decision-making skills, critical thinking, psychomotor skill development, and social skills integration. The curriculum is built on a simple to complex model beginning with an integration of foundational and clinical sciences and progressing to complex and diverse practical learning experiences. Participation and application of current research stimulates practitioners to be current in everyday practice and pursue life-long learning.

These activities result in the development of diverse autonomous practitioners with the intellectual awareness, social and psychomotor skills to positively impact their communities and the profession of physical therapy.

Physical Therapy at Radford University

The Program in Physical Therapy offers a course of study leading to the degree of Doctor of Physical Therapy. The Program is designed to prepare students as entry-level, diverse, culturally sensitive autonomous practitioners of physical therapy.

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education. The Department of Physical Therapy at Radford University 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: www.capteonline.org.

A variety of health care institutions, agencies, and practice settings are utilized for clinical educational experiences, both on a local and national level. Clinical Education is an integral component of the student's educational experience.

The Graduate College Catalog describes the curriculum, which is subject to revision and refinement as needed to keep abreast of current physical therapy education and practice.

Mission Statement

The Mission of the Department of Physical Therapy is to develop culturally sensitive autonomous physical therapy practitioners. These practitioners will serve as advocates by meeting the physical therapy needs of their communities to improve the human experience. The development of autonomous practitioners will be facilitated through an engaging and challenging intellectual and psychomotor teaching/learning environment that is student focused. Research is considered a vital corollary to the educational process leading to lifelong learning and the creation of new knowledge to meet current and future healthcare needs.

Revised 05/20/2016

Radford University DPT Program Values

The following values are established for the Department of Physical Therapy:

1. The teaching/learning environment is student centered.
2. The teaching/learning environment is intellectually engaging and culturally sensitive.
3. The educational process creates an autonomous physical therapy practitioner.
4. The educational experience creates a lifelong learner.

Revised 05/20/2016

Radford University DPT Program Principles

The following principles are representative of the Department of Physical Therapy:

1. The learning process is based on an integration of foundational and clinical sciences.
2. Critical reasoning and the use of evidence-based practice are essential elements of the curriculum learning process.
3. Research is a vital corollary to the teaching/learning process leading to the development of a lifelong learner and the creation of new knowledge.
4. Practitioners of physical therapy advocate for the provision of physical therapy services for underserved and underrepresented populations.

Program Goals

The program will:

1. Provide inter-professional collaboration opportunities.
2. Encourage students to strive to meet the needs of underserved populations.
3. Provide a student-focused teaching/learning environment.
4. Promote the use of current evidence-based practice.
5. Facilitate the development of practitioners who demonstrate life-long learning.
6. Provide an accredited education program in physical therapy that enables graduates to become autonomously licensed practitioners.

The program goals are reflective of the mission of the physical therapy program. Goals facilitate the mastery and application of the essential elements of the practice of physical therapy necessary to be an autonomous. Examples of these essential elements are the implementation of a comprehensive physical examination, the formulation of a diagnosis and prognosis, the use of evidenced-based practice, and the implementation of a well-managed and effective outcome-based treatment program.

Goals also develop the internalization of social responsibility, the need for lifelong learning and the development and progression of the profession through scholarly activity.

Revised 05/20/2016

Expected Graduate Performance Outcomes

The following are the expected program performance outcomes established for the Department of Physical Therapy as related to program goals. At program completion graduates will:

1. Practice autonomously.
2. Be entry-level practitioners.
3. Pass the National Physical Therapy Licensure Examination
4. Integrate evidenced-based practice throughout the continuum of care.
5. Communicate effectively with the patient, their families, and members of the inter-professional healthcare team.
6. Practice in an ethical manner.
7. Practice in a culturally competent manner.
8. Supervise, direct, and manage resources to meet efficient and effective patient/client outcomes.
9. Participate in scholarly activities
10. Engage in lifelong learning to advance the profession of physical therapy.
11. Provide services to underserved populations

Meeting the program's expected performance outcomes reflects the mastery and application of the goals of the physical therapy curriculum. Graduates who have met or exceeded the program's outcome goals will have met the cognitive, psychomotor, and affective requirements of the curriculum. These performance outcomes are entry-level level qualifications for the practice of physical therapy and are required to sit for the national licensure examination in physical therapy.

Revised 05/20/2016

Essential Skills and Technical Standards

Introduction

The Physical Therapy Program at Radford University is an intense program that places specific demands on a student enrolled in the program. The demands placed on the students during their academic preparation correspond closely to the intellectual and physical demands that a graduate will encounter as a practicing physical therapist. It is the goal of the Department of Physical Therapy to prepare entry-level, autonomous practitioners of physical therapy.

The program has been designed to prepare students to enter the profession as a generalist with the skills, knowledge, and ability to successfully perform all the required functions associated with the role of an entry-level physical therapist. The preparation for clinical practice requires the accumulation, mastery, and application of scientific, medical, and professional knowledge. Included in the learning process is the accumulation and application of essential skills necessary for accurate and safe patient care management in a variety of clinical settings.

In order to fulfill requirements for accurate and safe patient care management, the faculty has identified certain minimal technical standards/essential skills that must be met in a timely manner by

the entry-level doctor of physical therapy student, prior to completion of the curriculum. Technical standards/essential skills may be met with or without reasonable accommodation or academic adjustments consistent with the Americans with Disabilities Act.

In keeping with applicable federal and state laws regarding disabilities and our program philosophy, we are committed to making reasonable accommodations for all individuals with disabilities to enable them to successfully complete their education and to perform the skills necessary to the role of physical therapist. If you are seeking academic accommodations under the Americans with Disabilities Act at Radford University, you are required to register with the Disability Resource Office (DRO). To receive academic accommodations for this class, please submit your documentation to the DRO in the lower level of Tyler Hall Suites 54-69, by fax to 540-831-6525, by email to dro@radford.edu. After submitting documentation to our office, you will set up an interview with a Disability Services Specialist to discuss accommodations. You will be notified via email once your accommodation package is complete and ready to be picked up. Once you have picked up your accommodation package, you will need to meet with each course professor during his/her office hours to review and discuss your package. For more information and/or for documentation guidelines, visit www.radford.edu/dro or call 540-831-6350.

Technical Standards

The Department of Physical Therapy has identified and established the following technical standards separated into three domains. These domains or skills include: cognitive, psychomotor, and affective.

Cognitive Domain:
The Normative Model of Physical Therapist Professional Education, 2004, defines "cognitive" as characterized by awareness, reasoning, and judgment. It includes reasoning and critical thinking skills. This domain builds from knowledge, comprehension, application, analysis, synthesis, to evaluation.

Students of Radford University's Doctor of Physical Therapy Program must be able to:

1. Demonstrate the ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.
2. Demonstrate relevant knowledge and skills to examine patient/client medical history, build professional relationships, and gather and assimilate data, in order to assess and formulate evidence-based plans, problem-solve, and continually evaluate and revise based on best practice.
3. Accurately and reliably interpret, analyze, synthesize, evaluate, record and apply key information from reading, lecture, and patient encounters.
4. Critically analyze data collected to compose a reasonable physical therapy diagnosis and patient care management plan based on evidence.
5. Use evidence consistently to support professional decisions.

Psychomotor Domain: Motor Skills and Observational Skills:

The psychomotor domain includes physical movement, coordination, and the use of motor- skills areas. The Normative Model of Physical Therapy Professional Education, 2004, defines "psychomotor" as referring to motor activity that is preceded or related to mental activity. This domain builds from perception, readiness to act (set), guided response, mechanism, complex overt response, adaptation, to origination.

Students of Radford University's Doctor of Physical Therapy Program must be able to:

a) Exhibit sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations.
b) Observe demonstrations and participate in laboratory exercises.
c) Obtain an appropriate medical history directly from the patient including vital signs, vision, hearing, speech, and functional capacities of strength, flexibility, sensory and motor deficits.
d) Demonstrate visual and auditory perception that includes insightfulness and acuity.
e) Assess blood pressure, lung and heart sounds, breath sounds, breathing patterns, speech patterns, and nonverbal communications, both auditory and non-auditory, with and without stethoscopes or other equipment used in the field of physical therapy.
f) Reliably inspect and observe with acuity, the skin, facial expressions, anatomical structures, posture, movement, gait patterns and breathing patterns of others.
g) Tactilely assess with acuity: pulses, skin condition, muscle and tendon activity, joint and limb movement.
h) Perform tests/measures procedures and evaluation methods accurately and safely.
i) Competently conduct a variety of examinations and treatments, which require sitting, standing, squatting, pushing, pulling, and kneeling movements between a variety of surfaces levels and terrains.
j) Create and apply adapted tests and measures to accurately and reliably assess potential pathology/pathophysiology, impairments, functional limitations, disabilities, and barriers to patient/client quality of life.
k) Perform coordinated fine and gross motor activities in the use of/placement of/application of modalities, such as ultra sound, traction units, massage, electrotherapeutic modalities, hydrotherapy, cold/heat therapies, aquatic therapy, and gait/motion analysis equipment.
l) Reliably read and adjust equipment dials and monitors.
m) Safely and accurately assist patients with various transfers/lifts including maneuvering lift transfer devices.
n) Demonstrate ability to meet physical demand level including a heavy physical demand level on a frequent basis (lifting 100 lbs. occasionally and 50 lb. (frequently), and a very heavy physical demand level on an occasional basis (lifting over l00 lbs. occasionally and over 50 lbs. frequently).
o) Negotiate and assist patient accurately and safely with mobility/ambulation on level surfaces, ramps and stairs with or without assistive devices.
p) React and respond quickly and effectively to sudden or unexpected movement of patients to "do no harm."
q) Exemplify standard precautions in practice.
r) Initiate emergency response and perform basic life support (C.P.R.)
s) Display ability to effectively and timely document patient/client encounters using computer/technology.
t) Work in a clinical setting for a period of 8 to 10 hours.

Affective Domain: Behavioral Skills and Communication Skills

The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, motivations, and attitudes. The Normative Model of Physical Therapist Professional Education, 2004, defines affective as relating to the expression of emotion (e.g. affective behavior). The affective domain may be separated into behavior and social skills or communication. The domain builds from receiving, responding, valuing, organization, to characterization.

***Please note that students are expected to seek and effectively use help for medical and emotional problems that interfere with scholastic and professional performance. Student is to provide evidence that appropriate counseling or help with personal problems, psychosocial distress, substance abuse or mental health difficulties has been obtained when requested by faculty. All personal information will be held in strict confidence with those in positions of authority with a need to know.

Behavioral/social skills

Students of Radford University's Doctor of Physical Therapy Program must be able to:

a) Selectively attend and respond appropriately to task at hand including lecture, laboratory participation, and patient/client goals and needs.
b) Demonstrate the ability to be assertive, delegate responsibilities appropriately, and function as part of a physical therapy team. Such abilities require organizational skills to meet deadlines and manage time.
c) Adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stress which are inherent in the educational process and clinical settings.
d) Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest and motivation.
e) Recognize and refrain from acting on one's social, cultural, gender, and sexual biases.
f) Possess the emotional well-being required for use of their intellectual abilities, the exercise of sound judgment, the prompt completion of all professional responsibilities, and the development of mature, sensitive, and effective professional relationships.
g) Display professional body language, including gestures and facial expressions with clients, patients and team members.
h) Demonstrate leadership qualities such as passion, sense of humor, empathy, strength of character, general maturity, patience, common sense, trustworthiness, reliability, creativity, and sensitivity in order to assume the responsibility to advocate for patient/clients and their families, as well as the profession of physical therapy.
i) Model adherence of code of ethics, standards of practice, and policies/procedures that govern the conduct of professional activities.
j) Value their role and their social obligation to assist in serving the underserved and underrepresented populations and facilitating continuous improvement in the profession of physical therapy and quality care.

Communication skills

Students of Radford University's Doctor of Physical Therapy Program must be able to:

a. Maintain necessary admission/continuance records including, but not limited to criminal records and medical record.
b. Complete written assignments and presentations in a timely manner.
c. Demonstrate sufficient skills in written English, such as grammar and spelling, and the use of various writing formats e.g. American Psychological Association (APA), American Medical Association (AMA), and Modern Language Association (MLA) to satisfy written assignment specified by faculty members.
d. Demonstrate sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences as specified by faculty members and site supervisors.
e. Demonstrate sufficient written and verbal skills to clearly communicate ideas and feelings in English with; faculty, staff, health care providers, third party payers, intermediaries, patients/clients and their families, peers in the educational, clinical, and community environments.

f. Demonstrate willingness and an ability to listen to others.
g. Verbally communicate effectively with others taking into consideration individual differences in learning styles, language, and cognitive abilities.
h. Effectively communicate a treatment strategy, its purpose, and its anticipated outcome based on current evidence in practice.
i. Demonstrate effective documentation and communications through the use of a computers/technology such as keyboard and e-mail.
j. Display cultural sensitivity and articulate that sensitivity in patient care and community environments including peers, students, faculty, staff, patients, clients, and professionals.

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Radford University Physical Therapy Program. A student with a disability may be protected by the Americans with Disabilities Act (A.D.A.) and be eligible for reasonable accommodations that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. It is important to note that the Department of Physical Therapy has published technical standards that must be met to ensure the health, welfare, and safety of clients in various field settings that may substantially effect accommodation.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Radford University Disability Resource Office (D.R.O.) and provide documentation as needed. The D.R.O. makes recommendations for accommodations. It is the student's responsibility to contact the D.R.O. and to propose accommodation requests to the appropriate instructor and Department of Physical Therapy Chair. The Department of Physical Therapy will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, uses of outside experts (including the D.R.O.), and periodic checks between the Department of Physical Therapy and the student are appropriate courses of action in making accommodations. Accommodation requires a signed agreement with the faculty member that is appropriate and does not compromise standards of behavior required for success in the professional discipline. When appropriate student accommodations will be made prior to student placement in curriculum and clinical experience environments.

Code of Ethics
Profession of Physical Therapy Code of Ethics

EFFECTIVE JULY 1, 2010. For more information, go to www.apta.org/ethics.
CODE OF ETHICS HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]

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

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.

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

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive. This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals. *(Core Values: Compassion, Integrity)*

a) Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
b) Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients. *(Core Values: Altruism, Compassion, Professional Duty)*

a) Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.
b) Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.
c) Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.
d) Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.
e) Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required bylaw.

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

(Core Values: Excellence, Integrity)

a) Physical therapists shall demonstrate independent and objective professional judgment in the patients/clients best interest in all practice settings.
b) Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.
c) Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.
d) Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.
e) Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other healthcare providers, employers, payers, and the public. *(Core Value: Integrity)*

a) Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.
b) Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).
c) Physical therapists shall discourage misconduct by healthcare professionals and report illegal or unethical acts to the relevant authority, when appropriate.
d) Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.
e) Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
f) Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

Principle #5: Physical therapists shall fulfill their legal and professional obligations. *(Core Values: Professional Duty, Accountability)*

a) Physical therapists shall comply with applicable local, state, and federal laws and regulations.
b) Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.
c) Physical therapists involved in research shall abide by accepted standards governing protection of research participants.
d) Physical therapists shall encourage colleagues with physical, psychological, or substance related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
e) Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.
f) Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

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

a) Physical therapists shall achieve and maintain professional competence.
b) Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, healthcare delivery, and technology.
c) Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.
d) Physical therapists shall cultivate practice environments that support professional development, life-long learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society. *(Core Values: Integrity, Accountability)*

a) Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.
b) Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.
c) Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.
d) Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.
e) Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.
f) Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

Principle #8: Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally. *(Core Values: Social Responsibility)*

a) Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
b) Physical therapists shall advocate reducing health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.
c) Physical therapists shall be responsible stewards of health care resources and shall avoid over-utilization or under-utilization of physical therapy services.
d) Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Proviso: The Code of Ethics as substituted will take effect July 1, 2011, to allow for education of APTA members and non-members. (General Counsel, ext.3253)

Radford University Code of Ethics

Radford University is committed to maintaining the highest ethical standards and to upholding the public's trust. We recognize that our behavior affects not only our own individual reputation, but also that of Radford University. Accordingly, this Code of Ethics forms the ethical principles that will guide all members of the university community in all decisions and activities.
These principles are:
Respect: We will nurture a climate of care, concern, fairness, and civility toward others while recognizing and embracing each individual's dignity, freedom, and diversity even in the face of disagreement.
Honesty and Integrity: We will act and communicate truthfully and candidly. We will uphold the university's values and make decisions based on the greater good, conducting ourselves free of personal conflicts or appearances of impropriety and self-dealing.
Communication: We will openly share information with stakeholders regarding the processes used in developing policies and making decisions for the university.
Stewardship: We will use university resources in a wise and prudent manner in order to achieve our educational mission and strategic objectives. We will not use university resources for personal benefit or gain.
Excellence: We will conduct all university affairs diligently, exercising due professional care and striving to meet the high expectations we have set for ourselves as well as the expectations of those we serve.
Responsibility and Accountability: We will be trustworthy and answerable for our conduct, decisions and obligations and will comply with all applicable laws, regulations, policies and procedures. We recognize our obligation to report unethical conduct to appropriate authorities.

Approved by Board of Visitors: August 23, 2007

University and Student Responsibilities
Honor System

Radford University's Honor System provides the foundation for a university community in which freedom, trust and respect can prevail. In accepting admission to Radford University, each student makes a commitment to support and uphold the Honor System without compromise or exception. The students of Radford University believe that individuals have the right to compete fairly, to keep what they have earned and to have others accept their word without question. Individuals have the responsibility to be honorable in their own conduct and to insist that other students act honorably. Lying, cheating and stealing are considered to be acts of dishonor and will, therefore, cause a student to be subject to temporary or permanent suspension from the university community. Students who commit an honor violation or any members of the Radford University communities who have knowledge that a student has committed an honor violation are expected to comply with the reporting procedures.

Honor Code Pledge

I shall uphold the values and ideals of Radford University by engaging in responsible behavior and striving always to be accountable for my actions while holding myself and others to the highest moral and ethical standards of academic integrity and good citizenship as defined in the *Standards*.

The Radford University Honor Code provides the foundation for a university community in which freedom, trust and respect can prevail. In accepting admission to Radford University, each student makes a commitment to support and uphold the Honor Code without compromise or exception.

All students enrolled at Radford University agree to refrain from:

1. **Lying** – A misrepresentation of the truth which misleads another.
2. Stealing and/or Possessing Unauthorized Material – The unauthorized appropriation, possession or use of the property of another.
3. **Cheating** – The possession, receipt, use or solicitation of unauthorized materials, information, notes, study aids or other devices in any academic exercise. This includes unauthorized communication of information before, during and after an academic exercise.
4. **Fabrication and Falsification** – The unauthorized alteration or invention of any information or citation in an academic exercise including the Forgery or the misuse of nontransferable documents or instruments.
5. **Multiple Submissions** – The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
6. **Abuse of Academic Material** – Destroying, stealing or making inaccessible library or other academic resource material.
7. **Complicity in Academic Dishonesty** – Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
8. **Plagiarism** – Presenting the work of another as one's own. All sources of information must be cited. The department of Physical Therapy requires the use of the American Psychological Association style (APA) for author and reference citing.

University Jurisdiction

Jurisdiction includes university-owned or operated property and at university sponsored functions on-or off-campus. The university has jurisdiction over any student or student organization alleged to have violated the Standards of Student Conduct. Off-campus violations can also subject a student to the jurisdiction of the University Conduct System when the university determines the violation is threatening or disruptive to the safety of members of our university community or to the educational process of the university. University jurisdiction also extends to any misrepresentation or fraud related to a student's application for admission or re-admission. The term "student" means a person taking or auditing courses at Radford University either on a full or part-time basis, or an individual with a continued intent to pursue an education at Radford University, which includes, but is not limited to the following: between terms or during vacation periods, orientation, summer break, or a period of suspension or withdrawal. Conduct proceedings may be carried out prior to, simultaneously with or following legal proceedings.

University and Student Responsibilities

Radford University promotes community standards through education. The university has a duty to protect its educational purpose by setting standards of scholarship and conduct. The guiding principle of university regulations is to promote student responsibility and accountability while protecting the community as a whole. Students have the responsibility to follow all regulations outlined in this policy. Therefore, Radford University has the responsibility to provide an environment during the conduct process that is:

- Free from discrimination and harassment on the basis of race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion or political affiliation.

- Fundamentally fair.
- Inclusive of the option for a hearing and an appeal as outlined in this policy.

Standards of Student Conduct Handbook

Radford University is a community of scholars and learners in which the ideals of freedom of inquiry, thought, expression and the individual are sustained. With these ideals comes the responsibility of every student to hold him/herself to the standards of the Radford University community set forth in its policies.

While the Standards of Student Conduct Handbook and statements within are not inclusive of all prohibited conduct, they constitute the official record of all general conduct rules and regulations at Radford University. Individual students and student organizations are expected to abide by these rules and regulations. The list of prohibited conduct may be accessed on-line: http://www.radford.edu/dos-web or students may request a copy from the Office of the Dean of Students (Tyler Hall 132, Box 6898 (540)831-5321; dos-web@radford.edu).

Alleged violations of the Standards of Student Conduct should be reported to a faculty or staff member in the area in which the violation occurred or to the Office of the Dean of Students. Reports of alleged violations may be handled in one of three ways: verbal warning, written warning, or conduct charges. Student Conduct Records will be maintained for seven years from the date of the last case resolution or two years post- graduation, whichever comes later. Any student record with an outstanding sanction, suspension or dismissal will be kept indefinitely. Students are asked to refer to the Standards of Student Conduct Handbook for more information. The university reserves the right to amend the Standards of Student Conduct at any time. Communication of any changes will be made to the university community in a timely fashion. The Office of the Dean of Students is the final authority in defining and interpreting the Standards of Student Conduct and conduct procedures.

For more information on external release of records, student expression, and sexual harassment policies are referred to the Standards of Student Conduct: http://www.radford.edu/dos-web/Standards08.pdf. For graduation policy, application for degree, commencement exercises, and information regarding participation in graduation ceremony, students are referred to the appropriate graduate college catalog on the graduate college website: http://gradcollege.asp.radford.edu/.

Administrative Probation

Purpose:

Administrative Probation is a tool used to develop and enhance a student's professionalism, behavior, and/or performance deficits.

Procedure:

When a student fails to meet acceptable professionalism, behavior, and/or performance criteria:

1. The faculty member who witnesses an unacceptable action/behavior recommends to the Program Director that the student be given a verbal warning for the identified behavior. The program director will meet with the student and give the verbal warning. Written notification will be provided to the student's faculty advisor regarding the verbal warning.
2. In the case of a second offense, the Program Director will schedule a meeting with the student and the faculty member who identified the unacceptable behavior.

a) The student will create a written remediation plan that outlines how he or she will correct/modify the behavior in question. After approval by both the Program Director and faculty member, follow up with this plan will be the responsibility of the faculty member who identified the deficit.
b) When all details of the remediation plan have been met, the faculty member responsible for the remediation will notify the Program Director. The Program Director will then remove the student from administrative probation and a letter to this effect will be provided to both the student and the faculty advisor.

3. Failure to rectify the behavior, per the remediation plan, or a third offense will result in dismissal from the DPT program.
4. The student can appeal dismissal from the DPT program by presenting justification to the faculty for reinstatement or continuation in the DPT program.
5. In a closed-door meeting the faculty will determine the merits of the student's appeal and determine whether to reinstate the student or dismiss the student from the DPT program. All faculty decisions are final.

Drug & Alcohol Policy

"Drugs" and "Alcohol" are defined to include any substance with the potential to produce the effects of intoxication and/or behavior, which may adversely affect a student's ability to safely and efficiently perform in the clinical or classroom environment. All students are held accountable for Alcoholic Beverage Policy and Virginia State Alcoholic Beverage Control Laws as outlined in the Radford University Student Handbook. Virginia State Alcoholic Beverage Control Laws state, "Persons under the age of 21 are prohibited to buy, possess, drink or serve beer, wine or liquor in Virginia."

In addition to this policy, any use/abuse of alcohol outside the clinical or classroom which adversely affects a student's performance in the clinical setting or classroom, or adversely affects or threatens to adversely affect other interests of the Physical Therapy Department is prohibited. As described in the Radford University student Handbook, "Public intoxication is illegal." Those conditions considered to indicate intoxication, although not necessarily limited to those listed include: affected manner of disposition, speech, muscular movements, general appearance or behavior *as apparent to the observer.*

All students are accountable to the drug policy as outlined in the Radford University Student Handbook, which states, "Possession, use, distribution, manufacture or sale of controlled substances or illegal drugs is prohibited." Any student with drug or alcohol related problems that voluntarily requests assistance will be referred to the Radford University Center for Counseling and Student Development, a Division of Student Affairs. More information may be accessed at: http://ccsd-web.asp.radford.edu/.

Communications Technology Policy

The use of cell phones, pagers, and text messaging are prohibited during all classroom and laboratory learning activities/experiences, unless approved by the course manager, both on and off campus. Faculty will take immediate action if cell phones, pagers, and text messaging are being used during classroom and laboratory learning activities/experiences by confiscating the device. Computers in the classroom, laboratory, and clinical settings are to be used for academic/clinical purposes only.

Faculty will take immediate action if computers are being used for other than academic or clinical purposes by confiscating the device.

During testing and examinations, the use of, accessibility to, or the disruption from any communication device is strictly prohibited. Faculty will take immediate action if a violation occurs by the confiscation and removal of the device.

Students participating in clinical experience may use cell phones, pagers, and text messaging only during scheduled lunch breaks or during regularly scheduled daily breaks. The use of cell phones, pagers, and text messaging is prohibited during all clinical treatment time and learning experiences e.g. patient treatments, seminars, professional presentations, and clinical instruction. Clinical instructors will have the authority to confiscate the device if a violation occurs.

Rights, Safety, Dignity and Privacy

Radford University student record policies and practices are in full compliance with state and federal laws. Upon request, the university will grant students who are or have been in attendance access to their educational records, except those excluded by law and will provide an opportunity for a hearing to challenge such records. The university will not release information about a student from records, except directory information, to other than a specified list of exceptions without obtaining the written consent of the student. A full statement of the Family Educational Rights and Privacy Act (F.E.R.P.A.) and information as to how students may exercise the rights accorded them by this policy are available from the office of the University Registrar or from the Dean of Students Office.

University and federal laws permit the university to routinely release information in the following categories:

- Student's name, local and home address, phone listing
- E-mail address
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Photograph
- Dates of attendance
- Degrees and awards received

This information is released with respect to each student unless the student informs the university that any and all information designated should not be released without the student's prior consent. Requests for the restricted release of directory information should be filed at the Registrar's Office and form may be accessed on-line: http://www.radford.edu/~registra/web_2009/forms/students/records_release.html.

Radford University fully complies with the Federal Family Educational Rights and Privacy Act (F.E.R.P.A.) and with procedures recommended by the American Association of Collegiate Registrars and Admissions Officers (A.A.C.R.A.O.). This legislation gives students the following rights with respect to their education records:

- The right of access to their educational records.
- The right to request an amendment to those records and to have a hearing if the request is denied.
- The right to consent to disclosure of their information unless consent is not required by FERPA.

- The right to file a complaint with the Family Policy Compliance Office. The right to suppress directory information.

Records and Reports of Students

Grades as filed with the office of the Registrar are final, except where an error of judgment has occurred or an error has been made in computation or transcription. Students may electronically access grades at the end of the semester. A transcript is the official record of a student's academic career, compiled by the Registrar. For each semester or summer term, the transcript shows the courses, credits and grades; semester or summer term grade point average; and notice of academic probation, suspension or withdrawal. The completed transcript records the degree and major, minor and/or concentration as appropriate, final graduation grade point average and the date the degree was conferred. Transcripts are issued upon the receipt of a signed, written request. There is no charge for this service. There is a limit of 10 transcripts issued per request, unless otherwise approved by the Registrar.

Student Contact Information

All students are responsible for maintaining their current address and phone number with the Registrar's Office and the Department of Physical Therapy office of the chairperson. Students are to report any change of name, address, social security number, or marital status to the Registrar's Office and the Department of Physical Therapy so their university records can be corrected in a timely manner. It is also the student's responsibility to frequently monitor campus e-mail and the university web site, as these electronic means of communication have replaced mass mailing as the university's most effective and efficient ways to disseminate important information to the campus community.

To change make changes in Address & Phone Number with the registrar's office, please refer to the Office of the Registrar website for the most updated information:
http://www.radford.edu/~registra/web_2009/index.htm.

To comply with F.E.R.P.A. the address change form is now completed using your secure RU logon information. The following information can be used to assist in the completion of the form efficiently and correctly.

- To login use your standard RU username and password
- Your email account must be active to access this service
- You must be a current student (i.e. NO Alumni or Faculty/Staff).
- You must have cookies enabled.
- Once logged in you have 30 minutes of access to the service, after which time you will need to login again.
- You must supply the following information to complete the form:
    - Name
    - RUID
- In each section complete all fields to submit properly
- On submission you will receive notification of your change.

Please Note:

By using this system you hereby resolve to uphold the Honor Code of Radford University (http://www.radford.edu/dos-web/honorcode.html) and the RU Computing Policies (http://cio.asp.radford.edu/securit y/policies.aspx).

Grading Policies
Posting of Students Grades

The public posting of grades either by the student's name, ID number, or (whole or partial) social security number without the student's written permission is a violation of F.E.R.P.A. This includes the posting of grades to a class website and applies to any public posting of grades for students taking distance education courses.

Instructors and others who post grades are required to use a system that ensures that F.E.R.P.A. requirements are met. This can be accomplished either by obtaining the student's written permission or by using code words or randomly assigned numbers that only the instructor and individual student should know. Grade postings should never be in alphabetical order by last names.

Notification of grades via a postcard violates a student's privacy rights. Notification of grades via email is not recommended and discouraged due to minimal guarantee of confidentiality of email.

Release of Grades and G.P.A. Information

Grades and Grade Point Averages are never released to agencies or persons outside the University without the written consent of the student. Grades and G.P.A. information are not given out over the telephone to anyone.

Student Responsibilities Regarding Use of Technology

Radford University's computers, networks and information systems exist to promote shared access to computing, communication, and information systems necessary to support the university's missions of teaching, research, and public service. Thus, all account holders of university information facilities have responsibility to use these systems in a respectful, ethical, professional, and legal manner.

Radford's Acceptable Use Policy applies to any individual using Radford University-owned or leased computers, networks, Internet connections, and communication systems transmitting data, voice, or video information while on or off campus property. Activities involving these systems shall be in accordance with University Standards of Student Conduct and other policies in the Student Handbook and relevant state, federal, and international laws.

All users of university information facilities are required to demonstrate respect for: the privacy of others, intellectual property rights (copyrights, trademarks, licenses, etc.) and ownership of information, the operation and integrity of the various information systems, individuals' rights to be free of intimidation, harassment, and unwarranted annoyances, and relevant state and federal laws relating to information technology. While recognizing the respect for privacy, the university cannot guarantee confidentiality in the use of any university information system. Electronic records retained on university systems are subject to state and federal Privacy Acts as well as Freedom of Information Acts. World Wide Web information located in designated web directories will be considered public information if read access is granted.

Access to university information systems may be revoked for reasons including, but not limited to violations of the Acceptable Use Policy for Computers and Information Technology Systems Access may be revoked on an interim basis by the university system administrators in order to safeguard university rescues. Individuals responsible for abusing the university's Acceptable Use Policy for Information Technology Systems will be held accountable and may be subject to disciplinary action.

- Students are responsible for all activity that occurs in or through their account.
- Students shall not share access to individual computer accounts.
- Students shall keep passwords secret.
- Students may only access information that is their own, information to which they have been given explicit (documentable) authorization to access, or public information.
- Students shall abide by all relevant state and federal laws governing copy rights, trademarks, licensing terms for corporate software, ownership of information, and related material.
- Students shall not interfere or attempt to interfere in any way with the normal operation, integrity, validity, or security of any university or non-university information system(s).
- Students shall abide by the regulations posted in computer laboratories and on university systems.
- Students shall not attempt to guess or steal system passwords or use system accounts.
- Students shall not use other computers or programs to decode passwords, access system control information, or monitor system or network communications. Students shall not intentionally monopolize or waste resources such as Central Processing Unit (CPU) time, network bandwidth, disk storage, printers, paper, manuals, et cetera. Students shall report possible security violations and/or problems to appropriate university systems administrators.
- Student shall provide university officials with unencrypted files necessary for the investigation of alleged violations of university computing policies. Failure to cooperate with such investigations will result in suspension of computer privileges.
- Students may not use university systems to store or transmit or store obscene or pornographic material in violation of state and federal law.
- University systems may not be used for ongoing commercial or business enterprises.
- Students shall not use university systems to abuse, harass, defame, intimidate, or otherwise annoy an individual or individuals.

McConnell Library Policies

The following policies govern the Radford University student use of McConnell Library. Detailed information about McConnell Library and its other policies maybe found online at http://www.radford.edu/~dos-web/studenthandbook.html.

- Students must use their own I.D. card to check out library material.
- All students are personally responsible for the safety, proper use and timely return of all library material checked out by them. Overdue fines, replacement costs and other fees are the responsibility of the student to whom the material is checked out. Students with outstanding library debts will have their borrowing privileges suspended and will be unable to register for classes, receive transcripts or graduate until the debt is paid.

Program Requirements

All students enrolled in the doctor of physical therapy degree program will receive a program requirements sheet that lists all courses that the student must complete in order to meet degree requirements. The year of the catalog being followed must be indicated on this form. Once a course in the program has been attempted, it cannot be deleted from the program. Every course on the program requirements sheet must be completed with at least a grade of C and the average must be at least a B. Changes in the program must receive the same approvals as the original program. The Petition for Program Change is available on-line at www.radford.edu/gradcollege/ or in the Graduate College Office in Buchanan House.

Faculty Advisers

Academic advising is recognized at the university as important to the educational development of its students and as both a natural extension of teaching and an important professional obligation on the part of its faculty. Sound academic advice helps the student address not simply course selection and scheduling but also what a well-educated person should be and know.

Student Advising Policy

Core faculty members will be randomly assigned doctor of physical therapy student advisees at the beginning of each entering graduate class by the Dean of the Graduate College or Department Chair. The core faculty member shall be the assigned student advisor for the duration of the DPT curriculum unless a transfer of advisors is completed.

Any request for a change in adviser must be requested by the student on a "Petition for Program Changes" form by contacting the Graduate College by telephone: 540.831.5431; on-line: http://gradcollege.asp.radford.edu/Student_Documents/petprogch.pdf or in person: Buchanan House, P.O. Box 6928, Radford, VA. 24142; and then approved by the Chairperson of the Physical Therapy Department and the Dean of the Graduate College before action is taken.

The advisor and advisees shall meet a minimum of once per semester. The advisor/advisee meetings will be documented. Students are responsible to schedule and participate in student/advisor meetings for best outcomes. During the advisor/advisee meetings, topics such as academic progress, generic abilities development, the reduction of stress, use of various learning strategies, and the development remediation plans may be discussed and or implemented as a means for advisees to better meet their academic demands. A written log of each meeting agenda including identifying concerns and needs of student, outcome goals and plan, date and signatures of student and advisor will be maintained confidentially by advisor. Students may request a signed copy of meeting notes.

Below is an example of what may be found on the Advisee/Advisor Consultation Record:

Advisor/Advisee Consultation Record

Date	Discussion Topics	Action to be taken	Follow-up date on action
xx/xx/xx	**Advisor: Name** Office phone: 540-224-xxxx ; Email: xxxx@radford.edu **Expected Advisement Topics:** _____Advisor/Advisee Expectations _____Student expectations _____Order for seeking help (1. Instructor; 2. Advisor; 3. Program Director) _____Reminder: Refer to department website for most recent handbook editions _____Generic Abilities Form _____Community service (hours per semester, process, and progress)		

Advisee Signature: _____ **Advisor Signature:** _____**Date:** _____

RU DPT Contact Information: ***Dr. Jagger***, Program Director (540-224-6675); ***Security*** (540-224-8200)

Counseling Services Available:

- RU Student Counseling Services. (It is the student's responsibility to start the process.) Located: Tyler Hall, Lower Level, 8 am to 5 pm, M-F fall/spring semesters; Telephone #: (540) 831-5226.
- JCHS Counseling Services. (It is the student's responsibility to start the process.) Located: Student Affairs, 4th floor Carilion Roanoke Community Hospital (CRCH), 8 am to 5 pm, M-F; Telephone #: (540) 985-8395.

Community Service

Students will participate in **four (4) hours** of community service during both the **fall and spring** semesters of the **first academic year**, and **eight (8) hours** during both the **fall and spring** semesters of the **second academic year**. The community service requirement will be coordinated and supervised by the student's core **faculty advisor**. Students will write a reflective paper after each community service experience to fulfill the program requirement. Students that do not satisfy the community service requirement in any given year will be placed on **administrative probation** (refer to student handbook).

Procedure

1. The student will consult with his/her core faculty advisor for coordination and approval **prior** to each community service activity.
2. Once the community service activity is approved, the student will participate in and complete the activity.
    a. Sample activities that **cannot** be counted toward community service hours:
        i. Participating as a subject in a Capstone research study
        ii. Activities directly related to completion of one's own Capstone research
        iii. Ushering during departmental open houses, information sessions, or interviews
    b. Sample activities that **can** be counted toward community service hours can be found at the RUDPT website under the Current Students tab.
3. Once the community service activity is completed, the student will write a reflective paper. The reflective paper will:
    a. Describe benefits derived from participating in the community activity.
    b. **Answer the following**:
        i. Provide a brief summary of the Activity that was completed.
        ii. Define the community that you served and how it relates to our program's Mission Statement.
            Our mission is to develop culturally sensitive autonomous practitioners of physical therapy. These practitioners will serve the physical therapy needs of rural communities, the Commonwealth of Virginia, and the region. The development of autonomous practitioners will be facilitated through an engaging and challenging intellectual and psychomotor teaching/ learning environment that is student focused. Research is considered a vital corollary to the teaching/ learning process leading to lifelong learning and the creation of new knowledge to meet current and future healthcare needs of society.
        iii. Would you recommend this activity to another student? Why?
4. The **reflective paper** is to be **submitted** to the core faculty **advisor** **within two weeks of completion** of the activity, or by the last day of final examinations (if the activity occurred within two weeks of final exams).
5. All documents will be maintained in the student's advising file.
6. Students who do not satisfy the community service requirement each semester will be placed on administrative probation until the community service requirement is completed and a satisfactory reflective

paper is submitted to his/her core faculty advisor. Note: *Placement on administrative probation may result in dismissal from the program.*

Continuous Matriculation

All graduate students are required to be registered during the semester they receive their degree from Radford University. Registration and tuition payment are required of all graduate students when using University facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library check out, laboratories and recreation facilities not open to the public. Students who are not currently registered for any course work and who have completed all course work but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an I or IP grade), are required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s). This course carries no credit hour production and does not count toward degree requirements. This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use University facilities and services during that time. This form is available online on the Graduate College website (www.radford.edu/~gradcoll/) or in the Graduate College office in Buchanan House. Approval of the professor of record and the Dean of the College of Graduate and Professional Studies is required prior to registration.

Testing Procedures

To better prepare each doctor of Physical Therapy student to take and successfully complete the state licensure examination, which is a timed, computer-based examination, the following testing procedures are based on the state license exam procedures.

1. The student will not be allowed to leave the testing room once examinations have begun, unless the instructor gives approval.
2. During the testing process, all books, book bags, backpacks, etc., will be left outside the examination room such as personal student lockers. Examiners may provide blank paper and pens/pencils.
3. In accordance with academic and professional integrity, cell phones are not permitted in the examination room, and students are not to congregate in or around classrooms/laboratories during or following written and/or practical examinations. Upon completion of all examinations, students are expected to leave the department until all others have completed their testing.
4. There will be no hats worn during the testing process.
5. The examination will be given for a pre-determined test duration, which the professor will set. All tests and scrap paper will be collected at the end of the test period. Those tests not submitted by the student at the end of the defined time period will not be scored.
6. Questions asked during the examination will be limited to one person at a time with the professor. At no time should a student leave his or her seat and form a line or stand waiting for the professor to finish answering another student's questions.
7. The faculty will enforce the policy on student academic dishonesty in all testing formats.

Examination Policy

Students will sit for exams at the scheduled time, date, and place. Unexcused missed examinations will be given a grade of 0. When requesting a make-up examination, the student is required to contact the professor and sit for the exam within 24 hours of the originally scheduled exam or as arranged with appropriate faculty. Proper documentation (i.e. physician's note) of an unavoidable absence must be submitted for approval. The decision to approve or disapprove the reason for

absence will be at the discretion of the professor. Make up exams will not be re-scheduled under any other circumstance.

Laboratory Competency Testing Policy

At selected time periods throughout the semester, laboratory competency tests will be administered for each course with a laboratory requirement.

1. The laboratory competency test is an examination which tests the technical components of specific examination and treatment techniques taught in the course content.
2. Each student will perform a selected examination and/or treatment skill. Each student will be required to successfully demonstrate the performance criteria for the selected skill.
3. Each student will be evaluated by a faculty evaluator, who will determine whether the performance criteria have been met. All items reflecting safety must be met to pass a laboratory competency.
4. The student needs to pass each laboratory competency test in order to participate in the clinical laboratory practical test at the end of the semester.
5. If the student does not pass each laboratory competency test, he/she will be provided remediation by the faculty prior to the scheduling of the second laboratory competency test. The student will be given multiple attempts to pass the laboratory competency test.

Laboratory Practical Examination Policy

Clinical laboratory practical examinations will be conducted for each course in which there is a laboratory component. Examinations will be conducted at the end of each semester and will assess the students' ability to analyze, integrate and demonstrate information presented in laboratory and didactic courses from current and previous semesters.

1. The format for the practical will be case-based and may require the students to work in pairs.
2. The students will demonstrate competence in any of the following areas of examination, evaluation, diagnosis, prognosis, intervention, documentation, communication, and professional behaviors, safety as is appropriate to their level of education and clinical experience.
3. All student(s) must demonstrate proficiency in each of the above areas in order to pass the lab practical and subsequently progress into the next semester's curriculum.
4. If the student(s) does not pass the initial laboratory practical test, he/she will be provided remediation by assigned faculty.
5. The retake laboratory practical examination will take place no sooner than 48 hours after the originally scheduled exam, and no later than one week.
6. Should the student fail the practical for a second time, he/she will be offered further remediation and a third and final attempt will take place no sooner than 48 hours after the originally scheduled exam, and no later than one week. This attempt will be graded by two faculty evaluators, as well as video-recorded.
7. Should the student fail the practical test on the third attempt, the student will receive a grade of F for the respective course(s). In addition, program failure will ensue, which will result in immediate dismissal from the Physical Therapy Program.

Revised 05/20/2016

Comprehensive Practical Examination (CPE) Policy

The purpose of Comprehensive Practical Examinations (CPEs) is to provide the student with the opportunity to demonstrate the culmination of their clinical skills. Ultimately, each CPE will prepare the student for competent clinical practice. It is expected that academic honesty will be observed during the entire comprehensive practical experience. Three CPEs will be given throughout the curriculum: CPEs I, II, & III take place prior to their respective Clinical Experiences.

Each CPE will based upon the knowledge and skills that are appropriate for the student's curricular preparation. Each CPE will be held during the last week of classes or during final exam week. Students are randomly assigned to a testing time during which they progress through Parts 1-3 (below). Each CPE will proceed as follows:

Part One (Case Analysis): Time allowed: 10 minutes per student.
The student is given a case study with the appropriate information provided. He/she will have 10 minutes to analyze the case, develop an evaluation flow, potential PT diagnoses, and possible treatment plans and or strategies.

Part Two (Oral/Cognitive): Time allowed: 20 minutes
The student will participate in a 20-minute oral examination of content knowledge that is tied to the case and prior curricular knowledge.

Part Three (Pshychomotor Skills): Time allowed: 20 minutes per student
The student will demonstrate psychomotor skills and clinical reasoning skills appropriate to the past medical history, subjective history, and physical findings of the case.

*****If the student receives an unsatisfactory on a component, receives a score of "needs improvement" on 3 or more sections, or fails to meet safety requirements, he/she will be required to re-take the practical.**

In the event that the student does not successfully pass the comprehensive practical, a re-take will be conducted. The first re-take will take place no sooner than 48 hours after the originally scheduled exam, and no later than one week. Before the re-take, remediation of the student by an identified faculty member is required. The student will repeat the failed components of the CPE using a new case in the same specialty area. If the student fails the practical for the second time, he/she will have the opportunity to retake the exam for a third and final time no sooner than 48 hours after the second retake exam, and no later than one week. During that time, further remediation will be required of the student under the guidance and direction of two identified faculty. The student will repeat the failed CPE component with a new case in the same specialty area.

The student's clinical experience may be postponed pending passage of the third and final comprehensive practical examination. In the event that the student is unable to pass the comprehensive exam on the third and final attempt, the student will be dismissed from the program.

Revised 05/20/2016

Grading, Retention, Probation, Dismissal, and Withdrawal Policies

The Physical Therapy Program at Radford University consists of a three-year curriculum equaling nine consecutive terms. The Physical Therapy Program is designed to be completed as full-time study without interruption. Each student is required to enroll in all courses specified in the published Doctor of Physical Therapy Program Curriculum. Students must successfully complete all semester courses as scheduled in sequence, including summer sessions unless otherwise specified by the Department of Physical Therapy Program Chairperson.

The Department of Physical Therapy Program Chairperson may use professional judgment to mitigate any of the following requirements. When requirements have been mitigated, it will be documented in the student's department folder.

The physical therapy curriculum consists of three primary domains: cognitive, affective, and psychomotor. In order to be successful in the doctor of physical therapy curriculum and profession, students must demonstrate competence in all three domains. The grading system used for the Physical Therapy Program is designed to meet requirements of the cognitive, affective, and psychomotor objectives of the academic and clinical requirements of the curriculum.

Grading includes the follow metrics:

Grading System	**Division Grading Scale**	
A = 4.0 points A- = 3.7 points B+ = 3.3 points B = 3.0 points B- = 2.7 points C = 2.0 points F = 0 points	A: 93-100 A-: 90-92 B+: 86-89 B: 80-85 B-: 78-79 C: 70-77 F: < or = 69	I indicates work is incomplete. IP indicates the course is in progress NR indicates no grade was recorded by instructor P indicates passed with satisfactory work of "B" or better W indicates that a student withdrew, without penalty, from the course after schedule adjustment, but before the end of the 12th week and that no credit was obtained

The quality of work completed is recognized by the assignment of grade points to various letter grades. The student's academic standing depends upon the number of semester hours of work successfully completed and upon the number of grade points accumulated.

The Department of Physical Therapy uses a system in which grade points are assigned to grades as follows:
A = 4.0 points
A- = 3.7 points
B+ = 3.3 points
B = 3.0 points
B- = 2.7 points
C = 2.0 points
F= 0 points

***revised: 04/12/2012**

Computing Grade Point Average

- Multiply the number of semester hours (SH) for each course taken by the number of grade points (GP) corresponding to the grade earned for the course.
- Add up the total number of grade points for the appropriate period (a single semester, for example or an entire academic career at Radford University)
- Divide the total number of grade points (GP) by the total number of semester hours attempted (TSHA) during that same period.

For example:

Course	Grade	Points Assigned	Per SH		Grade Point
ABC 401	A	4	x 3	=	12
DEF 502	B	3	x 2	=	6
GHI 601	C	2	x 3	=	6
JKL 601	B	3	x 3	=	9
MNO 702	A	4	x 3	=	12
		14			45

GP= 45
TSHA= 14
GP/TSHA=45/14
TSHA = 3.21 GPA

Pass-Fail Courses

All courses taken at Radford while classified as a graduate student, except those in which a grade of "P" is obtained, will be used in calculation of the grade point average. The total number of hours attempted, excluding those in courses graded on a Pass/Fail basis, is divided into the number of grade points obtained in order to arrive at the grade point average. Any Pass/Fail course in which a score below a “C” is assigned will be calculated in the student’s overall grade point average and the student will be automatically dismissed from the doctor of physical therapy degree program.

All Clinical Experiences will be graded P (Pass) or F (Fail). In addition, all Comprehensive Practical Exams will be graded on a P (Pass) or F (Fail) basis. Courses that have both didactic and laboratory components must pass both components to pass the course. In other words, students will receive a grade of “F” if they earn a “B” in the didactic aspect of a course, but earn an “F” in the laboratory/practical examination aspect of the course.

Classroom and Clinical Laboratory Attendance

In order to demonstrate a commitment to learning and the development of professional conduct, students will attend all classes and laboratories, and arrive on time.

Acceptance, or rejection, of absence excuses will be at the discretion of the Course and/or Laboratory manager. Students are responsible for providing documentation of an unavoidable circumstance when requesting an excused absence. If you anticipate being unable to attend class, for any reason, you need to notify the course manager or the departmental office manager ahead of time. A full grade-reduction may result from unexcused absences or consistent tardiness.

Please seethe Clinical Handbook for information on attendance and absences from clinical experiences.

Grade and G.P.A. Rounding Guidelines

Grades and GPAs will be scored to the hundredths with rounding to the nearest tenth. For example grade scales or G.P.A.s of 3.50-3.54 equate to a 3.5; grade scales or GPAs 3.55-3.59 equate to 3.6.

Good Standing

Any student who maintains a minimum grade point average equal to or greater than 3.00 in graduate courses will be in good standing.

Transfer Credit

The department of physical therapy does not accept transfer credits due the step-lock curriculum.

Repetition of Courses

Due to the step-lock nature of the physical therapy curriculum, courses may not be repeated.

Incomplete Grades

At the faculty member's discretion, the letter "I" may be entered on the student's transcript for a course whenever some portion of the required work has not been completed by the end of the semester. A written statement of the requirements for removal of the grade of "I" must be signed by the faculty member and student and filed in the office of the Department of Physical Therapy Chairperson, with a copy submitted to the Registrar along with the faculty member's student grade sheet. The grade of "I" will automatically revert to a grade of "F" if not satisfactorily removed according to the following schedule.

Latest date for removal:

Fall - End of the last day of classes for the spring semester.
Spring - End of the last day of classes for the fall semester.
Summer - End of the last day of classes for the fall semester.

A grade of "IP" (In Progress) will be used for clinical experiences or other requirements in which case the supervising professor determines whether or not an exception is warranted and has the option of specifying the length of time the student has to complete the work. Once the grade of "I" and/or "IP" is placed on the transcript, it remains on the transcript until it is replaced by the appropriate grade when all course requirements are completed or when the deadline for completion has passed. A student cannot re-enroll for a course for which an "I" or "IP" is recorded on the transcript. A degree cannot be awarded to students with Incompletes on their records.

Full-Time Status/Class Load

The normal full-time load for a graduate student is nine hours at minimal per semester including summer. The DPT program meets or exceeds the normal full-time load of nine hours per semester.

Grade Change/Corrections

Students who feel they received a grade in error should contact the appropriate faculty member. If the faculty confirms that an error has indeed been made, then the faculty member must process a grade change form and submit it to the Office of the Registrar no later than one year after the submission of the original grade (excluding Incompletes).

Grade Appeals

Students wishing to appeal grades received in courses should refer to the Graduate Grade Appeal Procedures and associated forms posted on the Graduate College website: http://www.radford.edu/content/registrar/home.html . Students are encouraged to discuss grade appeals with the Department of Physical Therapy Chairperson before discussing with the Graduate College. The Graduate College may be contacted in person or by telephone: Buchanan House, PO Box 6928, Radford, VA. 24142; telephone 540.831.5431.

Grade Point Average (G.P.A.) Deficiency

To graduate with a Doctor of Physical Therapy degree, the student must have a minimum 3.0 grade point average. A student who has not met the minimum 3.0 grade point average in the physical therapy program of study or overall, will automatically be dismissed from the program. No more

than two grades less than a "B-" and any grade less than a "C" is an automatic dismissal from the program.

Probation/Dismissal

Students with less than 3.00 will either be dismissed or placed on academic probation. Students earning an overall GPA in the range of 2.85-2.99 will be placed on academic probation limited to one semester. Students earning an overall G.P.A. less than (<) 2.85 will be dismissed from the doctor of physical therapy program. Once placed on academic probation, the student must be in good academic standing (G.P.A. equal to or greater than 3.0) prior to entering the following semester. If at the end of the probationary semester, the student is not in good academic standing (3.00 or higher); the student will be dismissed from the program. Students who earn an overall G.P.A. less than 3.00 more than once will be dismissed from the program. Students receiving more than two (2) C's while matriculating in the physical therapy curriculum will be dismissed from the program.

Revised: 04/12/2012

Clinical Remediation/Dismissal Policy and Procedures

Students are required to successfully complete and pass three clinical experiences. Clinical experiences are based in three different and distinct clinical environments. Grading for clinical experiences is based on a pass/fail system. The pass/fail grade is predominantly determined by the scoring results of the "Rubric's Grading Scale" with consideration given to comments of the clinical instructor on the Clinical Practice Instrument (C.P.I.). Final scoring and grading will be determined by the Director of Clinical Education (D.C.E.) of Radford University's Physical Therapy Program. If the D.C.E. determines that a student has failed his/her clinical experiences, a "SMART Plan" is developed by the D.C.E. in conjunction with the student and the student's faculty advisor. The purpose of the SMART plan is to remediate the student in the clinical areas of deficit identified in the C.P.I. The student will participate in the remediation process based on goals and outcomes established in the smart plan. Once the remediation process has been successfully completed and the SMART plan goals and outcomes are met successfully, the student will resume continuance in the clinical experience sequence.

If the student does not successfully complete the SMART plan he/she is dismissed from the physical therapy program. If the student returns to the next sequenced clinical experience and fails that experience he/she is dismissed from the physical therapy program.

A student may not graduate on the normal graduation schedule due to the length of remediation programs and the securing of clinical experience sites.

SMART Plans

A SMART Plan will include goals/outcomes that are Specific, Measureable, Achievable, Realistic, and Timely. The Advisee/Advisor Consultation Record may be utilized to aide with a written record of the plan in addition to the other resources. All SMART Plans will be created by the course manager and the student in remediation. The student's academic advisor will also review and sign the final plan and will assist, if needed, with the student's remediation. SMART plans will be maintained in the student's secure file within the office of the Department of Physical Therapy.

Revised 05/20/2016

Academic Warning Letters

Students matriculating in the physical therapy program are required to maintain a GPA of 3.0 or higher to remain in good academic standing.

Upon receiving a warning letter or letter of probation, the student is expected to contact his/her faculty advisor to schedule a meeting. The faculty advisor will contact the student and schedule a meeting if the student does not follow up within the first week of the subsequent academic semester. A remedial plan will be developed and documented by the student and faculty advisor.
The written remediation plan will include the following:

- Identify concerns and needs of the student
- Educational objectives, strategies and methods used to meet student concerns and needs
- Set time lines with established frequency of student/ advisor meetings (including dates of follow up meetings with appropriate faculty) to review expected outcomes and goals of remediation plan on regular basis with student
- Implementation of remediation plan
- All notes and outcomes of follow up meetings with dates and signatures of faculty member and student for each
- The Advisee/Advisor Consultation Record may be utilized to aide with a written record of the plan in addition to the other resources

The faculty advisor will write a summary statement indicating the outcome(s) of the remedial education plan at the end of the semester. This plan will be secured within the student's central file in the Department of Physical Therapy main office. The student may provide a written request of a copy of the remedial education plan and follow-up meetings. This written request will become part of the student's permanent file.

Revised 05/20/2016

Dismissal/Re-admittance

Students who are dismissed from the Physical Therapy Program may reapply for acceptance to the Program after two academic year from the date of dismissal. Students who are unsuccessful in their second attempt to complete the doctor of physical therapy curriculum will not be considered for re-admittance to the program.

Withdrawal Procedures

Due to the nature of the doctor of physical therapy step lock curriculum, withdrawal from one course in the curriculum equates to withdrawal from the whole program.

There are five succinct steps to the withdrawal process:

1. Foremost, the student must submit a letter in writing to the Department Chairperson within The Department of Physical Therapy, Box 6986, Radford University, Radford, VA 24142.
2. Next, students who wish to withdraw from continuance in a degree program at Radford University must submit a letter in writing to the Graduate Admissions Coordinator, Box 6928, Radford University, Radford, VA 24142.
3. The student is to complete a "Withdrawal Check-Out Sheet" found within the Academic Advising coordinator's Office in the College of Graduate and Professional Studies, Buchanan

House G005. This process must be followed to ensure the student will receive any eligible refunds and the appropriate grades for the semester.

4. The student needs to complete a withdrawal form. These forms maybe found in the Registrar's Office or the student may notify the Registrar's Office in writing or via e-mail that he or she wishes to withdraw from one or more classes. The withdrawal is not complete until the Registrar's Office has been notified. The withdrawal form maybe found on the website: http://www.radford.edu/~registra/web_2009/forms/students/class_withdrawal.html
5. The student must finally contact the Student Accounts Office in Walker Hall to initiate a request for a refund of tuition. Please see the graduate college catalog for more information or contact Student Accounts office directly. The URL for Student Accounts is: http://stuacct.asp.radford.edu/.

Exception to Withdrawal Procedures

Grievance Process

The purpose of the grievance process is to address issues or concerns individuals may have with either the educational process, the operational procedures of the Department of Physical Therapy, or a former graduate or individual involved in the Department of Physical Therapy. Individuals may include but are not limited to an employer of a graduate, a patient, or a member of the community. Once issues/concerns are identified and resolved, appropriate actions will be taken to implement approved change(s).

First, an **informal** grievance process is initiated with the grievance being brought (preferably in writing) directly to the attention of the university employee or the Department Chair of Physical Therapy. An attempt to resolve the disagreement in an informal, mutually respectful, and cooperative atmosphere is encouraged. A discussion including all involved parties should take place within 10 class days after the experience of concern or notification of the decision in question. This is the preferred way of resolving problems, supported by the Graduate College, Waldron College and the Department of Physical Therapy. If a satisfactory resolution is not reached, the individual or group may commence the formal grievance process.

The formal grievance process is differentiated into individual student, group, physical plant, and program accreditation categories. The formal process is described below. Any non-grade grievances that are not resolved at the department or Waldron College level will proceed to the Radford University Graduate College Grievance Policy. Graduate students should note that the focus of any review undertaken as a result of a grievance will be on the process undertaken to arrive at a decision; decisions themselves are not reviewed by external bodies. Questions about grievance policies and procedures should be initially directed to the student's advisor and/or department chair. A grievance is not appropriate when a student simply disagrees with the faculty member's/university employee's/program faculty's judgment about the quality of the student's work. A student who is uncertain about whether a decision should be appealed or who needs additional information about the grievance process may contact their academic advisor or the Graduate College.

The focus of any review associated with a grievance is on the process for making the decision, not on the decision itself. For some graduate students, other university employees may be involved in evaluations (e.g., practicum supervisors). The burden of proof is always on the student or complainant(s) to prove that a review of the process associated with a given decision

is an appropriate action in his or her case. Students/complainants must adhere to the timelines delineated in this policy or the right to appeal may be lost (the Graduate College Dean may, under extreme circumstances, extend timelines at his or her discretion).

Those individuals and administrative personnel involved in the grievance process will hold all grievances in confidence. The written grievance(s) will be held secured in the Office of the Department Chairperson and as otherwise indicated. If the Department Chairperson is the focus of the grievance process, the Associate Dean the Waldron College of Health and Human Services will secure the written grievance and as otherwise indicated within this document.

All grievances will be secured as indicated for a period of three years from the date of initiation, and then destroyed.

Formal Grievance Process

Individual Student Grievance

Step I.
A student identifies a concern or issue with the academic course work or procedure. The student/individual is to bring the concern/issue **in writing**, as a grievance, to the attention of the faculty member involved. If the grievance is resolved, the process is completed. The resolved grievance is secured within the faculty member's office and a copy in the Office of the Department Chairperson. If the grievance is not resolved, the process proceeds to Step II.

Step II.
The student brings the grievance to his/her advisor for consultation. The advisor will assist in setting a plan for resolution with the student. The student is to present the plan to the party (s) involved. If the plan is accepted and the grievance is resolved, the process is completed. The resolved grievance is secured within the advisor's office and a copy in the Office of the Department Chairperson. If the grievance is not resolved, the grievance will be referred to the Department Chairperson by the student's advisor for resolution and the process proceeds to Step III.

Step III.
The student will meet with the Department Chairperson and may have his/her advisor present. The Department Chairperson will mediate the grievance to resolution with the involved faculty member and student. The resolved grievance is secured within the Office of the Department Chairperson. If there is no resolution the grievance will be referred to the Dean of the Waldron College of Health and Human Services for resolution and the process proceeds to Step IV.

*Note: If the grievance implicates the Department Chairperson, and cannot be resolved, the grievance will be directly referred to the Dean of the Waldron College of Health and Human Services by the student's advisor, with written notification of referral given to Department Chairperson by the student's advisor and the process proceeds to Step IV.

Step IV.
The Associate Dean of the Waldron College of Health and Human Services will meet with the student and Department Chairperson to resolve the identified grievance. The final decision and/or resolution will be made by the Associate Dean of the Waldron College of Health and Human Services with no appeal. The resolved grievance is secured in the Office of the Associate Dean of

the Waldron College of Health and Human Services and a copy in the Office of the Department Chair.

*If the grievance implicates the Department Chairperson, the Associate Dean of the Waldron College of Health and Human Services will meet with the involved student and his/her advisor to mediate a final resolution. The Associate Dean's decision will be final with no appeal. The resolved grievance is secured in the Office of the Associate Dean of the Waldron College of Health and Human Services.

Group Grievance

Step I.
The group has identified a concern/issue with an academic course work and/or procedure. The group brings the concern/issue, **in writing**, as a grievance, to the attention of the professor involved. If the grievance is resolved, the process is completed. The resolved grievance is secured within the professor's office and a copy in the Office of the Department Chairperson. If the grievance is not resolved, the process will proceed to Step II.

Step II.
The group will present their grievance **in writing** to the Department Chairperson. The Department Chairperson will mediate the grievance to resolution, with the group and faculty member involved. If the grievance is resolved, the process is completed. The resolved grievance is secured within the Office of the Department Chairperson. If the grievance is not resolved it will be referred to the Associate Dean of the Waldron College of Health and Human Services and the process proceeds to step III.

*If the grievance implicates the Department Chairperson, and it cannot be resolved, the grievance will be referred to the Associate Dean of the Waldron College of Health and Human Services. The Associate Dean of the Waldron College of Health and Human Services, as the representative for the group, will provide written notification to Department Chairperson. The process proceeds to Step III.

Step III.
The Associate Dean of the Waldron College of Health and Human Services will meet with the group and the Program Chairperson to resolve the identified grievance. The Associate Dean of the Waldron College of Health and Human Services will make the final decision and/or resolution; with no appeal. The resolved grievance is secured in the Office of the Associate Dean of the Waldron College of Health and Human Services and a copy in the Office of the Department Chair.

*If the grievance implicates the Department Chairperson, the Associate Dean of the Waldron College of Health and Human Services will meet with the group to mediate a final resolution. The Associate Dean's decision and/or resolution will be final; with no appeal. The resolved grievance is secured in the Office of the Associate Dean of the Waldron College of Health and Human Services.

Physical Plant Grievance

Step I.
Issues/concerns dealing with the physical plant will be brought, **in writing**, as a grievance, to the Department Chairperson for resolution. The resolved grievance is secured in the Office of Department Chair. If the Department Chairperson cannot resolve the grievance, it will be referred to

the Associate Dean of the Waldron College of Health and Human Services and the process proceeds to step II.

Step II
The Associate Dean of the Waldron College of Health and Human Services will meet with the Program Chairperson and complainant(s) to mediate a final resolution. The Associate Dean's decision will be final; no appeal. Resolved grievances will be secured in the Office of the Associate Dean of the Waldron College of Health and Human Services and a copy within the Office of the Department Chair.

Department of Physical Therapy Program Accreditation Grievance

It is encouraged that all grievances be resolved at the most fundamental of levels progressing from Employee/Faculty, Advisor, Department Chairperson, Waldron College, and finally Graduate College levels. Having stated this, Radford University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of American Physical Therapy Association. Therefore, grievances or concerns about program status, policies, and procedures, may be brought to the attention of Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE's contact information is: 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; accreditation@apta.org.

The Department of Physical Therapy requests all grievances brought to the attention of the Commission on Accreditation in Physical Therapy Education also be brought to the attention of the Department Chairperson to ensure a timely resolution.

Unresolved Grievances

Students or complainants who believe a satisfactory resolution has not been reached and wish to progress the grievance process beyond the department and Waldron College level for concerns other than grade appeals should refer to the Graduate Grievance Procedures on the Graduate College website: http://www.radford.edu/gradcatalog/CurrentCatalog/RU-Graduate- Catalog_2008-09.pdf and associated forms and associated forms http://gradcollege.asp.radford.edu/Forms_Student.html.

Student Focus Group Meeting Policy

The purpose of the student focus group meeting is to provide a forum for student feedback in order to identify areas of concern as well as provide a forum in which students may participate in continuous improvement of the program and outcomes. At least one focus group meeting is held each Fall and Spring semester with each class separately.

Each group will develop their own agendas. The agenda items will be given to the faculty advisor and/or Department Chairperson one week before the scheduled meeting for review.

The class may choose to not have a focus group meeting if 100% of the class is in agreement. The Class President is responsible for communicating this to the Department Chairperson one week prior to the date of the scheduled focus group meeting, or the meeting will be held as scheduled.

The Class Secretary is responsible for taking minutes during the meeting and providing a copy to the Department Chairperson. The results of the focus group meeting will be reported at the next faculty

meeting as appropriate, and a copy of the minutes will be stored on the departmental shared server. Follow up information will be provided to each cohort by the Department Chairperson or Associate Chairperson.

Revised 05/20/2016

Health, Safety, and other Practice Risks

Physical Therapy students and practicing physical therapist professionals carry with them potential liability and safety risks and concerns that must be anticipated and addressed. These include, among others, malpractice and ordinary negligence liability exposure, potential adverse administrative actions, practice ethics issues, financial risk exposure, and operational safety concerns. There is a fine balance between physical therapy services delivered to multiple potential clients and minimizing personal risk exposure. It is key for decision making that students are aware of the occupational risks as future practitioners of physical therapy.

In occupational health, physical therapists work with issues that deal with specific statutes or regulations. Familiarity with the following is essential for the occupational health physical therapist: Americans with Disabilities Act (A.D.A.), Workers Compensation Law, Federal Employers' Compensation Act (F.E.C.A.), Federal Employers Liability Act (F.E.L.A.), and other "Disability Compensation" Laws.

In addition to the health risks information presented in the following section of this handbook, students may visit the Office of the Dean of Students. To receive a current copy of this document, please contact the Office of the Dean of Students.

Universal Precaution Policy

All students and faculty members will observe universal precautions when performing any tasks which may result in exposure to blood or other potentially infectious body fluids. Universal precautions treat all human blood and certain body fluids as if they were infected with blood borne pathogens.

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

Hand washing is the most effective means of preventing the spread of infections. Students and faculty shall wash their hands and other skin surfaces with soap and water as soon as possible after contact with blood or other potentially infectious body fluids. Hands will be washed immediately after removing gloves and other personal protective equipment. If hand washing facilities are not readily available, an antiseptic hand cleaner and clean towels or antiseptic towelettes will be used. If these alternatives are used, hands shall be washed as soon as feasible with soap and running water. Students and faculty shall flush mucous membranes with copious amounts of water as soon as possible following contact with blood or other potentially infectious body fluid. Eating, drinking, gum chewing, smoking, applying cosmetics, or handling contact lenses are prohibited in areas of potential exposure to blood borne pathogens such as laboratories or in public physical therapy

treatment areas. Food or drinks will not be stored in areas where blood or other potentially infectious materials are present.

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

Personal Protective Equipment

When engineering controls and work practices are insufficient to control occupational exposure, the university will supply at no cost to students, faculty, and employees, appropriate personal protective equipment. This equipment may be utilized within university labs and classrooms includes gloves, gowns, or face masks. Personal protective equipment when doing procedures in which exposure to the skin, eyes, mouth, or other mucous membranes is anticipated.

Standardized personal protective equipment will be readily accessible in the classroom, clinical sites, and worksite or individually issued to faculty. The university will clean, launder, dispose, repair, or replace personal protective equipment at no cost to the employee or student. Home laundering is not permitted.

All personal protective equipment will be removed prior to leaving the school or work site and placed in an appropriately designated area or container. Areas where students and employees store contaminated items will be determined by the department and labeled appropriately per Radford University Facilities Management and the Safety Office and O.S.H.A. regulations.

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

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

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

Needles & Sharps

Although only occasionally in use within the practice of physical therapy, needles and sharps may be utilized and are likely within the occupational work environment. Students, faculty and employees must discard contaminated needles and other sharp instruments immediately or as soon as feasible after use into appropriate containers.

Follow-up area for needle stick injuries and/or exposure incidents: The Blood borne Pathogens Standard 1910.1030(f)(3) requires the employer to make immediately available a confidential medical evaluation and follow-up to an employee/student reporting an exposure incident. This follow-up often occurs in the emergency department. This also applies to situations whereby hazardous exposure occurs while in classroom environment or on clinical affiliations.

Students are strongly encouraged to speak with their on-site clinical instructors or D.C.E. at the beginning of each clinical affiliation regarding policies and procedures for use of Universal Precautions, P.P.E., and Needles and Sharps disposal within the clinical affiliation/work site.

For more information regarding housekeeping, labeling, hazard containment, and Radford University Blood borne Pathogen Exposure Control Plan, please see: http://www.radford.edu/fpc/Safety/Bloodborne/blood.htm .

Confidentiality

All records and information obtained by the Physical Therapy Department regarding drug, the test results, and treatment of students for chemical dependency will be maintained by restricting access, on a need-to-know basis, to those designated by the Director of Physical Therapy Program – as allowed for by the Family Educational Right to Privacy Act. (Buckley Amendment) which can be viewed at http://cpsr.org/issues/privacy/ferpa-buckley/ . Students are eligible for all services provided at the University Health Services in Moffett Hall, as outlined in the Radford University Handbook.

Program Enrollment and Department Annual Requirements

Contact Information Sheet (Department)

Students will be responsible to update or maintain current personal data sheets each semester at scheduled advising faculty meetings and as personal contact information changes.

CPR Certification

Certification for Cardiopulmonary Resuscitation (CPR) is a requirement for matriculation within the program. All graduate physical therapy students are required to obtain and maintain current certification in cardio-pulmonary resuscitation prior to the beginning of first-year fall classes, and upload a copy of their certification to the approved document database for The Director of Clinical Education within the Department of Physical Therapy **as a requirement PRIOR** to each clinical education assignment. Students are to provide proof of certification to clinical sites as requested.

The *American Heart Association BLS-C Health Care Provider* course is preferred for CPR. Renewal for the AHA/BLS-C certification is every two years.

Revised 5/20/2016

Criminal Background and Drug Screen Requirement

Results of background check and drug screening must be received by the program prior to initial enrollment. In addition, students will successfully complete a background check and drug screening

prior to each of the required clinical experiences. Results of the background check and drug screenings must be available to the Director of Clinical Education prior to the beginning of each clinical internship. If results are not received in the identified time period, students may be restricted from participating in classes or clinical experiences. If the drug screen results are positive for drugs, or a background check reveals negative activities, students can be dismissed from the D.P.T. program and denied participation in clinical experience.

Revised 5/20/2016

Health Insurance

Students must have personal health insurance coverage that provides for hospital care. Such a policy may be obtained through the Health Insurance Marketplace. A copy of the student's health insurance card must be submitted to the Director of Clinical Education prior to each clinical experience.

Revised 5/20/2016

Health Forms, including PPD and Immunization Maintenance

The Commonwealth of Virginia and/or Radford University requires that the health record form and certificate of immunizations be completed and submitted to the student health center prior to enrollment at Radford University and each subsequent fall semester. The form maybe accessed on the graduate college website under forms: http://health.asp.radford.edu/AD3%2520health%2520record%252008.pdf or on the Student Health Services webpage: http://health.asp.radford.edu/index.htm. All pages of the Health Record form must be returned to Student Health Services, PO Box 6899, Radford, VA 24142 by the start of AHPT 800 – Human Anatomy. Students are encouraged to make personal copies of completed health form for their own records. Students who have not met this requirement by the end of their first term maybe dismissed from the University.

Student Health Services is located in Moffett Hall and may be utilized for annual physicals, tuberculin testing, Hepatitis B vaccinations, allergy injections, flu vaccine, and Women's Health each for a minimal fee. The Student Health Center provides a 24-hour, 7 day-a- week, toll-free telephone service. The number for this service is: 1-866-205-2164.

Students are responsible to maintain an up-to-date copy of their immunizations, health record, PPD, and other healt-related documents on the approved health document database. **Students who have not maintained updated student health information may be precluded from clinical affiliations.**

Revised 5/20/2016

Informed Consent for Laboratory and Clinical Participation Policy

An informed consent form will be given to the students during orientation of the first year in the Physical Therapy Program. This informed consent will cover the student for the duration of the Physical Therapy Program through the day of graduation. All students are required to sign an informed consent acknowledging that they understand expectations in laboratory coursework on campus and off campus. In addition, students are expected to participate fully in clinical experiences that are a component of their course requirements. The student is expected and is responsible for notifying the Program Chairperson and the course instructor in writing for reasons for non-participation. The Program Chairperson and course manager will make a determination, and this

decision may be appealed. Informed consent forms will be placed in the student file along with any documentation for non-participation.

Release of Records

The university will not release information about a student from records, except directory information and a specified list of exceptions, without obtaining the written consent of the student.

A full statement of the **Family Educational Rights and Privacy Act (F.E.R.P.A.)** and information as to how students may exercise the rights accorded them by this policy are available from the office of the University Registrar or from the Dean of Students Office.

University and federal laws permit the university to routinely release information in the following categories:

- Student's name, local and home address, phone listing
- E-mail address
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Photograph
- Dates of attendance
- Degrees and awards received

The Department of Physical Therapy may request students to release records for the purposes of program improvement and accreditation reporting. The form may be found on the RU registrar website.

Revised 05/20/2016

Malpractice Insurance

All students are covered by Radford University malpractice insurance while functioning as a Radford University student in course related activities. For more information, please see the University Health & safety website. The certificate of coverage may be accessed at: http://www.radford.edu/fpc/Safet y/risk_man/ins_cert.htm.

In addition, the faculty recommends that students carry their own malpractice insurance policy. For more information, the Code of Virginia § 8.01-581.15 specifies the limitation on recovery in certain medical malpractice actions and may be accessed directly: https://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+TOC0800100

Please refer to the Clinical Handbook regarding the following requirements:

- **Clinical Assignment**
- **HIPAA Policy**
- **Transportation Policy**

Policy for Student Use of Department of Physical Therapy Laboratories

1. Physical therapy students may use the laboratories whenever they are not in use in accordance with posted schedules.

2. The method of gaining access to the laboratories will be announced to the students in laboratory classes. Only students matriculating in the Physical Therapy Program are permitted to be present in laboratories and classrooms.
3. Those students who use the laboratory are responsible for returning all items to their original places before leaving the room. Students are expected to leave the room neat and clean when they have finished their work.
4. Students are permitted to use only equipment for which they have been instructed and signed off in its proper use by the faculty and instructors. Some equipment may be secured in locked storage locations due to expense. Students will be made aware of such equipment during laboratory classes.
5. Students are to report immediately to the Department Chairperson or a member of the faculty or staff, any personal injuries incurred and/or damage to the equipment.
6. Students are expected to use good judgment in utilizing the laboratories in such a way as to promote personal safety and to protect the equipment from damage.
7. No shoes are to be worn on any treatment surface, including plinths, treatment tables, and mats.
8. A violation of these rules can result in termination of the privileges of unlimited use of the laboratories. Damage done to equipment, lab spaces etc. may lead to dismissal from the Program.

Revised 05/20/2016

Professional Attire Guidelines
Classroom, Laboratory and Clinical Experience

You have entered the profession of physical therapy and are representing the profession, the division, faculty and yourself as a professional. The following professional attire is recommended. These guidelines are intended to set a positive, professional presence for all with whom we interact.

Classroom Attire

Dress should be professional neat, clean, practical, safe, avoiding extremes of fashion and appropriate for class and laboratory work. Students should wear clothing that allows them to bend and move freely without exposing their abdominal skin. Shirts should have appropriate necklines. Hair length, style and color are expected to be professional and appropriate. No hats will be worn during class or laboratories at any time. Beards should be styled to assure sanitary conditions for all with whom you interact. Jewelry should be minimal: watches, smooth surfaced rings and small earrings are acceptable. Facial jewelry is unacceptable. Shortly trimmed fingernails are required; nail polish is unacceptable. Use of fragrances or colognes should be limited.

Laboratory Attire

Students are expected to wear appropriate attire in all laboratory sessions. Women are required to wear a bikini top, jog bra or halter-top and shorts. Men are required to wear tee shirts and shorts. Denim shorts are not acceptable for laboratories. Long hair must be pulled back and any dangling jewelry must be removed. Hats are not allowed during laboratory sessions. In order to provide a positive learning experience for you and to show consideration for your laboratory partner, students will be required to wear laboratory attire. Students will be expected to change into appropriate clothing prior to participating in the laboratory session. It is recommended that students keep clean laboratory clothing in the available lockers, so that the student will always be prepared for class.

Clinical Experience Attire

Uniform dress code will be at the discretion of the faculty member and cooperating agency contact person. Refer to the agency dress code for clinical sites.

Students are expected to wear a nametag in all public forums as professional attire including during clinical experience specifying the following:
Name, S.P.T.
Physical Therapy Student Radford University

Shirts should also be in conservative colors and plain or simple in design (no large or inappropriate logos). Pants should be ankle length and made of appropriate fabric (no denim). Footwear should be well maintained and presentable, oxford style shoes are recommended. Tennis shoes, clogs, or open toed or open heel styles are not acceptable. Socks or pantyhose must be worn with shoes. Tattoos should not be within visible sight if possible.

Male Students
Male students are expected to wear dress slacks, shirt, tie and nametag. A white, clean laboratory coat maybe required.

Female Students
Female students are expected to wear dress slacks with blouse and nametag. A white, clean laboratory coat maybe required.

Special dress codes required by clinics will be observed by affiliating students.

Patient/Client Release Policy

Individuals participating in the didactic content areas of the D.P.T. curriculum are required to sign a release form prior participation. The release forms will authorize the use of images or any materials portraying information about the individual or as human subjects in the demonstration and or practice of physical therapy for educational purposes. The signed release shall be valid for the duration of the activity that the patient/client(s) is participating in.

Procedure

1. Patient/Client(s) will receive a detailed explanation of the risks and benefits of their participation in the identified activity.
2. Patient/Client(s) will have the right to discontinue the activity at any time.
3. Patient/Client(s) prior to the initiation of any activity the individual must sign the appropriate Patient/Volunteer release form.
4. Two standard release forms may be used 1) the Model Release Agreement used for images and portraying information about the individual and 2) the Release of Liability for participation form for those individuals actually receive physical therapy serves such as patient examinations and treatment.

Student Services

There are several services available on campus to assist students. Please contact your advisor or the Office of Dean of Students (http://www.radford.edu/~dos-web/) if the information you seek is not provided here:

Campus Recreation: http://www.radford.edu/stuact/campusrec.html. A component of the Student Recreation & Wellness Center at Radford University takes great pride in providing a variety of programming for students, faculty, and staff of Radford University. The philosophy of the program is to provide for the participants an opportunity to become involved in group and individual activities for social interaction, physical conditioning, and psychological development. Most of all, Campus Recreation is designed to emphasize challenge and fun. Hopefully the program will enrich the participants' lives during their stay at Radford University and will become a carry-over for constructive use of their leisure time in the future. Campus recreation includes intramurals through the sports club: http://www.ruhighlanders.com/ The Sports Club Council now represents 18 clubs, Equestrian, Ice Hockey, Men's and Women's Lacrosse, Men's & Women's Rugby, Men's and Women's Ultimate Frisbee, Men's & Women's Soccer, Men's and Women's Volleyball, Women's Softball, Men's Baseball, Men's Basketball, Men's Football. For students in the DPT Program, the Jefferson College of Health Sciences fitness center, located on the first floor, is available for use without any additional fees.

Center for Diversity and Inclusion: http://www.radford.edu/content/diversity/home.html The mission of the Center for Diversity and Inclusion is to develop cultural awareness, understanding and a sense of belonging among Radford University students on our campus and in our community. Although our primary focus is to provide services for multicultural and international students, we work collaboratively with other offices, serving as a resource for faculty, staff and administration. We work toward building an environment in which cultural diversity is highly valued, differences are respected and people from other cultures and lifestyles can flourish. We support the development of the whole person by providing quality programs and services. Through our commitment we are helping to build community at Radford University.

Disability Resources Office (D.R.O.): http://www.radford.edu/dro/about_us.htm. Radford University is committed to providing equal educational opportunities for all qualified students regardless of type of disability. Through the Disability Resource Office, RU provides reasonable academic accommodations for students with documented disabilities. These accommodations shall not compromise the University's academic standards. The Disability Resource Office is a resource to the RU community, facilitating the University's goal to remove physical and learning barriers that might infringe upon the individual's opportunity to fully participate in the University experience.

Experiential Learning & Career Services: http://www.radford.edu/content/career-services/home.html (Experiential Learning and Career Services provides undergraduate and graduate students as well as alumni with career counseling and career development services, self-assessments, workshops, presentations for academic departments, career fairs, resume writing, and mock interviews, in addition to other services. Students have the opportunity to utilize our online database, "HireAHighlander" to search for job opportunities, sign up for interviews, and post resumes.

Financial Aid: http://finaid.asp.radford.edu/officeinfo.htm; http://finaid.asp.radford.edu/grprog.html. Various sources of financial aid are available for full- time graduate physical therapy students. Eligibility criteria, application procedures, and requirements and

conditions of aid are given for each financial aid category currently available. Information is available on the University campus in the Financial Aid Office: Box 6905, 169 Heth Hall, Radford University, Radford, Virginia 24142; finaid@radford.edu; Telephone: 540- 831-5408; TDD: 540-831-5128 (Hearing Impaired); Fax #: 540-831-5138.

The Learning Assistance and Resource Center (LARC): larc@radford.edu strives to help all Radford University students achieve academic success in all disciplines. In individual or group tutoring sessions, students acquire support from College Reading and Learning Association (CRLA) certified trained tutors. Writing tutors aid students with writing assignments for any discipline including math, science, reading comprehension, and test taking strategies through one- on-one consultations and in workshops offered throughout the semester. With a learner- centered approach, the LARC staff and tutors seek to meet each Radford University student's academic needs. The Writing Center is also available on-line to students and other patrons who have access to email. Writing Center staff will look at and respond to questions about content, grammar, punctuation, and spelling in texts. If you have further questions about a grammar or punctuation concept, please don't hesitate to continue the conversation with the tutor either by email, phone (x 7704), or in the Center. LARC will try to respond within 2 business days (short questions regarding grammar, punctuation, and wording may be answered sooner). If you would rather have a face-to-face conference in the Writing Center with one of our tutors, make an appointment through email (larc@radford.edu) or phone 831-7704. To submit a question or text, click on the Online Submission Form.

Off Campus Student Counsel: http://www.radford.edu/content/student-counseling/home/faq.html . The Off Campus Student Council is dedicated to the concerns of the 5000+ off-campus Radford University students. Our goal is to inform students of University Sponsored events and to incorporate off- campus students as active members of the Radford Community.

Office of Dean of Students: http://www.radford.edu/~dos-web/. The Office of the Dean of Students promotes and facilitates student learning, engagement and development outside the classroom and collaborates with others to enhance the quality of life for students at Radford University. The Office of the Dean of Students responds to the informational and personal concerns of students and oversees the protection of student rights. The office plays a major role in promoting and upholding the shared values and ideals of the Radford University community. The office provides a variety of services for students. These include student advocacy services, student conduct services, off-campus student services, student publications, student insurance, information for parents and families, absence notices, references/verifications for graduate school and employment, and services with the Student Government Association.

Radford University Campus Ministers' Association (RUCMA): http://www.radford.edu/~dos-web/campusmin.htm. RUCMA is the organization for the Campus Ministers or Faculty/Staff Advisors who relate to the student religious organizations at Radford University and which are defined by their denomination or sponsoring organization as a campus ministry. RUCMA shares with Radford University a commitment to the holistic development of persons: spiritually, physically, intellectually, and socially. RUCMA respects the rights of individual religious traditions and individual styles of ministry, nourishes the intellectual dimensions of faith as well as the spiritual dimensions of education; and encourages the service of others, both within Radford University and in the larger community. Further, it encourages spiritual values in a climate of open inquiry. Believing that religious concern is as broad as human need, RUCMA seeks to enhance the quality of community and personal life. The campus ministers stand in a unique relationship to Radford

University. RUCMA exists independently to assist the university in carrying out its educational missions. RUCMA shares a common mission with the University: the education of the whole person.

Registrar Office: http://www.radford.edu/~registra/web_2009/index .htm; Phone 540-831-5271. The registrar office strives to ensure accuracy, security, and integrity of academic records of past and current students. The Office of the Registrar is responsible for maintaining many aspects of student records including transcripts, current grades, enrollment verifications, and commencement. We are also responsible for the course catalog, scheduling classes each semester, and student registration. Information is available on the University campus in the Office of the Registrar: 105 Heth Hall, Radford University, Radford, Virginia 24142; registra@radford.edu.

Residential Life: http://www.radford.edu/~res-life/Mandated%20Template/Mission.htm
The Office of Housing & Residential Life supports the academic mission of Radford University and focuses on residential student needs by fostering a health y living environment, promoting personal development, and encouraging respect.

Student Accounts: http://www.radford.edu/content/student-accounts/home.html ; Phone: (540) 831-5417. Radford University offers the Highlander Choice Payment Plan as an alternative to standard payment arrangements. Highlander Choice enables families to pay university expenses in regular monthly installments. For more information, please contact the Student Accounts Office, P.O. Box 6922, Fairfax Street, Heth Hall, Radford, VA 24142; TTY: (540) 831-5128; Fax: (540) 831- 5501; Email: stuacct@radford.edu; Hours of Operation: Monday - Friday 8:00 AM - 4:30 PM ET.

Student Activities: http://www.radford.edu/~stuact/index .html As a Division of Student Affairs, Student Activities' mission is to provide students with diverse out-of-the-classroom experiences that facilitate intellectual, civic and social development while promoting a sense of community and enhancing the educational mission of the University. Some examples of Student Activities include clubs, campus recreation, Greek life, a student calendar of events and student leader resources.

Student Conduct: http://www.radford.edu/dos-web/studentconduct.htm Radford University is a community of scholars and learners in which the ideals of freedom of inquiry, thought, expression and the individual are sustained. With these ideals comes the responsibility of every student to hold him/herself to the standards of the Radford University community set forth in its policies. RU's campus conduct processes emphasizes education by focusing on the growth and development of the individual student, encouraging self-conduct and fostering a respect for the rights of others. Regardless of the means by which conduct is processed, the ends remain the same: to redirect the behavior of the student into acceptable patterns and to protect the rights of the community. Students may participate as student advisors or in student government association.

Student Counseling Services (SCS): http://ccsd-web.asp.radford.edu/about_us.htm; Phone (540) 831-5226. Provide confidential and personal counseling related to motivation, home and relationship concerns, bereavement and grief and loneliness, consultation for residential staff, administrators, faculty, and parents, referral to external specialized services, and provide on- campus health education prevention and education programs.

Student Government Association (SGA): http://www.radford.edu/content/sga/home.html SGA has a constitution outlining its purpose and how our organization should operate. This includes information on elections and on responsibilities of individual positions. RU has its 7-17 Strategic Plan, but according to the plan's text, it "constitutes the beginning of our work rather than the end."

The students of this university must take a lead in developing RU's future. SGA's foci includes: Sustainability, School Spirit and Pride, Diversity, Campus Outreach, and global/Community Outreach.

Student Health Services: http://health.asp.radford.edu/index.htm; Phone (540) 831-5111. The mission of Radford University Student Health Services is to consistently provide comprehensive, cost effective, confidential, caring, holistic healthcare to our students within the University community. We are dedicated to promoting healthy lifestyles with an emphasis on education and prevention. We respect individual differences and diversity and deliver our services in a manner that reflects that respect. The Student health Center provides basic health care to students on an outpatient basis, Monday through Friday. The Health Center is equipped to provide diagnosis and treatment for most of the common health problems encountered by students. More serious medical situations are referred to a network of local specialists. Over- the-counter medications and a limited number of pharmaceuticals are available. All registered students currently enrolled at Radford University may receive services as per their website.

RU Student Health Services - Hours of Operation:
Monday, Wednesday, Thursday and Friday - 8:30 am – 6:00 pm; Tuesday- 9:30 am – 6:00 pm. The student health center is closed when there are no classes (during breaks & school closings)

After Hour and Emergencies - 24 Hour Nurse Line – 1-866-205-2164

The RU Student Health Fee covers unlimited visits to the health center, routine laboratory work, limited over-the-counter prescriptions and basic first-aid supplies for minor illnesses and injuries. Students who have made appointments will be seen first, although students may walk-in and wait for the next available Health Care Provider. A flu shot clinic is available for students in the fall.

The fee does not cover services or prescriptions filled at other pharmacies, x-rays and additional laboratory tests. The health care practitioner will give certain immunizations, lab tests, evaluations and referrals to other resources on campus and in the community. There is no emergency care for serious or life-threatening illness or injury. Student health services accept cash, checks, RU express card and MC/VISA for payment.

Students may be seen by their personal physician. Students and/or parents/guardians are responsible for any cost associated with physician visits.

Student Support Services: http://sss.asp.radford.edu/aboutUs.html. The goals of the Student Support Services Program "SUCCESS" are to enhance academic skills, develop leadership potential, assist with financial aid options, encourage graduate school education, and support cultural enrichment activities in a comfortable, relaxed environment. Radford University Student Support Services "SUCCESS" Program is a grant-funded program operating under the umbrella of the Federal TRIO programs and 100% federally funded by the U.S. Department of Education (DOE). As an academic program within the Division of Student Affairs, it is designed to assist first-generation college students to succeed at Radford University. "SUCCESS" offers tutoring, financial assistance, academic coaching, seminars, as well as personal, educational, graduate and career counseling. These services are designed to assist students in transitioning into and eventually out of Radford University. Student Support Services (SSS) has provided free assistance to hundreds of eligible students since it became an integral part of the RU community in 1993.

Substance Abuse Education: http://www.radford.edu/~sasae/. The Office of Substance Abuse and Sexual Assault Education is dedicated to increasing knowledge and awareness of substance abuse, sexual assault, and other student health issues as well as decreasing the negative consequences associated with high risk alcohol & other drug use and sexual assault. Services include: Educational Resources on the topics of Substance Abuse, Sexual Assault, Dating Violence, and other student health issues; RU Aware Program, Counseling for students dealing with issues surrounding sexual and dating violence and/or substance abuse; Advocacy and support for sexual assault victims; Consultations for students, parents, faculty and staff; and Peer Educators: A student group dedicated to raising awareness about student health issues that sponsors campus wide awareness events and educational programs for residence halls and other organizations. The SASAE office advises and supports the students in Peer Educators.

Telephone Health Care Numbers to Know:

- RU Student Health Services - 540-831-5111
- Health Questions after hours - Call the 24-hour, 7 day-a-week, toll-free number to speak to a Registered Nurse -1-866-205-2164
- Center for Counseling and Student Development - 540-831-5226
- Substance Abuse and Sexual Assault Specialist - 540-831-5709
- AIDS Hotline - 800-342-2437
- Carilion New River Valley Medical Center - 540-731-2000
- CONNECT (Carilion New River Valley Medical Center) - 540-731-7385
- RAFT (24 hr. hotline) or ACCESS (Emergency and Assessment Services) both of New River Valley Community Services – 540-961-8400
- Emergency – 911
- Connect, Roanoke area – 1-800-284-8898
- Blue Ridge Community Service Hotline – 540-981-9351
- Carilion Behavioral Health Clinical Counselors:
    - Blacksburg Clinic: 540-557-5556
    - Radford Clinic: 540-731-7385
    - Roanoke Clinic: 540-981-8960

Generic Abilities Self-Assessment Process*

Generic abilities are attributes, characteristics or behaviors which have been proven to be linked to success in the profession. These generic abilities will be used, developed and evaluated throughout the educational experience. Upon the completion of the didactic and clinical education components of the program, the student will meet the entry-level requirements of the generic abilities for the profession of physical therapy.

The demonstrations of professional behaviors are as important as academic and clinical competence. Throughout the program, assessment of each student's generic abilities will include self-assessment, peer assessment, faculty assessment, and clinical instructor assessment.

Stage I (Fall semester, Year 1)

- During the first fall semester of the Physical Therapy program, students will be introduced to the Generic Abilities Self-Assessment (GASA) by their advisors and be provided a chance to ask questions.
- Students will complete the generic abilities assessment during the first fall semester of the Program, and will review it with their advisors. Completed forms will be kept in each student's secure individual file that is located in the central Physical Therapy office.
- It is the student's responsibility to schedule a meeting with his/her advisor to review the Generic Ability Self-Assessment. It is during this meeting that the advisor emphasizes the value and importance of the use and development of the generic abilities for success in the physical therapy profession. This initial student advising meeting is not intended to be used to develop an action plan, but one may be developed if the need is identified by the student or faculty advisor.
- During each semester, students are expected to monitor their own generic abilities, and provide faculty advisors with updated self-assessment forms. Completed forms will be kept in each student's secure individual file that is located in the central Physical Therapy office.

Stage II (subsequent semesters)

- Students are expected to schedule meetings with their advisers early in the semester to review generic abilities, establish goals, and develop an action plan as needed.
- The action plan may contain at least one but not be limited to only one generic ability behavior that the students will develop during this final semester prior to first clinical experience.
- Advisors will schedule follow up meetings with their advisees and assess outcomes of the action plan within the semester prior to the first clinical internship.

*Based off of the Generic Abilities Self-Assessment Process developed by May et al. & University of Wisconsin-Madison Physical Therapy Program. (1995). *Journal of Physical Therapy Education*, 9, 1.

Revised 5/20/2016

Radford University Physical Therapy Program
STUDENT GENERIC ABILITIES SELF-ASSESSMENT*

Student Name: _____
Date: _____

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Ten generic abilities were identified through a study conducted at UW-Madison in 1991-1992. The ten abilities and their definitions developed are as follows:

GENERIC ABILITIES

1. **Commitment to Learning:** The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. **Interpersonal Skills:** The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
3. **Communication Skills:** The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. **Effective Use of Time:** The ability to obtain the maximum benefit from a minimum and Resources investment of time and resources.
5. **Use of Constructive:** The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6. **Problem-Solving:** The ability to recognize and define problems, analyzes data, develop and implement solutions, and evaluate outcomes.
7. **Professionalism:** The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. **Responsibility:** The ability to fulfill commitments and to be accountable for actions and outcomes.
9. **Critical Thinking:** The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. **Stress Management:** The ability to identify sources of stress and to develop effective coping behaviors.

**** Adapted for use within the Radford University's Physical Therapy program.***

May, W., & the University of Wisconsin-Madison Physical Therapy Program. (1995). Generic abilities assessment. Journal of Physical Therapy Education, 9, 1.

General Instructions- Student

1. Read description and definitions of Generic Abilities (GA).
2. Become familiar with behavioral criteria for each level and the visual analog scale.
3. Self-assess your performance.
    a. Highlight (or underline) the sample behaviors you feel you have consistently performed. Think of examples that support these scores.
    b. Based upon your self-assessment, transfer scores from the GA to the Generic Abilities *Criterion Student Score Sheet*.
    c. It is suggested that students provide brief examples of the highest self-assessed behavior thus far to share at advisor meeting(s).

Generic Abilities	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Entry Level Behavioral Criteria
1. Commitment to Learning	Identifies problems; formulates appropriate questions; identifies and locates appropriate resources; demonstrates a positive attitude (motivation) toward learning; offers own thoughts and ideas; identifies need for further information	Prioritizes information needs; analyzes and subdivides large questions into components; seeks out professional literature; sets personal and professional goals; identifies own learning needs based on previous experiences; plans and presents an in-service, or research or case studies; welcomes and\or seeks new learning opportunities	Applies new information and re-evaluates performance; accepts that there may be more than one answer to a problem; recognizes the need to and is able to verify solutions to problems; reads articles critically and understands the limits of application to professional practice; researches and studies areas where knowledge base is lacking
2. Interpersonal Skills	Maintains professional demeanor in all clinical interactions; demonstrates interest in patients as individuals; respects cultural and personal differences of others; is non-judgmental about patients' lifestyles; communicates with others in a respectful, confident manner; respects personal space of patients and others; maintains confidentiality in all clinical interactions; demonstrates acceptance of limited knowledge and experience	Recognizes impact of non-verbal communication and modifies accordingly; assumes responsibility for own actions; motivates others to achieve; establishes trust; seeks to gain knowledge and input from others; respects role of support staff	Listens to patient but reflects back to original concern; works effectively with challenging patients; responds effectively to unexpected experiences; talks about difficult issues with sensitivity and objectivity; delegates to others as needed; approaches others to discuss differences in opinion; accommodates differences in learning styles
3. Communication Skills	Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression; writes legibly; recognizes impact of non-verbal communication: listens actively; maintains eye contact	Utilizes non-verbal communication to augment verbal message; restates, reflects and clarifies message; collects necessary information from the patient interview	Modifies communication (verbal and written) to meet needs of different audiences; presents verbal or written messages with logical organization and sequencing; maintains open and constructive communication; utilizes communication technology effectively; dictates clearly and concisely
4. Effective Use of Time and Resources	Focuses on tasks at hand without dwelling on past mistakes; recognizes own resource limitations; uses existing resources effectively; uses unscheduled time efficiently; completes assignments in timely fashion	Sets up own schedule; coordinates schedule with others; demonstrates flexibility; plans ahead	Sets priorities and reorganizes when needed; considers patient's goals in context of patient, clinic and third party resources; has ability to say "No"; performs multiple tasks simultaneously and delegates when appropriate; uses scheduled time with each patient efficiently

Instructions: Highlight all criteria that describes the student's performance

5. Use of Constructive Feedback	Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information	Assesses own performance accurately; utilizes feedback when establishing pre-professional goals; provides constructive and timely feedback when establishing pre-professional goals; develops plan of action in response to feedback	Seeks feedback from clients; modifies feedback given to clients according to their learning styles; reconciles differences with sensitivity; considers multiple approaches when responding to feedback
6. Problem-Solving	Recognizes problems; states problems clearly; describes known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems	Prioritizes problems; identifies contributors to problem; considers consequences of possible solutions; consults with others to clarify problem	Implements solutions; reassesses solutions; evaluates outcomes; updates solutions to problems based on current research; accepts responsibility for implementing of solutions
7. Professionalism	Abides by APTA Code of Ethics; demonstrates awareness of state licensure regulations; abides by facility policies and procedures; projects professional image; attends professional meetings; demonstrates honesty, compassion, courage and continuous regard for all	Identifies positive professional role models; discusses societal expectations of the profession; acts on moral commitment; involves other health care professionals in decision-making; seeks informed consent from patients	Demonstrates accountability for professional decisions; treats patients within scope of expertise; discusses role of physical therapy in health care; keeps patient as priority
8. Responsibility	Demonstrates dependability; demonstrates punctuality; follows through on commitments; recognizes own limits	Accepts responsibility for actions and outcomes; provides safe and secure environment for patients; offers and accepts help; completes projects without prompting	Directs patients to other health care professionals when needed; delegates as needed; encourages patient accountability
9. Critical Thinking	Raises relevant questions; considers all available information; states the results of scientific literature; recognizes holes in knowledge base; articulates ideas	Feels challenged to examine ideas; understands scientific method; formulates new ideas; seeks alternative ideas; formulates alternative hypotheses; critiques hypotheses and ideas	Exhibits openness to contradictory ideas; assess issues raised by contradictory ideas; justifies solutions selected; determines effectiveness of applied solutions
10. Stress Management	Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance as needed; maintains professional demeanor in all situations	Maintains balance between professional and personal life; demonstrates effective affective responses in all situations; accepts constructive feedback; establishes outlets to cope with stressors	Prioritizes multiple commitments; responds calmly to urgent situations; tolerates inconsistencies in health care environment

Generic Abilities Criterion Student Score Sheet

Student's Name (Printed/Typed)
Advisor's Name (Printed/Typed)

	CRITERIA	DATE:	DATE:	DATE:	DATE:
		SCORE	*SCORE*	*SCORE*	*SCORE*
1	COMMITMENT TO LEARNING				
2	INTERPERSONAL SKILLS				
3	COMMUNICATION SKILLS				
4	EFFECTIVE USE OF TIME & RESOURCES				
5	USE OF CONSTRUCTIVE FEEDBACK				
6	PROBLEM SOLVING				
7	PROFESSIONALISM				
8	RESPONSIBILITY				
9	CRITICAL THINKING				
10	STRESS MANAGEMENT				
	AVERAGE SCORE				

Dates Advisor Meetings were held to assess and review Generic Abilities.

Date: _____ Advisor: _____ Student: _____
(Signature) (Signature)

Date: _____ Advisor: _____ Student: _____
(Signature) (Signature)

Date: _____ Advisor: _____ Student: _____
(Signature) (Signature)

Date: _____ Advisor: _____ Student: _____
(Signature) (Signature)

Human Subject Project Procedure

Those students involved with or instituting research, which involves human subjects, must follow the following procedure:

1. They must contact the Radford University Institutional Review Board regarding research requirements.
2. All forms will be completed, reviewed and approved by the faculty research advisor for the research project.
3. Once approved by the faculty research advisor, it is to be submitted to the IRB Committee for review and approval.
4. The student conducting the project will review the process of research on a regularly scheduled basis with the faculty research advisor.

Community Service Policy

The Department of Physical Therapy defines community service as activities external to the department that benefit the public. As such, it is an integral component of the physical therapy curriculum. Students matriculating in the doctor of physical therapy curriculum will perform community service during the course of the curriculum as part of fulfillment of the program requirements. Students will participate in four (4) hours of community service during both the fall and spring semesters of the first academic year, and eight (8) hours during both the fall and spring semesters of the second academic year. The community service requirement will be coordinated and supervised by the student's core faculty advisor. Students will write a reflective paper at the completion of each community service experience to fulfill the program requirement. Students that do not satisfy the community service requirement in any given year will be placed on administrative probation (refer to student handbook) until the community service requirement is completed and the reflective paper is submitted to his/her core faculty advisor.

Procedure

1. The student will consult with his/her core faculty advisor for coordination and approval prior to each community service activity.
2. Once the community service activity is approved, the student will participate in and complete the activity.
    a. Sample activities that can not be counted toward community service hours:
        i. Participating as a subject in a Capstone research study
        ii. Activities directly related to completion of one's own Capstone research
        iii. Ushering during departmental open houses, information sessions, or interviews
    b. Sample activities that can be counted toward community service hours can be found on the RU DPT website under "Current Students" → "Useful Links and Resources".
3. Once the community service activity is completed, the student will write a reflective paper. The reflective paper will:
    a. Describe benefits derived from participating in the community activity.
    b. Answer the following:
        i. Provide a brief summary of the Activity that was completed.

ii. Define the community that you served and how it relates to our program's Mission Statement.
iii. Would you recommend this activity to another student? Why?

4. The reflective paper is to be submitted to the core faculty advisor within two weeks of completion of the activity, or by the last day of final examinations (if the activity occurred within two weeks of final exams).
5. All documents will be maintained in the student's advising file.
6. Students who do not satisfy the community service requirement each semester will be placed on administrative probation until the community service requirement is completed and a satisfactory reflective paper is submitted to his/her core faculty advisor.

Note: *Placement on administrative probation in excess of two times may result in dismissal from the program.*

Doctor of Physical Therapy Course Sequence

	Course #	YEAR 1 Courses	Credit Hours
Summer	AHPT 800	Human Anatomy	7
Fall	AHPT 810	Exercise Physiology	3
(17)	AHPT 812	Clinical Medicine I	3
	AHPT 814	Patient Management I	4
	AHPT 816	Theory and Practice I	4
	AHPT 820	Kinesiology/Biomechanics	3
Spring	AHPT 818	Neuroscience	2
(15)	AHPT 824	Clinical Medicine II	3
	AHPT 826	Patient Management II	4
	AHPT 828	Theory and Practice II	4
	AHPT 829	Research/ Scientific Inquiry I	2
Summer	AHPT 830	Clinical Internship I	9
		Year 1 Total	**48**

Term	Course #	YEAR 2 Courses	Credit Hours
Fall	AHPT 842	Professional Affairs	2
(16)	AHPT 844	Neuromuscular Development and Control I	4
	AHPT 846	Differential Diagnosis/ Imaging	3
	AHPT 848	Pharmacology	2
	AHPT 850	Psychosocial Elements of Illness and Disability	2
	AHPT 862	Clinical Medicine III	3
Spring	AHPT 840	Management of Special Populations (Orthotics, Prosthetics, Advanced Specialty Topics)	3
(18)	AHPT 860	Advanced Orthopedics	4
	AHPT 864	Health Policy and Administration	3
	AHPT 866	Neuromuscular Development and Control II	4
	AHPT 867	Principles of Teaching & Learning	2
	AHPT 868	Research/Scientific Inquiry II	2
Summer	AHPT 870	Clinical Internship II	10
		Year 2 Total	**44**

Term	Course #	YEAR 3 Courses	Credit Hours
Fall	AHPT 880	Cardiopulmonary Patient Care Management	4
(16)	AHPT 882	Comprehensive Patient Care	3
	AHPT 884	Pediatrics	4
	AHPT 886	Preventative Health and Wellness	3
	AHPT 888	Research/Scientific Inquiry III	2
Spring	AHPT 890	Clinical Internship III	10
	AHPT 892	Research/Scientific Inquiry IV	2
		Year 3 Total	**28**
TOTAL CURRICULUM			**120 Credits**
Curriculum sequence is subject to change based on curriculum assessment process			

Course Descriptions

Course#	YEAR1	Credit Hours
AHPT800	**Human Anatomy:** This course integrates human anatomy and human physiology. In preparation for clinical studies, students will be expected to learn basic principles of neurophysiology and muscle function. The application of anatomy to clinical practice is included.	7
AHPT810	**Exercise Physiology:** This course will examine and apply theories and principles, and it will evaluate the effects of physical effort on human performance. Emphasis will be placed on the metabolic/energy transfer systems of the body and muscle structure on the histological level. The course will also assess the effects of the physical activity (e.g. cardiovascular, pulmonary, and neurological influences on human performance) across the lifespan. This course prepares students to participate in their initial clinical	3
AHPT812	**Clinical Medicine I:** Clinical Medicine I is the first in a series of courses designed to provide physical therapy students with a general knowledge and understanding of human pathology. The course introduces students to medical terminology, develops an understanding of disease processes and the integumentary system, and facilitates students' application and analysis of medical pathology in patient care. The course prepares students for their first clinical experience	3
AHPT814	**Patient Management I:** The course provides a foundation for examination skills relevant to orthopedic, neurological, cardiopulmonary and integumentary pathologies.	4
AHPT816	**Theory and Practice I: Prerequisite:** Admission to the doctor of physical therapy program. The course will introduce students to basic therapeutic techniques such as bandaging, positioning, transfers, gait training, and the use of modalities.	4
AHPT818	**Professional Affairs:** The course will introduce students to methods of clinical reasoning, professional conduct, standards of practice, cultural sensitivity, and legal/ethical issues dealing with physical therapy.	2
AHPT820	**Kinesiology/Biomechanics:** Prerequisite: Admission to the doctor of physical therapy program. An examination of the interaction of muscles, bones, joints, and external forces responsible for human movement.	3
AHPT824	**Clinical Medicine II:** Prerequisite: AHPT 812 Clinical Medicine I. The second in a series of courses designed to acquaint students with medical aspects and pathology of diseases and disabilities.	3
AHPT826	**Patient Management II:** This course continues the series on musculoskeletal evaluation, which culminates with Advanced Orthopedics. This course is based on the Cyriax principles for examination of orthopedic dysfunctions of the extremities and spine. The course prepares students to examine, evaluate, prognosis, and develop a plan of care for patients with extremity and spinal dysfunctions. The course content supplements content areas of Theory and Practice I & II, Kinesiology-Biomechanics and Clinical Medicine I & II. Successful completion of the course requires the application and integration of materials presented in Patient Management I, Gross Anatomy, Exercise Physiology, and Clinical Medicine I. This course prepares students for participation in their first clinical experience. Teaching methods include lecture, laboratory sessions, case studies, clinical observations, and patient demonstration.	4

AHPT828	**Theory and Practice II:** This course focuses on treatment Intervention techniques such as therapeutic exercise, massage, extremity mobilization, spinal tractions, and prepare students to design, implement, and evaluate intervention programs. The course prepares students to perform patient interventions specifically in the outpatient setting, acute care, sub-acute, rehabilitation, and homecare environments. The course integrates learning content from anatomy, neuroanatomy, patient management courses, clinical medicine and kinesiology – biomechanics. Theory and Practice II prepares students to participate successfully in their first clinical experience.	4
AHPT830	**Clinical Experience I:** Clinical Experience I is the first in a series of Courses designed to provide physical therapy students with an opportunity to apply the first year of didactic learning through a real world experience. This is the first of a series of three experiences. This experience will be 40 hours per week for 12 weeks. The learning goal of the clinical education process is based on the hierarchical pattern. The initial clinical experience emphasizes basic examination, evaluation, and treatment intervention skills primarily found in nursing homes, inpatient rehabilitation facilities and outpatient rehabilitation clinical sites. Each student will be assigned an on-site Clinical Instructor who will provide one-on-one supervision during the clinical experience. As the student becomes more competent, the student will assess problems, practice evaluation skills, formulate goals and apply treatment techniques.	9
	Year 1 Total	**46**

Course#	**YEAR2**	**Credit Hours**
AHPT840	**Management of Special Populations (Orthotics, Prosthetics, and Advanced Specialty Topics):** The course introduces students to the components of normal and pathological gait across the lifespan. The normal mechanics of gait are the basis for the biomechanical assessment of the foot and ankle and patients management for orthotic and prosthetic prescription and training. Patients with gait dysfunction will be analyzed across diagnoses and practice patterns as described in the Guide to Physical Therapists Practice. The course develops strategies for the treatment of patient who use orthotic and prosthetic devices dealing with gait dysfunctions. This course prepares students to participate in their second clinical experience.	3
AHPT802	**Neuroscience:** This class is an integrated presentation of neuroscience and neurophysiology with emphasis on the sensory and motor functions of the human nervous system. In preparation for clinical studies, students are expected to learn the anatomy of the human nervous system, basic principles of neurophysiology, and muscle function, as well as the effects of disease on the nervous system. This class is devoted to regional gross structure and function of the nervous system, including the head, neck, upper extremity, superficial back, spine, thorax, abdomen, pelvis, and lower extremity. The student is introduced to clinical problem identification through discussion of the anatomical bases for somatic dysfunction.	2
AHPT844	**Neuromuscular Development and Control I:** The course emphasizes the theoretical and clinical basis for the examination and treatment of patients with neurological impairments. Historical and current theories of CNS function, motor control, motor learning, and motor development will be used as the framework for this learning experience. Examination procedures and findings and their implications for therapeutic interventions will be examined as described in the Guide to Physical Therapist Practice. The format for the course will be lecture/lab style, including patient demonstrations and case studies, movement analysis and examinations tests and measures. This course prepares students to participate in their second clinical experience.	4

AHPT 862	**Clinical Medicine III:** Prerequisite: Clinical Medicine II and Clinical Experience I. Clinical Medicine III provides an overview of pathological conditions affecting the central and peripheral neurological systems. Physicians, rehabilitation specialists, and healthcare professionals supplement selected presentations	3
AHPT 848	**Pharmacology:** Prerequisite: Clinical Medicine II. Pharmacology is the study of drugs with an emphasis on how drugs affect physical therapy. The course will cover Pharmacology therapeutics about specific drugs that are used to prevent, treat, or diagnose disease.	2
AHPT 850	**Psychosocial Elements of Illness and Disability:** Prerequisite: Clinical Experience I. Psychosocial Elements of Illness and Disability introduces and examines the psychosocial concepts and factors affecting the patient, family, and the patient/therapist relationship in caring for individuals experiencing acute, chronic, and terminal illness.	2
AHPT 852	**Research/Scientific Inquiry I:** Prerequisite: Completion of Clinical Experience I. The course introduces research designs and statistical analyses used in physical therapy and rehabilitation research.	2
AHPT 860	**Advanced Orthopedics: Prerequisite:** Patient Management I and II. The focus of Advanced Orthopedics is on advanced examinations and intervention skills for the patient with spinal and TMJ musculoskeletal impairments, with an emphasis on evidenced-based practice.	4
AHPT 846	**Differential Diagnosis/Imaging:** The client management of patient care will serve as the framework to present patient examination methods that lead to diagnostic reasoning that physical therapist use in clinical decision making. The course will rely on case study examples to be used in the process of gathering relative clinical information to screen for pathology and physical impairments. Students will master the knowledge required for diagnostic imaging principles and techniques as they apply to physical therapy. Standard imaging procedures that will be addressed in the course include radiography, fluoroscopy, arthrography, magnetic resonance imaging, CT scans, and angiography, nuclear medicine and special procedures.	3
AHPT 864	**Health Policy and Administration:** Prerequisite: Completion of Clinical Experience I. Health Policy and Administration will explore management strategies, group dynamics and methods of communication and healthcare trends in the healthcare industry.	3
AHPT 866	**Neuromuscular Development and Control II:** Prerequisite: Neuromuscular Development/Control I. Neuromuscular Development/ Control II is the second in a sequence of neuromuscular patient management content areas. The course examines the theoretical and clinical basis for the treatment of neurological pathologies. The course builds on previous course content such as Neuromuscular Dev. / Control I.	4
AHPT 864	**Principles of Teaching & Learning: Prerequisite:** Completion of Psychosocial Elements of Illness and Disability. Principles of Teaching and Learning examine learning across the lifespan. The integration and application of teaching strategies and methods selected and developed for a specific audience will be emphasized.	2
AHPT 868	**Research/Scientific Inquiry II: Prerequisite:** Research Scientific Inquiry I. Research/ Scientific Inquiry II are the second in a sequence of research-based courses. The course will explore the Comprehensive Patient Care integrates both clinical and basic science knowledge and skills acquired throughout the curriculum by analyzing patients with multiple medical and physical diagnoses.	2

AHPT870	**Clinical Experience II: Prerequisite:** Clinical Experience I (AHPT 830 and Year II course step lock curriculum).Clinical Experience II is the second of a series of three experiences. This experiences requires 40 hours per week for 12 weeks. The focus of these experiences to advance professional behaviors and adult learning and decision- making for medically complex patients. Students will have the opportunity to practice the skills they have learned in supervised clinical settings including any previous setting not yet experienced within nursing homes, inpatient rehabilitation facilities, and outpatient rehabilitation clinical sites. The students will also have the opportunity to choose to participate in supervised practice in acute, hospital or home-health settings.	10
	Year 2 Total	**46**

Course#	**YEAR3**	**Credit Hours**
AHPT880	**Cardiopulmonary Patient Care Management: Prerequisite:** Completion of Clinical Medicine III. Cardiopulmonary Patient Care Management prepares students to provide comprehensive interventions to individuals suffering from cardiopulmonary etiologies. The course provides students with non- invasive strategies to maximize patient outcomes.	4
AHPT882	**Comprehensive Patient Care: Prerequisite:** Neuromuscular Development/ Control I and II. Comprehensive Patient Care integrates both clinical and basic science knowledge and skills acquired throughout the curriculum analyzing patients with multiple medical and physical diagnoses.	3
AHPT884	**Pediatrics: Prerequisite:** Completion of Clinical Experience II. The Pediatrics course is based on the Guidelines for Pediatric Content in Professional Physical Therapy Education from the Pediatric Section of the American Physical Therapy Association. Upon completion of the course, students will have the specific body of knowledge needed for entry-level pediatric physical therapy practice.	4
AHPT886	**Preventative Health and Wellness: Prerequisite:** Completion of Clinical Experience II. Preventative Health and Wellness is a combination of four independent but interrelated Topics important to the education of physical therapists: 1) prevention, 2) health promotion, 3) fitness and 4) wellness. These topics contribute to the ultimate goal of optimum health for individual/ patients of all ages in the community.	3
AHPT888	**Research/Scientific Inquiry III: Prerequisite:** Research/Scientific Inquiry II. Research/ Scientific Inquiry III are a continuation of Research/Scientific Inquiry II. Students will justify, conduct, analyze and evaluate a research project in physical therapy.	2
AHPT890	**Clinical Experience III: Prerequisite**: Successful completion of all course content areas taught in the third year of the doctor of physical therapy program. Clinical Experience III is the last of a series of three experience. This experience is the final of clinical experiences and of didactic curriculum. It requires 40 hours per week for 12weeks. The focus of this experience is to assimilate didactic knowledge of professional behaviors and decision making for medically complex patients. Students will have the opportunity to enhance the skills they have learned in the classroom and supervised clinical settings in a practice area relevant to that of a licensed physical therapist. At the conclusion of this course, students will be expected to have entry-level skills as practitioners of physical therapy.	10
AHPT892	**Research/Scientific Inquiry IV: Prerequisite:** Research/Scientific Inquiry III. Research / Scientific Inquiry IV are the final course in the Research Scientific Inquiry sequence. Students will complete their capstone research project through the data analysis, results, and conclusion phases of their project.	2
	Year 3 Total	**28**

* Subject to change

Roanoke Campus Information

Inclement Weather Policy

The Radford University Department of Physical Therapy located at Carilion Roanoke Community Hospital will follow the policy of Jefferson College of Health Sciences (JCHS) in Roanoke Virginia. In the event that CRCH building is closed or JCHS delayed, the RU DPT will follow these delays and closings as well.

The following media will be used to notify students, faculty and staff in the event of a weather-related delay or closing.

Web Site
RU's web site, http://www.radford.edu, will be the most up-to-date and comprehensive source of information about the university's operating status.

Switchboard
For those who are unable to access the Internet, RU's switchboard at (540) 831-5000 will have the latest operating status advisories.

In the event that the Carilion Roanoke Community Hospital building closes or delays opening, the department as tenants of Carilion Roanoke Community Hospital will close or delay as well.

The Department will close or delay for weather emergencies, disasters, or incidents based on the decision of the JCHS administration. Notification of emergency class cancellation or delay is made via the emergency alert system (e2Campus), Jefferson College webpage at http://www.jchs.edu/ and main phone number, (540)985.8483. Students are encouraged to sign up for e2Campus, and emergency message system that allows the College to send a short mobile text alert to all students, facility and staff who have subscribed to the service. The text messages will only be sent out in cases of imminent danger, when an emergency situation will impact a significant number of people. To sign up: http://www.e2campus.com/my/jchs/.

Students may also listen for cancellation notices on local radio and television stations, including WSET 13, WSLS 10, WDBJ 7, WFIR AM 960, WSLC Q99, WROV 96.3 FM, WVTF 89.1 FM, WXLK K92, WYYD 108FM. Please note that the college has no control over how rapidly or accurately the radio and television stations report closings.

Bookstore
Students may purchase their books and materials through Radford University's bookstore on the Radford campus:

Dalton Hall, Lower Level
PO Box 6894
Radford, VA 24142
(540) 831-5144 & 5498
(540) 831-6166 (fax)

The Bookstore located in Carilion Roanoke Community Hospital on the 4th floor and carries a selection of supplies and general merchandise. Items such as sweatshirts, T-shirts, backpacks and mugs are also available. For hours of operation, students are encouraged to access the on-line website at http://www.jchs.edu/page.php/prm ID/210.

JCHS Computer and Technology Labs

The College computer labs (Education Technology Center) offer students access to the Internet, computer assisted instructional programs, the Office Suite of products, including word processing, presentation, spreadsheet and database software, plus printing capabilities. The main computer labs for student use is located in the Learning Commons on the Fifth Floor of CRCH.

Students must save work on their own flash drives, which may be purchased from the College bookstore. Students utilizing computer labs must comply with the College Computer Use and E-Mail Policy that is posted in all labs. Violators of the policy are subject to loss of computing and network access and subject to college disciplinary actions, civil proceedings and/or criminal prosecution.

The Education Technology Center (ETC) is open 24 hours a day, 7 days a week for student, faculty, and staff use.

Currently, the ETC primarily proctors electronic and web-based tests. The two most common types of tests proctored in the ETC are Blackboard tests for various courses and examinations administered through the Assessment Technologies Institute, LLC website.

Printers and Copiers for Student Use

Students have access to black and white laser printers in the Educational Technology Center 24/7 (except while testing is in progress) and in the Library during regular Library hours. A black and white copier is also available for student use in the Library. Each printout costs $.10, and each page copied on the Library copy machine costs $.05.

Fitness

Radford University Doctor of Physical Therapy students and faculty have full access to Jefferson College of Health Sciences (JCHS) on-site fitness center located on Carilion Roanoke Community Hospital's first floor. The Fitness Center has basic aerobic and strength training equipment. The Fitness Center is available for faculty and student use only.

Facility access will be available using a Carilion ID card. Prior to using the fitness facility, students will need to watch a safety video and complete a release form. The video is located in the Student Affairs Department on the fourth floor. The Student Affairs Department contact number is (540) 985-8395.

The Fitness Center is open 24 hours/7 days a week except when the Carilion Roanoke Community Hospital building is closed such as during inclement weather.
It is recommended to exercise with a partner. Students are to bring a towel. Cleaning supplies are located within center. Equipment is to be cleaned after each use. Students are encouraged to be considerate of others when there is wait time for equipment.

Food Services

Radford University Doctor of Physical Therapy students and faculty have full access to the Jefferson College of Health Sciences (JCHS)/Carilion Clinic dining services located on site at Carilion Roanoke

Community Hospital and off site at Carilion Roanoke Memorial Hospital and Radford University's Radford campus. Dining services are available for a fee. Vending selections are available at all sites. Carilion Roanoke Community Hospital offers limited cafeteria-style meals 8am to 2p.m. weekdays. Carilion Roanoke Memorial Hospital offers specialty dining options located in the South Pavilion. Daily operation is from 6 a.m. to 8 p.m.

Off-site meal options are accessible by utilizing the City Trolley system which travels along Jefferson Street in Roanoke. This trolley can be used to travel between Community and Memorial Hospital buildings as well as the Virginia Tech Carilion Medical School.

Radford University's main campus also offers dining options for students. Faculty and students may purchase meal plan options through RU Express. RU Express sets up a loadable university account. The RU Express account can be used at any location accepting the card. The RU Express card can be used mainly on the Radford University Campus for purchases in the RU Bookstore, Bonnie Ticket Sales, McConnell Library, Campus Recreation, copiers, microfiche, Health Center, RU Post Office, Parking Services, ID Replacement, Bonnie Game room, RU Outdoors, Dedmon Center Concessions, selected laundry rooms, Telephone Services, RU Printing Services, RU Post Office, selected off-campus merchants, Pepsi and snack vending machines, the dining halls, Chick-fil-A, and Terrace Shops. An initial deposit of $25 is all you need to establish an RU Express account. The RU Express account remains active as long as there is a balance available. Any funds left at the end of a semester will transfer to the next semester.

There are many on-campus as well as off-campus New River Valley locations which accept RU Express. Currently, RU express is not accepted at Roanoke Valley locations.

Health and Wellness Services

Radford University Doctor of Physical Therapy students and faculty have full access to the Jefferson College of Health Sciences (JCHS) Student Affairs Office located on the fourth floor of Carilion Roanoke Community Hospital (CRCH). The Student Affairs Office is designated as a central location for students to obtain information regarding on-site services and services available through Jefferson College of Health Sciences and through the Carilion Clinic.

Health Care Services

Roanoke Carilion Community Hospital has Velocity Care Centers available throughout Roanoke. The Velocity Care Center does accept cash payment and can bill through a student's health care insurance. Carilion Velocity Care Centers provide health care for minor illness and injuries such as minor cuts, sprains, earaches, and colds. If you have a question regarding the need for urgent care or emergency care, call Carilion Clinic at (540) 266-6000.
Information available at http://www.carilionclinic.org

In case of routine care, students are advised to see their primary care physician. The Carilion Clinic does offer services through the Carilion Family Practice office system.

Carilion Family Medicine-Roanoke and Salem
1314 Peters Creek Road, NW Roanoke, VA 24017
(540) 562-5700

Carilion Family Medicine-Brambleton

3707 Brambleton Avenue
Roanoke, VA 24018
(540) 725-7800

Carilion Family Medicine-Southeast
2145 Mount Pleasant Boulevard, SE Roanoke, VA 24014
(540) 427-9200

*In case of an emergency, students are directed to call 911 if using a cellular phone, or if you are using a college/hospital telephone dial 7-7911.

*Fire and Medical Emergencies: Dial 911 form cellular phone
College or Hospital telephone: 7-7911

*Carilion Police and other Emergencies: (540) 981-7911
College or Hospital telephone: 7-7911

Radford University's Radford Campus has a Student Health Center which offers basic health care to students on an outpatient basis, Monday through Friday. The Student Health Center is equipped to provide diagnosis and treatment for the most common health problems. Serious medical situations are referred to area hospitals and specialists. Over-the-counter medications and a limited number of pharmaceuticals are available.

The Student Health Care Center is located on campus in Moffett Hall, Ground Floor and contact number is (540) 831-5111.

Due to the Roanoke location of the DPT program, it is recommended for students to have a primary care provider and to utilize local health care options in Roanoke.

Information regarding Radford University's Student Health Services can be found at http://health.asp.radford.edu/general-services.htm

Counseling Services

Carilion Roanoke Community Hospital has on-site counseling services available through the Student Affairs Department located on the fourth floor.

The Director of Counseling and Wellness is Dr. Jennifer Slusher (jjslusher@jchs.edu). Her office is located within the Student Affairs Department Suite. Contact number is (540) 985.8502.

Counseling Appointments

Non-emergency appoints can be scheduled within one week of request. Appointments can be made by e-mailing Debbie Stinnett at dmstinnett@jchs.edu , call (540) 985.8395, or in person by stopping by the Student Affairs Suite on the Fourth floor of CRCH.

- Emergency contacts: Director of Counseling and Wellness: 540 985-8502
- Director of Student Life: 540 244-4693
- Emergency Outreach Services: 540 981-9351

Provides 24 hour crisis intervention services covering any mental health issue.
RESPOND: (540) 776-1100
CONNECT: (540) 981-8181

Cost for any care is the responsibility of the student. On- line information: http:// www.jchs.edu

Radford University's Radford campus has counseling services available. Radford University's student counseling services are available to any student who is enrolled at Radford University. The center provides brief therapy services and is staffed by licensed mental health professionals. Personal counseling, consultation, referrals, and health education is offered by the Student Counseling Services office. Counseling Services are located on campus in Tyler Hall, Lower Level. Phone contact is (540) 831-6031. These services are offered free of charge to the student.

Mental Health

Radford University Doctor of Physical Therapy students and faculty are expected to follow Radford University's handbook.

Radford University's Conduct Philosophy

Radford University is a community of scholars and learners in which the ideals of freedom of inquiry, thought, expression and the individual are sustained. With these ideals comes the responsibility of every student to hold him/herself to the standards of the Radford University community set forth in its policies.

Inappropriate student behavior on campus and in the classroom hinders a student's ability to succeed in this academic setting. These behaviors not only effect the student's learning environment, but all others he or she is in contact. The Standards of Student Conduct which includes the Honor Pledge, Conduct Sanctions and Appeal Procedures are located at http:// www.radford.edu/~dos-web/standards091.

Students often experience stress during their academic careers. As faculty, staff, and fellow students, you may encounter a student in distress. You can play in role in identifying and referring students who are in distress.

Some signs of Students in Distress:

- References to suicide
- Isolation from friends and support system
- Changes in behavior
- Lack of energy
- Anxiety or nervous behaviors
- Unruly, abusive behaviors
- Disjointed thoughts, impaired speech
- Drug or alcohol abuse
- Threats to others
- Significant changes in weight and/or personal hygiene

Refer Students to Student Counseling Services

On-site to Student Affairs: fourth floor CRCH, or call (540) 985-8502

Radford University's Radford Campus: lower level Tyler Hall, (540) 831-5226 to schedule an appointment.

** Emergency: call 911 or on-site 7-7991

Self-help: anonymous internet-based resource providing students with a non-threatening and supportive link to their college mental health center.www.ulifeline.org

Identification Card/Access Policy

Students, faculty and staff are required to carry and display, upon request, a valid Radford University identification card while on Radford University campus. Radford University student I.D.s will be provided in Student Account Services in Heth Hall on the Radford campus.

If you lose your RU ID/RU Express Card you need to do one of the following immediately: During normal business hours, contact the RU Express Office to have it deactivated at 540-831-5054 or by e-mail at ru-express@radford.edu. After normal business hours, contact the RU Police Department at (540) 831-5500 to have it deactivated or deactivate your card via the "Manage your account" feature under your online account feature 24 hours a day. If you find your ID/RU Express Card after you have had it deactivated, you must present the card in person in the RU Express Office in Heth Hall to have it reactivated. If you cannot locate your ID card and need to obtain a new one there is a replacement fee of $15.00.

In addition, each Department of Physical Therapy student, faculty and staff will be issued a valid picture identification badge and proxy care which must be carried at all times and presented to college officials upon request while in the Carilion Roanoke Community Hospital facility.

Proxy access badges operate the electronic locks on the external and certain internal doors of Carilion Roanoke Community Hospital (CRCH). The failure of a student to have his or her ID badge may result in an inability to enter or re-enter these facilities. Students who lose their I.D. or proxy cards can receive a replacement by visiting the Student Affairs Office on the Fourth Floor of CRCH or by calling (540) 985-8502. Each replacement card will cost $20. The previous badge or card will be cancelled from the access system and a new card will be issued.

All student IDs including the RU ID and the Proxy Access badge are required to be displayed while on the Roanoke campus at CRCH, clinical and externship settings, and to access library resources.

Non university, affiliated persons, accessing the Radford University Department of Physical Therapy facilities, must present, upon request, some type of valid, photo identification. Failure to comply with this regulation could result in immediate removal from the facility.

Use of Library Resources

Radford University Doctor of Physical Therapy students and faculty have full access to the Jefferson College of Health Sciences (JCHS) library located on site on the fifth (5th) floor at Roanoke Carilion Community Hospital. On-line access is available as well through the Library homepage link at http://www.jchs.edu/library .

The Circulation Desk Phone number is: (540) 985-9767 and the Reference Desk Phone Number is (540) 224-4894. Students should consult the Library website at http://www.jchs.edu/library for hours of operation as they are subject to change.

Students have 24 hour access to the Educational Technology Center adjacent to the library on the fifth (5th) floor. The technology resource center offers students free use of computers including on-line web access. Printing is also available.

Catalog

LRC-CRMH-CRCH is the online catalog, helping students' identify the location of books and audiovisuals. This catalog can be used to locate materials in the College's Library or an of the Carilion Clinic libraries.

Circulation

Books in the general collection maybe checked out for four weeks and may be renewed one time. Patrons must have their names and contact information entered into the Library database before they can check out materials. If library materials are lost or not returned, the borrower must reimburse the library for the cost of the material. A book drop near the Library entrance allows for returns when the Library is closed.

Reference Books are for use only in the Library and are not available for check out.

Reserve Books and audiovisuals are shelved near the circulation desk at the request of instructors, who determine whether or not they maybe checked out.

Textbooks in use for the semester are also on reserve. These cannot be taken out of the Library.

Audiovisual Materials such as videos, videodisks, CD-ROMs, computer disks, audiocassettes and slides are available for use in the Library audiovisual room and computer lab. These items can be checked out only with the Library director's permission.

Interlibrary loan service is available for students to obtain journal articles and books not held by the Library.

Internet access in the College computer labs provides many other databases and search engines, accessed via the Library homepage.

Research Databases
Students at the College have access to thousands of full text journal articles and electronic texts from a variety of subscription and Web-based services. **EbscoHost** provides a portal to a dozen databases from the medical, nursing and allied health and psychology fields. **InfoTrac** includes 5 databases that support general research with an emphasis on health sciences and the humanities, including literature. The **OVID**

Total Access database contains a collection of over 200 full-text journals that cater to intensive medical information needs. **ABI/INFORM** is comprised of full-text periodicals and news sources from the world of business. **BioOne** is an online collection of over 80 research journals from the biological sciences. **StatRef** is a searchable collection of over 40 medical reference texts and MDConsult provides access to medical texts in addition to the full text from a wide assortment of medical journals. The **Issues & Controversies** database is a full text source of aggregated information dealing with current affairs. Net Library is an online collection of hundreds of eBooks in full text from a variety of disciplines. **ERIC** is a comprehensive database of the literature from the broad field of education including health education. **PubMed**, from the National Library of Medicine, is a massive database of biomedical literature including links to full text. All students have off-campus access to these databases.

Students also have on-campus privileges to a variety of databases provided by the Carilion Roanoke Memorial Health Services Library including **Up-to-date**, **Cine-Med** and **Info POEMS**.

Journals

The Library subscribes to more than 200 journals, holds more than 100 additional journal titles that are no longer active subscriptions and has online access to more than 3,000 journals through our research databases. Journals cannot be checked out of the Library.

Photocopying

Copyright laws allow students to make single copies of a chapter, article, short story, essay, short poem, or graphic for their own use. No copies of consumable work maybe made without violating copyright law. Please consult with Library staff for further copyright explanation.

Radford University Doctor of Physical Therapy students and faculty has full use of the McConnell Library located on Radford University campus in Radford, Virginia and the holdings of the McConnell Library maybe accessed through the Library's online catalog: http://lib.radford.edu/. The Radford University Library participates in interlibrary loan through the ILLiad system. More information maybe obtained on-line or by calling the library directly. The main telephone number of the McConnell Library is (540)831-5471 or (540) 831-5472.

Radford University Doctor of Physical Therapy students and faculty have full use of Carilion *Hospital Health Sciences Libraries at CRMH* which is located on the sixth floor of Carilion Roanoke Memorial Hospital. Students may use books in the libraries and make photocopies for a fee. The catalogs of these libraries can be accessed through the JCHS Library homepage. The holdings of the Carilion Clinic Library may be accessed through the Library's online catalog. The main telephone number of the Carilion Clinic Library is (540) 981-8039.

Additional local Libraries available for Student access

Hollins University, Roanoke College Libraries and ECPI

Students have borrowing privileges at each of these local colleges, using their College identification badges. The Hollins University and Roanoke catalogs can be accessed through the JCHS Library homepage. Materials in these libraries cover a wider range of topics than the health sciences focus at the College.

Roanoke City, Roanoke County and Salem Public Libraries

Students may use materials in these libraries in house. Permanent residents of these localities may obtain library cards for free and check out books; others may obtain cards after paying a fee.

Virginia Western Community College Library

All students may use this library in house and Virginia residents may obtain checkout privileges.

Veterans Administration Medical Center Library

Students may use materials in this library in house by making an appointment.

Parking Policy

Student, faculty and staff parking is available at Carilion Roanoke Community Hospital (CRCH) and on the Radford University campus with valid parking passes.

Radford University parking passes and information maybe obtained through the Radford University website at http://parking.asp.radford.edu/.

Parking at CRCH is free for faculty, staff and students, but all vehicles must be registered through the CRCH/Jefferson College of Health Sciences Safety Office located in the Reid Center lobby.

All students and staff operating vehicles are responsible for reading and adhering to the current JCHS Parking and Driving Regulations. Students may not transfer parking permits to other vehicles or to other students. Persons who knowingly acquire, use, or display a parking permit not consistent with their current status will be considered to be engaging in fraudulent behavior and will be referred to the campus discipline process.

Public transportation through use of SMART bus is available. For more information, please review the public transportation site including schedules and routes at: http://www.smartwaybus.com/ . Students may use the public system at no cost with their student identification.

Facility Safety Plan

Radford University's Doctor of Physical Therapy program is located in the Carilion Roanoke Community Hospital Building (CRCH), 101 Elm Avenue in Roanoke, Virginia.

The Safety Plan established by Jefferson College of Health Sciences (JCHS) is followed at the CRCH building. This plan is to serve as a reference for employees, faculty, staff, and students to assist in understanding safety regulations. It is the occupants of CRCH responsibility to keep current on the Safety Plan.

Details of the Jefferson College of Health Sciences' Safety Plan is located at http:// www.jchs.edu under the Campus Safety Tab on the JCHS home page. Topics covered under the Safety Plan include General Safety, Emergency Action Plan, Laboratory Facilities Safety, Workplace

Harassment, Event Reports, and forms for Risk Assessment and Code Red Response, Evacuation Routes, and contact information for safety officers.

The CRCH building is equipped with fire and emergency audible and visual alarm systems.

Evacuation Procedure: When the alarm system is activated you must exit the building using the stairwell exit indicated on the evacuation route plan in your area. If the exit route is inaccessible, use the safest route closest to you. Close all doors and shut off all air/gases in use.

The outside assembly area will be in the CRCH front parking lot located off the 3rd floor main lobby entrance. Do not return to your area until you are instructed to do so by a member of the emergency response team, College, or Carilion authorized personnel.

In case of any emergency contact: campus police (540) 981-7911 or dial 7-7911

Radford University
Doctor of Physical Therapy Program
Leave and Excuse Policies

Radford University's Graduate Handbook Official Statement:
During the first week of each course, the instructor shall inform students of the attendance policies for the course. Class attendance policies are determined by the instructor and should allow for a reasonable number of absences which are required due to documented official University-sponsored activities, health problems and other emergencies. It is the student's responsibility to make arrangements, which are acceptable to the instructor, to complete work missed during the student's absence from class.

RU DPT Absence Policy (Didactic courses)

1. **Absences** (1 - 2 consecutive Academic days)
   Proposed Policy (to be included in Handbook and all Course syllabi).

"All scheduled coursework (including quizzes, examinations and presentations) are to be performed at their scheduled time. Those students unable to fulfill their coursework requirements at the scheduled time, when due to illness or an "unavoidable" circumstance (as deemed by the specific instructor to have a verifiable and legitimate reason), will be given suitable opportunity to make-up the missed work without penalty. In the case of "unavoidable" circumstances, there may be the opportunity for a "make-up" assignment to count for the credit of a quiz and proper documentation of the circumstance may be required depending on the situation. This will be at the discretion of the individual instructor for the involved course."

2. **Short-term Excused absence** (3 - 30 consecutive Academic days)

   - Student is required to provide appropriate* written medical release (or documentation) for return to academic studies. Student will have to give a copy of the medical release (or documentation) to adviser (during Fall or Spring semesters) or, for Summer semester, to the individual course manager (Anatomy or Clinical Experiences). Student must provide documentation ***prior*** to being allowed to resume classes, and is responsible for following up with the course manager regarding missed work.
     **Note: This will be at the discretion of the course manager for the involved course(s)*

3. **Unexcused absences**

Either of the reasons below will constitute an unexcused absence:

a. The student does not provide appropriate written medical release (or documentation)
b. Individual course instructor does not find the reason to be appropriate.

RU DPT Extended Leave of Absence

2. Academic coursework
    - Must be medical (written documentation) or by Faculty discretion (Department Director)
    - Based on length of time missed:
        - **Less than or equal to 30 days→**Student will resume classes (per above)
        - **Greater than 30 days→**student will be removed from the RU DPT program for one year and will re-matriculate with the following class at the point in the curriculum where he/she exited*
        - **Out of curriculum for greater than one year→**dismissed from program and required to re-apply

*Note: Each student will be given a specific Individualized plan based on the specifics of the situation. The Faculty on a case-by-case basis will determine this.

RU DPT Absence Policy (Clinical Experience Courses)

- Student(s) are required to complete a minimum of 1440 clinical experience hours (minimum of 480 hours per clinical experience and completion of the 12 week time period) to fulfill Radford University DPT clinical education curriculum requirements.
- These hours will be tracked by the Director of Clinical Education (DCE) or designee and calculated based on goal reflection worksheets signed off by students and supervising Clinical Instructors (CIs).
- Clinical Experience excused absences may be defined as:
    - Students are required to report absences by email to DCE (rhuth@radford.edu) and the onsite CI prior to the time each day the student is expected on site. In the circumstances where daily emails are not possible, students may request the CI (or his/her emergency contact) to contact the DCE. The email is to include dates of absence(s) and the proposed "make-up" plan.
    - A plan of action will be established between the CI and student to address time missed during clinical experiences.
    - Repeated absences will be reviewed on an individual basis by the CI and DCE.
    - Medical absences greater or equal to three (3) successive days require written medical release/documentation prior to returning to clinical experiences with copies provided to both the Clinical site and the DCE.
- The availability of "make-up" hours will be limited due to clinical site accessibility. This will potentially result in a postponement of graduation based on curricular step-lock requirements, clinical site availability, and restricted semesters dedicated for clinical internships.

- Student(s) who miss greater than 1/3 of clinical experience hours (4 weeks, 160 hours) within a single experience must repeat an additional clinical experience as determined by the step-lock curriculum requirements. An individualized plan will be developed in order to ensure that student meets the curricular requirements. This will result in the postponement of graduation based on curricular step-lock requirements, clinical site availability, and restricted semesters dedicated for clinical experience.

Radford University DEPARTMENT OF PHYSICAL THERAPY Doctor of Physical Therapy Program

Student Informed Consent for Laboratory Participation Form

Please read thoroughly and sign at the bottom that you fully understand the informed consent policy.

ALL MATERIAL IN THE STUDENT HANDBOOK IS SUBJECT TO CHANGE

As a student enrolled in the Radford University Physical Therapy Program, you are expected to participate in laboratory coursework on and off campus in order to fulfill the curricular requirements. You are expected to participate as a student as well as a subject in your laboratory courses. You are required to wear appropriate laboratory attire (Refer to Course Syllabi's with laboratory requirements) and meet the physical demands as identified in the Student Handbook.

_____

Student Name (PRINT) **Student's Signature** **Date**

_____

Witness (PRINT) Witness's Signature **Date**

This page is to be returned to the Department Chairperson.

Radford University
DEPARTMENT OF PHYSICAL THERAPY

Doctor of Physical Therapy Program Handbook Review Sheet

I have read and have been provided an opportunity to ask questions about the materials within this handbook.

I comprehend the materials presented in this Student Handbook.

Student Name (PRINT)	Student's Signature	Date

Witness (PRINT)	Witness's Signature	Date

This page is to be returned to the Department Chairperson.