Doctorate Program in
Physical Therapy

STUDENT HANDBOOK
2016 - 2017
WELCOME

... to the Doctorate in Physical Therapy Program
of the University of North Georgia

... to the home of approximately ninety full-time graduate students,
hundreds of alumni, and ten faculty

... to you who were very carefully selected from a pool
of very competitive finalists

... to you who were chosen because you represent a combination
of talents, skills, and life experiences which we feel position you
uniquely for extraordinary contributions as a clinical scholar

... to an environment where everyone is committed to supporting and
facilitating your progress toward a career in physical therapy

... to a profession rich in opportunities and touted as the
third most attractive career in our nation

... to a lifetime of service

... to a lifetime of learning

Welcome to the Profession
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UNG – DPT PROGRAM CALENDAR

Academic Year 2016-2017

Summer Semester 2016

May
9 ...................................................... Begin Summer Classes for PT II’s & III’s
16 ................................................................. PT I Orientation
17 ..................................................... Begin Summer Classes for ‘New’ PT I’s
30 .............................................................. Memorial Day Holiday

June
22 – 24................................. Final Exams for PT II’s & III’s
27 – Aug 19 ........................................... Clinical Education I (8 weeks)
27 – Aug 19 ........................................... Clinical Education II (8 Weeks)

July
4 ............................................................ Independence Day Holiday
21 – 22.................................................. Final Exams I’s

August
2 .......................................................... Summer Commencement
4 ........................................................................ Grades Due

Fall Semester 2016

August
22 ........................................................ Begin Fall Classes for PT I’s
22 – Sep 5.................................................... No Classes for PT II’s & III’s2

September
5 ........................................................................ Labor Day Holiday
6 .............................................................. Begin Fall Classes for PT II’s & III’s
30-Oct 2 .................................................... PTAG Meeting (Chattanooga, TN)

October
7-9................................. Educational Leadership Conference (Phoenix, AZ)
27-20.......................... National Student Conclave (Miami, FL)

November
21–25......................................................... Thanksgiving Holiday/Fall Break

December
9 .............................................................. Last Day of Classes
12 - 16 ....................................................... Final Exams for PT I’s, II’s & III’s
16 – 17........................................................ Fall Commencement
19 ................................................................................................ Grades Due

Spring Semester 2017

January
2 – Apr 21........................................................ Clinical Education III
9 .............................................................. Begin Spring Classes (PT I’s & II’s)
16 ............................................................... MLK Holiday

February
15 - 18 .................................... Combined Sections Meeting: San Antonio, TX
TBD.............................................. PT Capitol Day (Atlanta, GA)

March
13 – 17........................................................ Spring Break

April
27 - 28 .............................................................. Prof. Soc. III
28 ........................................................................... Last Day of Classes
29 ............................................................... PT III’s Clinical Education Institute

May
1 – 5............................................................. Final Exams PT I’s & II’s
8 ........................................................................ Grades Due
5 – 7............................................................. Convocation
5 – 7............................................................. Commencement Ceremony

**Dates for 2016-2017 calendar years are subject to change.

Please refer to the Policy on Class Attendance before planning to take time off.

***The UNG DPT calendar is a combination of university and departmental dates. All DPT students must refer to this calendar prior to making time-off arrangements***
CLINICAL SCHOLAR

THE CLINICAL PROFESSIONAL WHO USES

THE LITERATURE, RESEARCH, AND ORIGINAL THINKING

TO ANALYZE AND MANAGE

PHYSICAL THERAPY PROBLEMS

IN

PATIENT CARE, EDUCATION, ADMINISTRATION

AND CLINICAL RESEARCH
Purpose Statement

The purpose of this DPT Student Handbook is to guide the graduate student in the fulfillment of our programmatic philosophy, which is to own and to live the professional values and goals professed in the curriculum. This handbook is also designed to inform the student of our departmental mission, policies, and procedures. Graduate students are also expected to review the policies and procedures outlined in the University of North Georgia Graduate Catalog [UNG Graduate Catalog]. The University of North Georgia is a campus full of rich and unique traditions; therefore, graduate students in the DPT program are expected to carefully explore these traditions through the UNG Student Handbook & Planner.

On October 14, 2009 the Board of Regents approved UNG to offer the DPT and on December 8, 2009 the Southern Association of Colleges and Schools (SACS) approved UNG to formally offer doctorate degrees. The Doctor in Physical Therapy is the first doctorate degree offered at UNG. April 2011, the Commission on Accreditation in Physical Therapy Education (CAPTE) awarded a reaffirmation of accreditation to UNG until 2019.

Mission and Goals

The mission of the Department of Physical Therapy at UNG is to educate Doctors of Physical Therapy through integrating research, education, service, and clinical care to optimize movement and function across the lifespan, in diverse populations, communities, and individuals. (Adopted 22 October 2015)

The goals of the Department of Physical Therapy are to:

1. Provide excellence in physical therapist education at the entry and post-professional levels.
2. Provide ongoing continuing education resources at UNG for the health professional community.
3. Promote and support scholarly activity of the faculty and students.
4. Promote and support leadership development for faculty and students.
5. Provide physical therapy services to the community in conjunction with student educational opportunities.
6. Promote and support public service activities for faculty and students.

Program Values and Philosophy

The Faculty of the Department of Physical Therapy of UNG accepts and agrees that each faculty member will model the characteristic attributes of a clinical scholar with respect to practice, research, education, leadership and professional behavior. Other convictions held in common by the faculty include:

UNG follows Section 508 Standards and WCAG 2.0 for web accessibility. If you require the content on this web page in another format, please contact pt@ung.edu.
Society
As a faculty, we believe that physical therapy is a critical component of the health care system and, as such, must provide practitioners who actively participate in the health care system and promote, uphold, and enhance the standards of contemporary society.

Profession
As a faculty, we believe that physical therapy is a health care profession with a unique approach to service for the public. We believe that focus on development of physical potential throughout the life span, prevention of dysfunction, and maintenance and restoration of function influences healthy living and the quality of life.

Theory of Learning
As a faculty, we believe that: the educational foundation for physical therapy practice occurs best at the graduate level; the learner learns best in an environment which encourages self-directed and discovery learning and in which learning opportunities are sequenced from simple to complex; and learning occurs best when the opportunities for learning are placed in context and include the challenge of inquiry, curiosity, debate and discovery.

Learner
As a faculty, we believe the physical therapy student is an adult learner who is willing to take responsibility for acquisition of the knowledge and skills required to think reflectively, creatively, and critically. The learner also will be willing to acquire the values, knowledge, and skills that are essential to both the science and art that constitute the practice of physical therapy.

Graduate
As a faculty, we believe that we are responsible for providing a rich learning environment that encourages the self-directed discovery learning that provides the philosophical and scientific foundations of the profession within this educational setting. We will serve as role models in education, service and professionalism to assure the formation of graduates who are clinically competent, prepared to serve, and have acquired those foundational professional behaviors required of all graduates, including:

1. Critical Thinking 6. Professionalism
2. Communication 7. Use of Constructive Feedback
3. Problem Solving 8. Effective Use of Time & Resources
5. Responsibility 10. Commitment to Learning

Core Values
In 2000 the House of Delegates of the APTA adopted Vision 2020 and its Strategic Plan for transitioning to a doctoring profession. That strategic plan included six elements, one of which was professionalism. Developed from that element and approved by the APTA Board of Directors in 2003 was the core document on physical therapy practice, education and research entitled Professionalism in Physical Therapy: Core Values. Those values are foundational to our Code of
Ethics and expected professional behavior. They will be examined carefully early in the curriculum and applications of their use will be considered throughout the curriculum. All students are expected to join the faculty in recognizing, owning and practicing these values in all professional interactions and activities. These values include:

1. Accountability
2. Altruism
3. Compassion / Caring
4. Excellence
5. Integrity
6. Professional Duty
7. Social Responsibility

Professional Expectations of Students in the DPT Program
We expect students in this program to adopt the professional values and goals professed in the program and its curriculum. Students will be introduced to a method of self-assessment to develop individual academic and professional goals in terms of behavioral abilities. Developing self-assessment skills, using the professional behaviors, will provide a powerful resource that will allow you to recognize fundamental elements of professional behavior. In addition, you will learn to track and assess your own growth in and use of professional behaviors deemed essential by our profession and by this curriculum, and allow you to convert knowledge and psychomotor skills into consequential patient care based upon the Core Values of our profession.

Descriptions of and policies regarding Essential Functions and Professional Behaviors are presented in Appendices A and B, respectively.

Professional Organization Memberships
Membership in professional organizations is promoted within the department. Students in the Graduate Program in Physical Therapy are required to hold memberships in the American Physical Therapy Association (APTA) and the Physical Therapy Association of Georgia (PTAG). Students are expected to be actively involved in these organizations through attendance to either state and/or national level meetings, at the very least, one time while enrolled in the program. Active participation is encouraged in other appropriate professional organizations and honor societies, such as student Special Interest Groups (SIG) and assemblies, Graduate Student Senate and Rho Tau, and the American Academy of Physical Therapy (AAPT).

American Physical Therapy Association (APTA) www.apta.org
This national organization includes student members from every state. They work in coordination with licensed physical therapy clinicians, administrators, educators, and assistants to promote student interests in issues of importance in the field of physical therapy and to stimulate an understanding of organization and profession. The APTA provides many privileges/advantages to student members, some of which are listed below:

a. Subscription to professional journals and magazines (Journal of Physical Therapy, PT Magazine, and PT Bulletin)
b. Financial assistance for graduate and postdoctoral work
c. Career Planning
d. Reduced rates and discounts on books and conferences
e. Annual convention "experience"
f. Legislative voice

g. Student health, liability and malpractice insurance

h. Access to sections for clinical specialization

i. Networking opportunities

j. Access to mentorship opportunities

**Physical Therapy Association of Georgia (PTAG) [www.ptagonline.org]**

This organization is the state chapter of the APTA. Students of the UNG program are expected to participate actively in this organization. We are members of District 9 of PTAG.

**Student Special Interest Group and Student Assembly**

UNG physical therapy students have the opportunity and are encouraged to participate in both the state and national student organizations for physical therapy students. The *Student Special Interest Group* (SSIG), founded at UNG in 1994, is a component of PTAG, has representatives from each class of every physical therapy school in Georgia, and elects officers from those representatives to serve the interests of physical therapy students across the State. As founders, UNG physical therapy students have been prominent in providing leadership over the intervening years including four presidents and multiple other officers. The *Student Assembly* is a component of the APTA and communicates with PT students nationally via direct mailing to the elected liaison of each class in every program in the country. The organization elects a Board of Directors each year at its National Conference where students have the opportunity to address matters of interest to the profession and make input through their organization to the APTA. UNG students have figured prominently in this organization including a president and the national student delegate to the APTA House of Delegates.

**American Academy of Physical Therapy (AAPT) [www.aaptnet.org]**

The American Academy of Physical Therapy is a not-for-profit national organization whose mission is to provide for minority students by:

1. Promoting new and innovative programs in health promotion, health delivery systems and disease prevention.

2. Encouraging minority students to pursue careers in Allied Health Professions.

3. Performing clinical research directly related to health conditions found within minority communities.

Any student currently enrolled in an accredited Physical Therapy program is invited to become a student member of the AAPT. The AAPT supports its student members through various programs, special projects and activities, including but not limited to:

1. Scholarships

2. “Early Professional Socialization Experience” (mentoring program)

3. “Students Addressing Minority Issues in Physical Therapy” (Student Special Interest Group)

4. Professional Networking
Curriculum

The curriculum of the Doctorate Program in Physical Therapy is built on a solid core of liberal arts prerequisites. It demands research and scholarship throughout and affords each student ample opportunity to contribute to society as a novice professional.

Objectives

While embracing the mission and the programmatic values and philosophy, the graduate will:

- PRACTICE physical therapy using an analytical framework
- COMMUNICATE with a wide variety of audiences
- FORMULATE judgments
- PLAN for Personal and Professional growth
- CONTRIBUTE to the growth and development of the profession
- PARTICIPATE in health care as an advocate, professional, educator, and change agent

The curriculum was developed on the basis of these objectives that reflect the art and science of physical therapy. The progression of learning experiences in the curriculum proceeds from simple to complex and includes the recurring focus on eight curricular themes. As students progress through the courses they are expected to acquire physical therapy knowledge, skill, and values while attending to the reality that each case or each situation may be altered by any number of life’s variables.

Although realization of the mission, philosophy, values and curriculum objectives is based in the teaching role of the department, it relies most importantly upon required student participation in activities paralleling faculty scholarship and professional service, and participation in departmental community service activities. These collective activities yield valuable experience in the application of physical therapy practice experiences not ordinarily encountered in formal didactic and clinical education courses. In these activities, just as in the traditional teaching role, the faculty will serve as role models for the students regarding the characteristic attributes of a clinical scholar.

Thus, the physical therapy graduate of UNG will be a Clinical Scholar prepared to function in a wide variety of treatment environments, from rural, less populated, to metropolitan, to respond to the health care needs of diverse populations of the world at large, of our country and state, and especially of rural Georgia, and prepared to enter practice with awareness of the consequences for health care delivery as a result of:

1. Demographics
2. Practice Settings
3. Geographic Considerations
4. Health Philosophies
5. Leadership Requirements
6. Affective Development
7. Cognitive Development
8. Psychomotor Development
Recurring Curricular Themes
The heuristic model depicted below describes the forgoing composite of ideas:

Class Scheduling
The curriculum occasionally incorporates clinical faculty lectures and integrated clinical experiences that require a flexible schedule. Additionally, exposure and attendance to professional socialization experiences (e.g., professional association meetings, continuing education courses, etc.) is an expectation of the program. Although the faculty will make every effort to provide each term a class schedule that is as accurate as possible, it is a given fact that scheduling changes will occur. Therefore, students are required to be available for day, evening or weekend classes/activities [rare] in the event of extenuating circumstances, such as inclement weather, conferences, etc. In the event of any outside conflicts with individual student scheduling, refer to the policy for request for absence.
University of North Georgia
Doctorate Program in Physical Therapy*

UNG Physical Therapy professional education curriculum requires students to complete a total of 130 semester credits of classroom and clinical experience during nine consecutive semesters, including three summer terms.

<table>
<thead>
<tr>
<th>CrsPfx / No</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 1 - SUMMER, YEAR I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NDPT 7111</td>
<td>Gross Anatomy &amp; Embryology</td>
<td>8</td>
</tr>
<tr>
<td>NDPT 7121</td>
<td>Medical Terminology (on-line)</td>
<td>1</td>
</tr>
<tr>
<td>NDPT 7411</td>
<td>Professional Socialization I: Introduction</td>
<td>3 (12)</td>
</tr>
<tr>
<td>SEMESTER 2 - FALL, YEAR I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NDPT 7141</td>
<td>Clinical Physiology I: Medical Physiology</td>
<td>4</td>
</tr>
<tr>
<td>NDPT 7171</td>
<td>Neuroscience I</td>
<td>4</td>
</tr>
<tr>
<td>NDPT 7311</td>
<td>Patient Care Skills I: Examination</td>
<td>4</td>
</tr>
<tr>
<td>NDPT 7525</td>
<td>Clinical Research II: Statistics</td>
<td>3 (15)</td>
</tr>
<tr>
<td>SEMESTER 3 - SPRING, YEAR I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NDPT 7151</td>
<td>Clinical Physiology II: Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>NDPT 7161</td>
<td>Clinical Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>NDPT 7181</td>
<td>Neuroscience II</td>
<td>3</td>
</tr>
<tr>
<td>NDPT 7321</td>
<td>Patient Care Skills II: Teaching &amp; Learning</td>
<td>4</td>
</tr>
<tr>
<td>NDPT 7512</td>
<td>Clinical Research I: Design</td>
<td>3 (18)</td>
</tr>
<tr>
<td>SEMESTER 4 - SUMMER, YEAR II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NDPT 7332</td>
<td>Patient Care Skills III: Interventions</td>
<td>4</td>
</tr>
<tr>
<td>NDPT 7526</td>
<td>Clinical Research III: Evidence Based Practice*</td>
<td>2</td>
</tr>
<tr>
<td>NDPT 7712</td>
<td>Clinical Education I (8 weeks)</td>
<td>6 (12)</td>
</tr>
<tr>
<td>SEMESTER 5 - FALL, YEAR II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NDPT 7342</td>
<td>Patient Care Skills IV: Prosthetics and Orthotics</td>
<td>2</td>
</tr>
<tr>
<td>NDPT 7525</td>
<td>Clinical Research II: Statistics</td>
<td>3</td>
</tr>
<tr>
<td>NDPT 7222</td>
<td>Pharmacology &amp; Diagnostics I: Musculoskeletal I:</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begins in Fall 2017.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NDPT 7612</td>
<td>Clinical Problems I: Musculoskeletal I</td>
</tr>
<tr>
<td>SEMESTER 6 - SPRING, YEAR II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NDPT 7192</td>
<td>Psychosocial Issues in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>NDPT 7663</td>
<td>Clinical Problems IV: Neuromuscular (2017)</td>
<td>5</td>
</tr>
<tr>
<td>NDPT 7253</td>
<td>Pharmacology &amp; Diagnostics IV: Neuromuscular</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begins Spring 2018.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NDPT 7622</td>
<td>Clinical Problems II: Musculoskeletal II</td>
</tr>
</tbody>
</table>
### SEMESTER 7 - SUMMER, YEAR III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NDPT 7643</td>
<td>Clinical Problems IV: Integumentary Care</td>
<td>2</td>
</tr>
<tr>
<td>NDPT 7243</td>
<td>Pharmacology &amp; Diagnostics III: Integumentary</td>
<td>1</td>
</tr>
<tr>
<td>NDPT 7232</td>
<td>Pharmacology &amp; Diagnostics II: Cardiopulmonary</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Both begin Summer 2018</td>
<td></td>
</tr>
<tr>
<td>NDPT 7632</td>
<td>Clinical Problems V: Cardiopulmonary Care</td>
<td>4</td>
</tr>
<tr>
<td>NDPT 7723</td>
<td>Clinical Education II (8 weeks)</td>
<td>8 (16)</td>
</tr>
</tbody>
</table>

### SEMESTER 8 - FALL, YEAR III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDPT 7423</td>
<td>Professional Socialization II: Management</td>
<td>4</td>
</tr>
<tr>
<td>NDPT 7663</td>
<td>Clinical Problems VI: Neuromuscular II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Ends Fall 2016. Moves to Spring 2017</td>
<td></td>
</tr>
<tr>
<td>NDPT 7653</td>
<td>Clinical Problems III: Neuromuscular I Begins Fall</td>
<td>(5)</td>
</tr>
<tr>
<td>NDPT 7532</td>
<td>Clinical Research IV: Research Project*</td>
<td>3 (Class of 2018)</td>
</tr>
<tr>
<td>NDPT 7673</td>
<td>Clinical Problems VII: Management of Multi-System Impairment</td>
<td>4 (16)</td>
</tr>
</tbody>
</table>

### SEMESTER 9 - SPRING, YEAR III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDPT 7433</td>
<td>Professional Socialization III: Professional Entry (on-line)</td>
<td>1 (ends after Class of 2018)</td>
</tr>
<tr>
<td>NDPT 7733</td>
<td>Clinical Education III (16 weeks)</td>
<td>16 (17)</td>
</tr>
</tbody>
</table>

*All courses are subject to change as revised by the UNG DPT curriculum committee

### Curriculum Resources/Textbooks

The booklist for students will be distributed each semester by the department staff associate. New books may be adopted for classes and the list may change periodically. Books that are included in the Personal Reference Library are required for all new students entering the Program.

**UNG Library Technology Center**  
Circulation & Access Services 706-864-1889 or toll free 866-597-0002  
Reference Desk 706-864-1520 (refdesk@UNG.edu)  
Interlibrary Loan 706-864-1518 (ill@UNG.edu)  
Fax: 706-864-1867

**Online Research Resource as a member of APTA**  
[www.apta.org](http://www.apta.org)  
PTNow – Article Search ([http://www.ptnow.org/ArticleSearch](http://www.ptnow.org/ArticleSearch))  
APTA and APTA section journals

**Commonly Used Bibliographic Databases** (Adopted from Portney LG & Watkins MP, Foundations of Clinical Research Applications to Practice, 3rd Ed., 2009, pgs 743-746)

- Cumulative Index to Nursing and Allied Health Literature (CINAHL) – [www.cinahl.com](http://www.cinahl.com)
- Clinical Trials Registry National Institutes of Health – [https://clinicaltrials.gov](https://clinicaltrials.gov)
- Cochrane Central Register of Controlled Trials (CCRT) –
Course Evaluation and Outcomes Assessment

A requirement of your professional education in Physical Therapy at the University of North Georgia is the active participation in the on-going process of faculty and course evaluation. At the end of each semester, you are expected to evaluate faculty and courses through the University of North Georgia Banner system.

Program outcomes assessment begins the first day of your matriculation and may extend several years beyond your graduation. This process is designed to provide dynamic and ongoing feedback to ensure the curriculum remains valid relative to the professional roles demanded of graduates. Currently enrolled students and alumni are most valuable resources in making these determinations.

The Outcomes Assessment process involves obtaining information from you prior to completion of the curriculum, and includes:

1. Curriculum assessment
2. Faculty Commitment to Students
3. Board exam results
4. Preparation for practice questionnaire (after first year)
5. Employer feedback (after first year)
6. Professional development and accomplishments (ongoing)
7. Course and instructor evaluations (ongoing)

We will contact you at various intervals following graduation. Likewise, we would encourage you to let us know how you have continued to contribute to the profession.
Problem-Based Learning

To complement and support the stated curricular objectives, the Faculty of the Department of Physical Therapy at UNG has elected to employ within the curriculum the teaching methodology of problem-based learning. This methodology is consistent with both the stated educational philosophy and with the development of students as doctors of physical therapy and clinical scholars. Problem-based learning emphasizes several educational principles by the application of which we believe will result in graduates who are learners-for-life, able to integrate science and clinical practice and work in a variety of settings. The principles embodied by problem-based learning are:

1. Learning in context.
2. Verbal repetition, expansion and correction of information within tutorial group.
3. Use of prior knowledge from many sources.
4. Learning a process of information acquisition and critical appraisal to be used throughout one’s professional career.
5. Integration of basic science, clinical research and clinical practice.

Tutorial groups work through sets of carefully constructed clinical problems and develop learning issues related to the problems. Learning occurs during discussion in tutorial groups as well as through independent study. Students are expected to use a wide variety of resources, including textbooks, literature search, journals and people, including other students. The role of the tutor is to develop students’ group learning skills and ensure that problem and course objectives are met.

In the first year of the physical therapy program, concepts of problem-based learning are introduced through activities such as group projects, development of literature search and critical appraisal skill, student debates and modules and sources done in problem-based, small group formats. The second year of the program is primarily problem-based during the clinical professional courses. Students work through clinical problems in tutorial groups as the main focus of their learning. Clinical skills laboratories and information sessions are linked to tutorial problems. During the third year of the program, students are required to be self-directed responsible learners during the final phase of the clinical education experience.

Evidence-Based Practice

Evidence-Based Practice (EBP) is “…conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients.”¹ Said in another way, it is the art and skill of applying in practice those interventions, treatment techniques and theory which have been determined by clinical experience and search of the literature to be efficacious, beneficial, reliable and valid. The curriculum demands the development of the concept and reality of EBP. PBL is the perfect medium in which to begin the development of this skill that is a mixture of both science and art, to be followed by its application in the clinical education experiences.

¹ Sackett EL, Rosenberg WMC, Gray JAM, Haynes RB, Richardson WS, Evidence-based medicine: What it is an what it isn’t. BMJ 1966; 312:71-2
International Classification of Functioning, Disability, and Health (ICF) 

The “Guide” is a consensus document developed through the APTA with a multitude of expert clinicians and educators. It is based upon the concepts of the disablement process and the integration of prevention and wellness strategies into physical therapy interventions. It is a document used for the educational purposes only. The ICF, developed by the World Health Organization, provides a description of situations with regard to human functioning and disability and serves as a framework to organize information.

The ICF will be incorporated throughout the curriculum along with the concept of EBP.


Clinical Education

In addition to the clinical education that occurs in the classroom and clinical arts laboratory on campus, remote clinical experiences are interspersed through the curriculum and capped by a continuous sixteen-week clinical experience during the final semester. You are expected to abide by the policies and plans for this integral and important part of your professional education.

Students on Academic or Conduct Suspension are not eligible for a clinical education placement and must satisfy any existing conditions of their sanction before being permitted to proceed to clinic. Those on Academic or Conduct Probation may not be eligible depending on their infraction and stipulations of the sanction.

The Co-Academic Coordinators of Clinical Education make clinical assignments after receiving input from the students. Students will not be assigned to a facility in which they have any kind of contractual agreement. While some of the facilities have lodging suitable for students, this cannot be counted on for all facilities, and should not be a limiting factor in requesting a clinical education site assignment. The student is responsible for transportation, room and board expenses during clinical education courses.

Health information must be updated on an annual basis. This requires at the minimum a physical examination, laboratory work and a tuberculin test or chest x-ray. Immunization may need updating also. The cost for any health care (emergency or otherwise) required by a student while at a clinical facility is the responsibility of the student. Therefore, health insurance is mandatory.

During clinical education experiences, students are expected to adhere to the administrative and personnel policies of the clinical facility to which they are assigned. Contacting the Center Coordinator for Clinical Education (CCCE) or Clinical Instructor prior to any unscheduled absence or tardiness is expected. If a planned absence is requested, the student must make arrangements with the CCCE / CI and notify the Faculty (see Policy for Class Attendance) to make up the missed time in an acceptable and appropriate manner. Students may be withdrawn from the clinical experience for failure to comply with the rules of the facility and the Academic Department.
Successful completion of each clinical education course is required for progression to the next clinical experience. The CCCE of the facility recommends to the UNG faculty a grade of satisfactory or unsatisfactory based upon the student's performance in the clinical experience. The determination of the final grade for each clinical education course is the responsibility of the ACCE and the physical therapy faculty.

If at any time during a clinical education experience a student's performance is judged to be unsatisfactory, a decision must be made whether to dismiss or begin remediation efforts. Most events are simple enough that remediation is easily accomplished between the student and the Clinical Instructor / CCCE without incident. Others may require participation of the ACCE to assist in the development of a formal plan for remediation to be accomplished within the remaining time window of the course. Others may be severe enough that the student is forced to withdraw from the clinical education experience. A final grade of "U" in a Clinical Education Course results in immediate suspension from the program. Decisions about readmission and repeat of the course are the purview of the Promotion and Retention Committee who will consider all the circumstances surrounding the original attempt and the likelihood of success through a subsequent attempt.

The capstone clinical education experience of the curriculum is the 16-week Clinical Education III. This experience has been designed to provide each student with the opportunity to progress from the typical student clinician roles to those roles and activities expected of entry-level practitioners. The student is expected to identify appropriate learning issues necessary to complete the stated curricular objective at the performance level of an entry-level clinician. The behaviors described in the definition of a clinical scholar should become evident during the 16 weeks, and entry-level performance in all Professional Behaviors must be attained.

**Clinical Education Dress Code**

Students should maintain a professional appearance at all times during their clinical experiences. Professional dress consists of a clean, neatly pressed white long sleeved fingertip length lab coat over clean, neatly pressed, and properly fitting blouse/shirt and slacks. A nametag, provided by UNG, is to be worn on the upper left side of the lab coat. Shoes should be clean, flat, closed-toe style with appropriate hosiery or socks. Crocs should be avoided due to safety concerns. Jewelry should be kept to a minimum and not interfere with patient treatments. A watch with a second hand is required. Hairstyle should be neat and not interfere with patient care. Hair will be well-groomed and not obstruct eye sight. Hair color and hairstyle should be reasonably natural looking and not extreme. Shoulder length hair, or longer, should be tied back with a simple clip, barrette or band. Facial hair must be neatly trimmed, and beards may not be longer than two inches below the jaw line. Nails should be trimmed and short, without polish. **Tattoos should be covered.**

**Cologne/Perfume should not be worn.** In cases where the clinical site dress is different from UNG's standard, UNG's standards are to be followed unless the student receives permission from the ACCE. Any changes to the dress code, such as scrubs as suggested by the CCCE or CI, must be approved by the ACCE or the Department Head.

**Liability and Health Insurance**
Professional liability insurance is a requirement of the curriculum. Each student will be provided information on policy options during Student Orientation so that coverage may be purchased with minimal delay. Details of coverage must be shared with the ACCE as they are available.

Additionally, every student is required to maintain personal health insurance that includes hospitalization and accidental injury protection. If you already have private health insurance you must verify "equivalency" with the University System of Georgia (USG) required health coverage, or, purchase the required USG health policy at the time of registration for classes. During the final stages of admission every student will be provided information regarding the process for verifying "equivalency." If your private health insurance is not equivalent, you may purchase the USG coverage by having its costs added to you registration fees. UNG provides a Student Health Services facility but assumes no responsibility for hospitalization or serious cases of illness and accidents. You will need to provide the ACCE with information regarding your personal health insurance coverage prior to being assigned to a clinical facility.

Health and Immunization Requirements
Every student will have the opportunity to work with patients in the classroom and clinical skill lab sessions as well as in clinical facilities away from the campus. Protection of the health of patients as well as your own well-being is of utmost importance. All students must maintain valid Cardiopulmonary Resuscitation certification throughout the curriculum. Arrangements for recertification are the responsibility of each student.

Evidence of various immunizations required at admissions must be maintained. You may be required to provide proof of these immunizations and freedom from infectious diseases prior to each clinical experience. You should report all illness to the ACCE. Depending on the nature and severity of the illness a physician's written release to work with patients and attend class may be required. You should report pregnancy as soon as it is confirmed to the Program Director. Arrangements for changes in progress through the program may be necessary due to illness, injury, or pregnancy.
Academic Policies

Information about Graduate Expectations for Academic and Professional Integrity are included in the front section of the UNG Graduate Catalog. Violations of Academic and Professional Integrity policies are processed within the DPT Department and by misconduct reports submitted to the Office of the Dean of Students. Procedures for filing a misconduct report are outlined on the UNG website, Dean of Students, Student Code of Conduct, Article 4 - Procedures.

Class Attendance Policy
The faculty holds that class attendance must be both regular and punctual to provide the necessary academic experiences and develop the habits of responsibility required of a physical therapy professional. In this curriculum many learning experiences are predicated upon group and partner activities. Each student, therefore, shares responsibility for the success/failure of others. Absences will be deemed excused, planned excused, or unexcused.

If you cannot attend class due to illness or emergency (excused), you should notify the departmental Program Coordinator via phone or email immediately. Anticipated multiple excused absences from class due to illness or personal situations must be discussed with your faculty advisor and course manager of classes missed so that a plan of action can be implemented for securing missed content (a written medical note for repeated absences may be warranted).

If you anticipate or need to plan for an excused absence, e.g., personal commitment/appointment, a completed written request [Appendix C] should be submitted to the Department Head and Program Coordinator in advance for consideration/approval by the faculty. Approval of requests for excused absences will require the inclusion of a plan from the student for making up missed content. Request for excused absences for activities other than health issues, family emergencies, etc., will be scrutinized closely by the faculty and will be judged individually and on their own merits relative to the value of content to be missed and probability of recreation of missed content.

Finally, should you wish to submit a request for a future excused absence from either the classroom or the clinic that is other than health issues and family emergencies, the completed form should be submitted to the Department Head and Program Coordinator at least three weeks in advance for consideration and approval by the faculty. The faculty will fully discuss all requests for excused absences and decide upon appropriateness of requests and submitted plans for (and/or provide supplementary assignments necessary for) adequate make-up of missed content. You should not assume approval of a request for excused absence until you receive notification of faculty approval. If a learning experience cannot be recreated in order to provide the missed content, approval of a requested excused absence may not be able to be granted by the faculty. A grade reduction may result from unexcused absences in any or all courses, and may include conduct and/or additional academic sanctions.
Grading Policy and Academic Performance Requirements for DPT Program

The following grades are used to specify levels of academic performance:

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Alpha</th>
</tr>
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<tbody>
<tr>
<td>100 - 90</td>
<td>A</td>
</tr>
<tr>
<td>89 - 80</td>
<td>B</td>
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<tr>
<td>79 - 70</td>
<td>C</td>
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<tr>
<td>69 - 60</td>
<td>D</td>
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<tr>
<td>&lt; 60</td>
<td>F</td>
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</table>

Academic Requirements

For purposes of retention and promotion in the DPT Program, students must maintain a minimum Cumulative Grade Point Average (Cum GPA) of 3.0 within the professional curriculum. A cumulative GPA is calculated by the average of all courses in which final grades were assigned. Students who do not maintain this level of performance will not be allowed to progress in the curriculum and will be immediately suspended pending results of any approved course re-examination. Students who receive a final course grade of D or F [or U] in any course will not be allowed to progress in the curriculum and will be suspended or dismissed.

Written Examinations and Assignments

All scheduled examinations and course assignments are expected to be performed / submitted at the scheduled time. Students who, for legitimate and verifiable reason(s), are unable to meet these requirements will be provided suitable opportunity to make-up missed work with no penalty. However, work not completed by the end of the term in which the missed work was assigned will result in a grade of Incomplete or In Progress. If the missed work is not completed by a negotiated date within the following term, the grade of Incomplete or In Progress will be replaced by a grade of F or U and will result in automatic suspension from the program.

Objective Structured Clinical Examinations (OSCE)

In all clinical skills courses (patient care skills, musculoskeletal, neuromuscular, etc.), students will take Objective Structured Clinical Exams in the lab portions of those courses to demonstrate mastery of the specific clinical skills learned. Our Program is obligated to ensure each student is safe to administer evaluative tests and treatment interventions prior to clinical experiences. Therefore, each student is expected to earn a minimum score of 80% on every OSCE in order to "pass" the course and be eligible to proceed in the curriculum or begin a Clinical Education experience. Those who do not earn a score of 80% on an OSCE, even though having strong performance in all other components of the course, may be given an arranged OSCE re-exam at the discretion of the course manager. Immediately following a deficient performance on an OSCE, the course manager will provide a letter to the student stating clearly that the student was deficient with the initial attempt, that the student must meet w/ advisor and course manager, and that a remediation plan of action needs to be developed. All OSCE re-exams will be videotaped. Students who are unsuccessful in ultimately achieving a minimum OSCE score of 80% through the re-exam process will receive a course grade of F and be dismissed from the program. If the OSCE re-assessment is successfully completed, the final recorded OSCE grade will be no higher than 80%.
**Departmental Examination [Testing] Policies**

1. Students need to address personal comforts/privileges prior to beginning a test as no one will be allowed to visit restrooms once testing procedures have begun, unless authorized by course manager.
2. No cell phones are allowed during the test and all cell phones and book bags will be placed at the back of the room.
3. Without the explicit permission of the course manager, students are prohibited from requesting or receiving notes for class assignments [Take home assignments; tutorial learning issues, etc.], quizzes, and exams from previous classes or current classmates. Any violation will be considered a breach of academic integrity and will likely result in dismissal from the program.
4. At no time are any tests allowed to be copied in any format, i.e. written, photographed, or by any other means. Any violation of this will likely be considered as a breach of academic integrity and breach of ethical conduct and could result in dismissal from the program.
5. Sharing of any course information such as tests, quizzes, OSCEs, PBL, and articles between the classes – 1st, 2nd, and 3rd years or prior graduates is strictly prohibited unless approved by the course manager.

**Academic Retention and Remediation Plan**

**Principles & Core Assumptions**

1. All students enrolled in UNG’s DPT program must assume responsibility for their personal learning success.
2. Each individual enrolled in the DPT program at UNG should be provided with every reasonable opportunity to succeed in their academic endeavors while in pursuit of the education necessary to become a practicing physical therapist.
3. The faculty of UNG has the obligation to provide the most appropriate education in terms of both rigor and content to assure that individuals graduating from the DPT program at UNG are prepared to meet the demands of the profession of Physical Therapy with the highest degree of competence, ethics, and social obligation.
4. All individuals enrolled in the DPT program have provided a record of required prerequisite courses and other indicators of academic ability that predict they should be able to prosper and learn in the manner required by department objectives.
5. All students enrolled in the UNG DPT program must successfully obtain a grade of 70% or greater on the comprehensive final examination in each course, attain a score of 80% on any course OSCE [see OSCE Examination], and maintain a cumulative GPA of 3.0 or higher to remain in Good Standing.
6. All students enrolled in the UNG DPT program are required to achieve a minimum cumulative GPA of 3.0 to proceed in any Clinical Education Course or complete the program.

**Remediation Policy:**

1. It is the responsibility of each student enrolled in the DPT program at UNG to ensure their own academic success. With respect to this statement, the faculty expects students to contact appropriate instructors at the first sign of difficulty with mastery of academic material.
2. Each individual identified as receiving a grade, in any assignment (course component), below the required standard will be required to meet with their course instructor(s) and advisor to determine an action plan to assist the student in mastery of that material. Suggested activities and strategies to be used for remediation include, but are not limited to:
   a. Information Sessions and individualized tutoring;
   b. Additional reading; Appropriate activities to enrich the content such as clinic time with an instructor
   c. Counseling concerning appropriate study habits and learning resources.
3. Only at the discretion of the course manager, can a student be retested on a course component in which initial evaluation yielded deficient performance. A course component is defined as any assignment or exam (or quiz) that is graded within a given course.
4. Each individual identified as receiving a comprehensive final examination score below the required 70% standard will be required to meet with their course instructor(s) and advisor to determine an action plan to assist the student in mastery of that material. Suggested activities and strategies to be used for remediation include, but are not limited to:
   a. Information Sessions and individualized tutoring
   b. Additional reading; Appropriate activities to enrich the content such as clinic time with an instructor
   c. Counseling concerning appropriate study habits and learning resources.
Remediation [re-examination] may not result in a change in course letter grade. Following remediation, the faculty course manager is expected to complete the Attestation of Competency Form and place in the student’s record.
5. Only at the discretion of the course manager, can a student be provided a cumulative course re-examination if a deficient final course grade of 80% or higher was not achieved at the conclusion of a course. A course re-examination is defined as a cumulative course final examination. Only three course re-examinations total will be allowed throughout the nine semester curriculum. If the student does not achieve a 70% or higher on a course re-examination which results in his/her cumulative GPA falling below the required 3.0, the student will be suspended or dismissed from the program.
   a. The reassessment, if successfully completed, will allow the student to improve the grade received on that component re-examination or course re-examination to a grade of no higher than 80%.
   b. Course managers will report to the P & R committee, in writing, the student’s name, course name, and specific course re-examination.
6. If consistent remediation is required for multiple courses across the curriculum, the student’s ability to successfully become a competent member of the profession of physical therapy must be considered. The student’s advisor should refer the student for P & R committee consideration of appropriateness of continued enrollment in the program.

Academic Sanctions for DPT Program
Graduate physical therapy students of the UNG DPT Program whose academic performance is or has been unsatisfactory will be subject to the following academic sanctions:
1. **Academic Letter of Notice**: Students who fail to achieve a grade of B or better in any course and who have been afforded the opportunity to take a course re-examination by the course manager will be provided a Letter of Notice from the respective course manager. The intent of the letter is to remind the student that a maximum of one course re-examination within the specified course and maximum of three course re-examination across the curriculum are allowed.

2. **Academic Letter of Final Warning**: Students who have taken three course re-examinations approved by course managers across the curriculum or who have received [2] final course grades of “C” will be formally evaluated by the P&R committee and provided a Letter of Final Warning as appropriate indicating that no additional re-examinations will be allowed hence forward.

3. **Academic Dismissal**: Students who receive a final grade of D or F (or U in a clinical education course) will be dismissed from the program.

**Grade Appeal Policy**
Students in the UNG DPT Program have the right to appeal all academic sanctions. All appeals may be submitted in writing: problems within individual courses may be submitted to the instructor of record and follow the chain-of-command thereafter. Problems that are programmatic in scope may be submitted to the Promotion and Retention (P&R) Committee via the Department Head. If a student wishes to appeal beyond the departmental level, the student may submit an appeal following the grade appeal process outlined in the UNG Graduate Catalog.

**Conduct and Professional Behavior Policy**

**Professional Behavior**
Inappropriate behavior toward one’s classmates, academic and clinical faculty, or patients will not be tolerated. Observed violations of the standards for Professional Behavior should be presented directly to the Department Head or P & R Committee or, indirectly to these individuals through the duly elected student liaisons to the faculty from each class.

Respect for the dignity and worth of the individual is paramount, and integrity should rule in all interactions. Ethical professional behavior, CORE Values and the Physical Therapy Code of Ethics, will be presented and thoroughly explored in the Professional Socialization series of courses. Therefore, students must become familiar with standards of professional behavior as represented within *Professionalism in Physical Therapy: Core Values* and embodied and applied in the *APTA Code of Ethics (revised for July 1, 2010)* at: [APTA Code of Ethics](http://www.apta.org/Content/12051.aspx) and the Georgia State Board of Physical Therapy at: [GA State Board of PT](http://www.pabt.org/)

**Professional Attire Guidelines**
In all program activities, classroom, clinic or other, you must maintain a level of grooming and dress commensurate with the professional nature of the physical therapy program. Clothing, jewelry, hair and nails must comply with departmental accepted standards. Additionally, you
must comply with the specific regulations as described for Clinical Education on pages 12 – 14.

1. **Acceptable Classroom Attire**
   
   - **Women:** Dresses, skirts, capris, khakis/twill pants, or slacks. Dresses and skirts should be appropriate for bending, stooping, and reaching. Blouses or shirts may be short or long sleeved. No backless or strapless tops are permitted. Also, no cropped shirts or shirts with spaghetti straps are acceptable attire.
   
   - **Men:** Slacks or khakis/twill pants with shirt (short or long sleeved); may have necktie, Polo-style shirts with collar or similar collared shirts. Faces should either be cleanly shaved or beards/moustaches/goatees etc. should be trimmed. Beards may not be longer than two inches below the jaw line.
   
   - **All:** No overtly provocative or sloppy clothing or excessive jewelry. All clothing should be laundered and pressed. Tattoos should be covered, if possible. Shoes must be worn at all times. **No flip-flops.** Hats or caps are not permitted except when part of a uniform, then guidelines of military protocol will be followed.

2. **Acceptable Laboratory Attire**
   
   - **In order to provide a positive learning experience for you and to show consideration for your laboratory partner, the student will be required to wear lab attire.** If the student comes to laboratory improperly attired, the student 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 their lockers so that they will always be prepared for class. Laboratory attire may vary, depending upon the course. Consult your syllabus for additional details.
   
   - **All:** Shorts, preferably made of a thin fabric that allow free movement and adequate coverage of undergarments, sweat suits, or athletic attire. Occasionally, laboratory exercises may require you to wear a swimsuit or similar attire. Consult with your instructor for details.
   
   - **Women:** Halter top, bathing suit top, or sports bra for purposes of exposing the body parts to be assessed.
   
   - **All:** Loose short or long sleeved T-shirt to provide cover if the student becomes cold.

Hairstyle should be neat and not interfere with patient care. Hair will be well-groomed and not obstruct eye site. Hair color and style should be reasonably natural looking and not extreme. Shoulder length hair, or longer, should be tied back with a simple clip, barrette, or band. Nails should be clean and clipped. The student should wear no jewelry other than a watch, small rings, and non-dangling necklaces and earrings.

If a class is labeled a laboratory that involves bringing patients into the classroom, then regular classroom attire is required. Teaching experiences are occasionally located in patient service areas. When you are in these areas, your dress and behavior are expected to be professional.

*Casual Fridays*

Students may participate in casual dress Fridays unless interacting with patients or guest lecturers/clinicians. Casual Fridays allows students to wear blue jean type slacks and shorts. Shirts and tops can be T-shirts, all are clean, without fraying or holes and appropriately sized. Shorts must meet the length regulation as set forth in the above paragraph. Again, **no flip-flops** are allowed at any time.
Principles and Core Assumptions

1. Members of the profession of physical therapy are guided in the development of professional behavior by a list of core values adopted by the American Physical Therapy Association: Accountability; Altruism; Compassion/Caring; Excellence; Integrity; Professional Duty and Social Responsibility.

2. Guidelines for ethical practice of physical therapy are set forth by the American Physical Therapy Association in the Physical Therapy Code of Ethics and by the Georgia Legislature and the Georgia State Board of Physical Therapy in the Laws and Rules as governed and regulated by the State Board.

3. The faculty of the Physical Therapy Department of UNG embraces the Core Values and the ethical practice of physical therapy. Students are expected to learn, understand and exhibit these values: APTA Professionalism & Core Values

4. In addition students will abide by the departmental and institutional expectations: The current UNG-DPT Student Handbook and Activities Calendar.

5. Current UNG-DPT expectations include the attendance to at least one professional meeting; i.e., PTAG meetings, PT Capitol Day, SSIG meetings and other local, state and national conferences as deemed necessary by the faculty and ACCEs.

6. The usual and customary application of common sense, courtesy and mutual respect is also expected.

7. Inappropriate professional behavior toward one’s classmates, academic and clinical faculty, or patients will not be tolerated in any manner. Inappropriate professional behavior is defined as anything that shows disregard for the items listed above in 1, 2, 3, 4 and 5. Respect for the dignity and worth of the individual is paramount.

8. Disregard for Conduct Policy demeans the violator and assaults the character and good name of the group, the faculty, the program the institution, and the profession of physical therapy. Failure to exhibit the expected professional behavior and violations of the Conduct Policy in any form will be grounds for programmatic sanctions including conduct remediation, probation, suspension or dismissal from the program.

DPT Professional Conduct Procedures

1. Observed violations of the standards for Academic or Professional Behavior should be presented to the involved student’s advisor directly or indirectly via a student or faculty member.

2. A course manager, or other faculty member (including a student’s clinical instructor), may bring a conduct violation to the student’s attention and recommend appropriate resolution before bringing the violation before the student’s advisor. Once the advisor is apprised of the violation, he/she will meet with the student to assure understanding of why the student’s actions were a conduct violation and also discuss how to prevent repeat conduct issues.

3. The advisor will meet with the student to address the issue the day of the report of conduct violation, or as soon as possible. The faculty advisor and student may, at the advisor’s discretion, develop an action plan to resolve the issue and/or present the discretion to the Department Head or Promotion & Retention Faculty Committee.

A student who is concerned about a peer’s conduct, and has been unsuccessful in
resolving the conflict by addressing the person directly, should first address his/her individual advisor and together they should meet with the peer’s advisor. The four individuals (two advisors and two students) should then meet to resolve the conduct issue involved in a manner to promote learning of conflict resolution, understanding of individual differences, and respect for others. If resolution is not acceptable to either involved party after the initial attempt through advisors, allegations of student violation or abuse of the Conduct Policy may be considered by the Promotion and Retention Committee.

4. If the advisor elects to establish and manage a student action plan, the advisor will inform the Department Head and Promotion & Retention Faculty Committee, in writing, of any action taken with regard to any student. A report of student progress in compliance with the action plan will also be sent to the P & R Committee. In this instance the P & R Committee will make no formal ruling considering the involved student’s actions but will remain aware of student issues.

5. If any conduct issue is formally presented to the P & R Committee by the advisor, the members of the Promotion and Retention Committee and student will meet to determine appropriate action which may include remediation, counseling, referral or programmatic sanctions (Letter of Notice, Final Warning, and/or Dismissal). Each case will be judged on an individual basis following due process procedures established by the University of North Georgia and the Department of Physical Therapy.

**Plagiarism / Academic / Intellectual Integrity**

“On my honor, I will not lie, cheat, steal, plagiarize, evade the truth or tolerate those who do.” - UNG Academic Integrity Code –

Rules and guidelines for understanding what constitutes plagiarism and how to avoid unintentional acts of plagiarism will be discussed during the departmental orientation for new students and will be continually emphasized throughout the curriculum in each individual course. All required papers and/or project reports may be subject to submission for textual similarity review to www.turnitin.com for the detection of plagiarism. Submitted papers and/or project reports will be included as source documents in the www.turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the www.turnitin.com service is subject to the Terms and Conditions of Use posted on the www.turnitin.com site. If the student is ever uncertain about how the rules apply, ask before proceeding. Also refer to UNG Copyright Policy for additional information (see Appendix D).

The following regulations appear in the current Graduate School Bulletin. They “…define the concept of academic integrity and should be useful in determining standards and attitudes appropriate for optimal intellectual functioning.”

1. No student shall receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory report, examination or other assignment included in an academic course.

2. No student shall take or attempt to take, or otherwise procure in an unauthorized manner, any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment and roll book.

3. No student shall sell, give, lend or otherwise furnish to any unauthorized person material
which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the instructor.

4. No student shall plagiarize. Themes, essays, term papers, tests, and other similar requirements must be the work exclusively of the student submitting them. When direct quotations are used, they must be so indicated, and, when ideas of another are incorporated in the paper, they must be appropriately acknowledged.

5. No student shall resubmit his/her graded material from other courses or from previous assignments for a current assignment without permission of the instructor.

6. No student shall sign class rolls for another student.

Academic dishonesty in any form will not be tolerated in the Department of Physical Therapy. Those who reach the level of graduate study generally know, accept, and own this concept. The Integrity Code presented above is unambiguous, and the “regulations” from the Graduate Bulletin should remove any “gray” areas. Plagiarism is commonly defined as using the words or ideas of another person without proper acknowledgement. The use of even a few words (or even one single word, if it is a key term or a freshly coined term) could be considered plagiarism. The UNG Student Handbook & Planner states that “plagiarism is prohibited”.

A plagiarist is immediately and irrevocably discredited. His or her professional associates will repudiate the unethical behavior and dissociate themselves from the offender. Faculty assume that one who commits plagiarism while enrolled in graduate school is one who will likely commit a similar offense after becoming a [licensed clinician]. Accordingly, you can expect that plagiarism - or any other form of cheating - will result in resolute penalties that may include expulsion. Do not expect to receive one “free” incident of plagiarism; at the graduate level, one incident is one too many. – (Dr. Barry Friedman, Professor of Political Science and Coordinator of the Master’s Program in Public Administration, UNG; Personal Communication)

**UNG Alcohol & Substance Abuse Policy**

UNG Drug Policy covered in Article 3 Proscribed Conduct states that the possession or use (without valid medical or dental prescription), manufacture, furnishing, or sale of any narcotic or dangerous drug controlled by federal or Georgia law is prohibited. Section 2 states the possession of drug paraphernalia is prohibited.

All DPT graduate students must abide by the UNG policies for Alcohol & Substance Abuse. Infractions of this policy will be reported to the Dean of Students; Student Conduct at UNG.

Within the Department of Physical Therapy the program policy also deems the following:

A student who demonstrates behavioral changes associated with use of drugs or alcohol will be subject to the following policy regardless of the setting (classroom or clinical site).

1. The student will be asked by the faculty member or clinical instructor to provide an appropriate laboratory specimen at a designated drug testing site. This will be at the expense of the student. The student must agree to the random blood or urine drug screen
and sign a release stating the results of the drug screen be provided to the co-ACCEs or appropriate faculty member and Department Head. Protocols of the clinical site or hospital will be followed for the collection of the appropriate urine or blood drug screen. Students will not be allowed to continue the clinical experience or coursework until results of the drug screen have been reviewed with the student and a decision regarding progression has been discussed.

2. The clinical instructor or faculty member will advise the Department Head and Chair of the P & R Committee of the occurrence.

3. The Department Head, Chair of P & R Committee, faculty member and student will meet within three days to discuss the results of the specimen and/or behavioral changes.

4. At this time, a determination will be made whether the student will continue in the program or be dismissed from the program.

5. The student has the right to appeal the decision.

**Code of Conduct Sanctions for DPT Program**

Allegations of Code of Conduct violations (Academic & Professional Integrity) should be presented directly to the jurisdictional faculty or the program coordinator, or, indirectly to these same individuals through the duly elected officers of each class. Physical Therapy students whose conduct is judged to be unsatisfactory will be subject to the sanctions described below. However, breeches of academic, ethical, legal or professional conduct may also constitute grounds for immediate suspension from the program with no prior sanctions. Failure to comply with the standards of Professional Behavior as previously described may also result in the application of the Code of Conduct Sanctions.

1. **Conduct Letter of Notice**: Students whose conduct, within a given term or event, is deficient, declines significantly, or otherwise indicates the potential for subsequent behavioral problems, as determined by the faculty, will receive a written notice.

2. **Conduct Letter of Final Warning**: Students who are on Conduct Notice, or who repeat previously sanctioned behavior(s) will receive a Letter of Final Warning. All students so stipulated will negotiate a formal written contract with faculty for professional growth. Failure to comply with terms of this contract will result in more serious sanctions.

3. **Conduct Dismissal**: Students who have been previously sanctioned with Final Warning may be dismissed should they again be guilty of a conduct violation that could otherwise result in suspension.

Any student receiving a Conduct Sanction is required to seek-out the assistance of his/her faculty advisor. The advisor can guide the student in formulating a workable plan of action that will enhance future success in the identified area(s) of behavioral deficiency. Students who successfully resolve their conduct issue(s) will be restored to conduct good standing. Those for whom unsatisfactory performance continues will have further sanctions imposed.

**Professional Conduct Appeal Policy**

Students have the right to appeal all Conduct Sanctions. The appeal process is addressed on the UNG website, Dean of Students, Student Conduct, Appeals Process. Academic and professional integrity appeals by students in the Physical Therapy program at UNG will follow the appeal process addressed on the UNG website, Dean of Students, Student Conduct, Appeals Process.
Other UNG Student Conduct Policies

1. Discrimination: University policy prohibits discrimination on the basis of race, creed, color, sex, sexual orientation, national origin, disability, or veteran’s status.

2. Harassment: includes conduct—whether verbal, written, or physical—which has the purpose or reasonably foreseeable effect of creating an offensive, demeaning, intimidating, or hostile environment for any individual or group. Such conduct includes, but is not limited to, objectionable epithets, demeaning depictions or treatment, and threatened or actual abuse or harm. Any employee, student, student organization, or person privileged to work or study in the UNG community who violates this policy will be subject to swift and certain disciplinary action.

3. Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal, written, or physical conduct of a nature constitutes sexual harassment when:
   a. Submission of such conduct is made explicitly or implicitly a term or condition of an individual’s employment or academic standing.
   b. Submission to or rejection of, such conduct by an individual is used as a basis for employment or academic decisions affecting the individual.
   c. Such conduct unreasonably interferes with an individual’s work or academic performance, or creates an intimidating, hostile or offensive working or academic environment.

Student Services

Faculty Advisement / Consultation

Academic advisement is a process-oriented, interactive professional relationship between advisor and advisee. It is viewed as process-oriented because it involves the developmental stage of career exploration of the advisee, followed by a course of action that includes discovery, knowledge, timeliness, and precision on the part of both advisor and advisee. Both parties are responsible for the success of the relationship, as follows:

An advisor is expected to
- respect advisees,
- have knowledge of the curriculum and advisement issues related to the program,
- help advisees explore their academic progress,
- assist advisees with career choice(s), and
- be available for advisement throughout the academic year

An advisee is expected to
- respect the advisor
- read and apply the information in the Student Handbook
- keep appointments with the advisor; be prepared for appointments with the advisor
- engage in exploration of career choice

Consultations with individual faculty outside of scheduled classes should be done within posted office hours. These times, which may change each semester, will be listed in the course syllabi of the faculty member or posted on his/her office door. Appointments should be made and confined to these posted times or other times as approved by the faculty member.
**Computer Usage**

Use of computers and related technology has become an integral part of today’s graduate school experience. UNG recognizes the importance of technology and its role in today’s society and makes every effort to ensure that its students are afforded the opportunity to acquire knowledge and skills that will enable them to compete in a world that increasingly relies on technology.

Respect for intellectual labor and creativity is vital the University of North Georgia. Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computing and social networking environments. The University’s expectation is all information technology resources are utilized in a reasonable manner, respecting the public trust through which these resources have been provided, the rights and privacy of others, the integrity of facilities and controls, state and federal laws, and USG policies and standards. Access to the University’s information systems is a privilege and is to be treated with the highest standard of ethics. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and copyright violations may subject a student to disciplinary action up to and including termination as well as possible legal action.

Upon registration for coursework, students are assigned a user ID and passwords by UNG for access to network and e-mail systems. Network passwords are necessary for accessing the UNG network via computers in campus computer labs. Because official communications will occur through these systems, email accounts must be checked regularly.

Currently, UNG has several fully equipped computer labs available for student use throughout the daytime and evening hours, including those machines dedicated to PT students and located in HNS 322. Computers in all student computer laboratories are connected to the UNG network, which allows the student to conduct research via the Internet, complete class assignments and term papers, and utilize email services provided by the institution. All physical therapy students must familiarize themselves early with services provided via this network and the locations of terminals and computer labs provided for student use.

While students are encouraged to have and use their own computers at home, the University is very concerned about the transmission of computer viruses to UNG computers. Each UNG owned computer is equipped with anti-virus software. Students using memory devices to transport data between different computers, particularly computers located off-campus, should be aware of the possibility of transporting viruses as well and should routinely utilize the anti-virus software to scan for viruses.

**Student E-mail:** Upon admission to the University of North Georgia, each student is provided with a student e-mail account. Student e-mail is the official channel of communication between the University and its students. It is the responsibility of the student to periodically monitor his/her student e-mail account and be aware of the information sent by the University. Lack of knowledge that results from failure to monitor University e-mail communications will not excuse students from complying with University policies, procedures and/or deadlines and will not be considered grounds for appeal for relief from those policies, procedures and deadlines. The email systems are web-based and can be accessed from any computer capable of accessing the web page. Students may also use the system to communicate with remote sites/individuals for the purposes of academic requirements.
All uses of these email systems must conform to the Computer and Network Usage Policy at UNG, all applicable federal, state and local statutes, and ethical and professional standards. Finally, because these email services are available only as long as the student is enrolled in the DPT Program at UNG, students may wish to establish a separate personal email account with an internet-based mail service such as GMail, Hotmail, Yahoo, etc. *after graduation.*

**Social Media:** Students accessing "social networking services" such as Facebook, MySpace, Blogger, Twitter, and others should carefully read the terms and conditions set forth by such services. As referenced in the terms and conditions of these networking services, students should refrain from posting material that is deemed to be criminal; harassing; racially, sexually, ethnically or religiously objectionable; defamatory; obscene; invasive of another’s privacy; or infringing of copyright.

Students enrolled in the DPT program using social media networks [Facebook, Twitter, MySpace, etc.] disseminating inappropriate material placed on social networking sites is subject to the University of North Georgia’s Appropriate Usage (Computer/Telecommunications) Policy, the DPT Student Conduct Policy, and the College’s Harassment and Grievance Procedures.

**Video / Picture Usage**

Professional judgment is expected regarding usage of pictures and/or videos taken during course activities. Every student is required to respect the privacy rights of individuals included in pictures and/or videos taken during classroom and laboratory activities within the Doctorate in Physical Therapy curriculum. Picture/video release forms must be obtained from individuals included in the picture/video footage prior to usage for educational purposes or posting of such footage on Facebook, Myspace, YOU-tube, Podcast or other applicable electronic media [see Appendix E – Picture/video Consent to Release]. Individuals include, but are not limited to faculty members, guest speakers, volunteer patients, and students.

**Use of Common Facilities**

Physical therapy facilities such as the classrooms, laboratories, or the departmental library, are available for student use outside of scheduled classes. However, the following rules of conduct *must* be observed:

1. The use of all tobacco products is prohibited on the UNG campus.
2. With discretion, drinks or food, may be consumed during class time; only in non-carpeted spaces of the HNS building unless the building manager has granted a special exemption.
3. Books and journals should never be removed from the departmental library (HNS 322). All used print or video resource items must be properly re-shelved following use. It is the responsibility of each student user to restore equipment and furniture to their proper places, police the area before leaving, and be sure the door is closed and locked in order to protect the resources made available in this room.
4. Students are responsible for maintaining the orderliness of furniture, equipment and supplies in the various teaching facilities employed by UNG PT. For both Clinical Arts
Labs (HNS 309 & 311) and for the Gross Anatomy Lab (HNS 315), each cohort of students will select its own clean-up crew(s) and post appropriate duty schedules for laundry and general clean-up each term.

5. Students will be assigned a locker with padlock, which is located on the third floor of the Health & Natural Sciences building. Please respect the use of lockers; honor code violations could result from inappropriate use.

6. If you wish to make long distance calls from telephones in the HNS building you must have either a cell phone, prepaid phone card or phone credit card.

Office of Student Disability Services
Student Disability Services at UNG
Contact: Candis Hill, Assistant Director
Stewart Student Success Center, Room 313
Ph: (706) 867-2782  Fax: (706) 867-2133
E-Mail: disability-dah@ung.edu

The University of North Georgia (UNG) is committed to the full inclusion of individuals with disabilities and to the principle of individual rights and responsibilities. To that end, the policies and procedures of UNG reasonably ensure that a person with a disability is not on the basis of that disability denied full and equal access to and the enjoyment of academic programs and co-curricular activities or otherwise is subjected to discrimination in such programs and activities.

The policies for access by individuals with disabilities at UNG are designed to ensure full compliance with all pertinent federal and state legislation, specifically to include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The procedures for requesting accommodations are as follows. A student has the legal responsibility to request necessary accommodations in a timely manner and to provide the institution with appropriate, current documentation of the disabling condition. Sufficient advanced notice of a request for accommodation is required in order to give the Office of Student Disability Services a reasonable period of time to evaluate the request and documentation. A student may submit a request and documentation any time during his/her enrollment at the University of North Georgia, but no action based on the request and documentation is retroactive.

To receive disability accommodations at the University of North Georgia, a student should comply with the following procedures:
- Be officially admitted to the University of North Georgia.
- Register with the Division of Academic Support Programs by filing a Voluntary Disclosure of Disability form.
- Complete the Request for Services and Accommodations form.
- Submit current, written documentation from appropriate professional personnel, which is subject to verification by the University of North Georgia.

Approval of reasonable accommodations will be made on a case-by-case basis on the justification contained in the written documentation provided by the student.

Students who believe they have experienced discrimination on the basis of a disability can seek resolution through grievance procedures established by the University of North Georgia. These
procedures are clearly outlined in the publication Academic Program Access for Students with Disabilities, which is posted on the University of North Georgia home page under services provided by the Division of Learning Support Services and is available in all departments.

**UNG Physical Therapy Essential Functions Policy (Refer to Appendix A)**

The purpose of this policy is to ensure that all physical therapy students are able to provide swift, safe and competent evaluation and treatment to patients. All students will be held to the same standards and must be able to perform the essential functions of their positions with or without reasonable accommodation.

**Student Counseling Office Student Counseling Services**

Stewart Success Center – Suite 246  
Hours: Mon-Thurs: 8:00 am - 5:30 pm; Fri: 8:00 am - 3:00 pm  
Ph: (706) 864-1819

Students struggling with a wide variety of personal issues seek therapy from student counseling. Respect for the individual, his or her values, and unique circumstances underlies our work with students. Most concerns can be dealt with through short-term individual counseling. Referrals to community resources are made when necessary. Periodically, support groups are formed according to students’ needs. Group programs and workshops are offered as requested by students, faculty, or staff.

**Health Services Student Health Services**

James G. Woodward Student Health Clinic  
Chestatee Building, Suite 100  
110 South Chestatee Street  
Ph: (706) 864-1948 Fax: (706) 864-1448  
E-Mail: stuhealth@ung.edu

**Health Services Clinic Hours:** Fall and Spring Semester: Hours: Mon-Thurs: 8:00 am - 5:30 pm; Fri: 8:00 am - 3:00 pm. Occasionally, these hours are subject to change, but a notice will be posted. The clinic hours are reduced in the summer semester.

**Student Fundraising:**

Every class within the Doctorate in Physical Therapy Program must submit a brief proposal to the DPT administrative staff and request to be added to the agenda of the next scheduled Faculty Meeting. The proposal must include:

- event title
- event date
- event location
- brief synopsis of how the event will be conducted
- summary of estimated funds to be collected
- a copy of flyers or advertisements related to the fundraiser

The appropriate class officers must be in attendance at the faculty meeting to answer questions. All events must be initiated through this process. Upon faculty approval, any off campus fundraiser events may commence.
If the fundraiser event is scheduled to occur on campus, then the following procedures must occur and subsequent approval from the Office of Student Activities must be provided to the Department Head prior to commencement.

**Sales, Raffles, or Collections**
1. All sales or collections of any kind must be approved through the Office of Student Activities.
   a. In the event that a sale has been approved, only organizations recognized by the Student Life Committee of the University of North Georgia or approved by the Vice President for Student Affairs will be allowed space.
   b. The sale or collection shall not last more than one week.
   c. The only area that sales or collections shall be allowed is at the front entrance to the Canteen.
   d. Sales or collections shall be conducted only from the table or tables designated—no soliciting sales or pressure sales shall be allowed. Purchases must be voluntary on the part of the potential consumer.
2. The sale of items in direct competition with the Canteen or Bookstore is prohibited.

**Poster and Banners**
Recognized student organizations may post signs and banners in the Student Center under the following guidelines:
1. Signs may not be placed on glass or on sheet rock (smooth) walls.
2. Signs may not be attached to ceiling tiles or support track.
3. Signs may be hung only with masking tape. Other tapes (scotch, plastic and duct) are prohibited due to damage to walls and surfaces.
4. Signs in the Post Office lobby and hall must be placed on bulletin boards.
5. All signs must include the name of the sponsoring organization.

**Student Center & Student Activities Contact Information:**
Wesley Thomas – Associate Dean for Student Involvement
Student Center South 312
131 Georgia Circle
Ph: 706-864-1643 Fax: 706-864-1647
E-Mail: involvement-dah@ung.edu
**Student Representation**

**Faculty Committees**
Student representation is chosen and assigned to assist various departmental and institutional faculty committees. Additionally, each class selects representatives to attend all departmental faculty meetings, and serve as a liaison between the faculty and the class. Students have the opportunity to serve on several class committees through a process of yearly rotation. This allows them to assist in important decision-making procedures and develop important leadership attributes.

**Rho Tau Honor Society**
This campus organization is comprised of both physical therapy graduate students and pre–physical therapy undergraduates. It is established to encourage and facilitate academic excellence, leadership, service, fellowship, and professional awareness. This design allows graduate students to practice mentoring and aids undergraduates to develop their understanding of and commitment to the profession.

**Student Governance**
Physical Therapy students have a strong history of service and are always encouraged to participate as elected representatives to the Student Government Association, the Student Activities Board, the Commuter Council, and the Graduate Student Senate. Participation in these committees enriches the department commitment to the College of Health Sciences & Professions and the University of North Georgia.

**Physical Therapy Convocation**
A formal celebration of the acquisition of professional status is traditionally held the day prior to or after Spring Commencement. This ceremony does not substitute for nor replace commencement. *Physical Therapy Convocation* is designed for the professional community, family, and friends to salute your professional degree completion. *Commencement* is the ceremony designed for the academic community to recognize your accomplishments.

**Commencement**
The curriculum of the Graduate Program in Physical Therapy is designed such that students complete the nine consecutive semesters in May of Year III of the program. Successful candidates are expected to participate in the Spring Semester Commencement ceremonies and be hooded at that time by the Department Head. Students who are delayed in completing the requirements for graduation will participate in a subsequent commencement.
UNG Physical Therapy Student Handbook, 2016-2017  
Appendix A – UNG Physical Therapy Essential Functions Policy

UNG Physical Therapy Essential Functions Policy

The Americans with Disabilities Act (ADA) ensures the opportunity to pursue programmatic admission at public institutions for qualified applicants with a disability. To determine whether an individual is a qualified applicant for programs or services, the ADA states that applicants must meet essential eligibility requirements.

The following performance standards are set forth so that students will understand the essential eligibility requirements for participation and progression in the Physical Therapy curriculum at the University of North Georgia (UNG). These performance standards cover interpersonal skills, communication, psychomotor skills and cognitive skills. The ability to observe, evaluate and treat a patient independently, while ensuring patient safety at all times, is an expectation and a requirement of the Department of Physical Therapy.

The purpose of this policy is to ensure that all physical therapy students are able to provide swift, safe and competent evaluation and treatment to patients. All students will be held to the same standards and must be able to perform the essential functions of their positions with or without reasonable accommodation.

These essential functions for physical therapy education identify the requirements for admission, retention and graduation of applicants and students respectively from the Graduate Program in Physical Therapy at UNG. Graduates are expected to be qualified to enter the profession of physical therapy. It is the responsibility of each student with a disability to disclose his/her disability and to request those accommodations he/she feels are reasonable and are needed to execute the essential requirements described. The procedure for disclosure and for requesting accommodation is located immediately after the Essential Functions chart that follows.

Upon the request of persons with disabilities, UNG will provide reasonable accommodations. However, the Department of Physical Therapy of UNG is unable to make accommodations that impose an undue burden, present a threat to the health or safety of the individual or others, or fundamentally alter the nature of the curriculum including didactic component, laboratory sessions, and clinical experiences.

Every interviewed/accepted applicant must complete the affidavit attesting to his/her ability to fulfill the Physical Therapy Department Essential Functions. A copy of the affidavit is printed on the last page of this policy description.

Questions about the accommodation process may be directed to the Coordinator of Student Disability Resources, Division of Academic Support Programs at UNG (706-867-2782).

Every accepted applicant must read these policies, sign the accompanying affidavit, and return it to the UNG Physical Therapy Department Office before proceeding further in the program.
### Essential Functions:

This list provides examples - it is not exhaustive

#### OBSERVATION:
- Independently, the student must be able to observe a patient accurately.
- Assess gait deviation of patient 10 feet away.
- Observe client response; diagnosis, pallor, grimacing.
- Determine pressure ulcer stage and depth.
- Read degrees of motion on a goniometer.

#### COMMUNICATIONS:
- Utilize verbal, non-verbal and written communication with client and caregivers.
- Elicit information from client and caregivers for history.
- Explain treatment procedures.
- Demonstrate exercise programs.
- Establish rapport with client, caregivers and colleagues.
- Apply teaching, learning theories and methods in health care and community environments.

#### SENSORIMOTOR:
- Safely, reliably and efficiently perform physical therapy assessment and treatment.
- Practice in an ethical and legal manner.
- Move from place to place and position to position.
- Perform physical therapy procedures with speed, strength, coordination and endurance for handling self, classmates, clients.
- Simultaneously physically support and observe a patient with a disability.
- Respond to a timer, emergency alarms.
- Discern breath sounds with a stethoscope.
- Perform tests of vital signs, pain, strength, coordination, cranial and peripheral nerves, balance, movement patterns, posture, sensation, endurance, skin integrity, joint motion, wound status, cognitive/mental status, soft tissue, assistive devices fit/use, reflexes, developmental stages.
- Assist with bed mobility and transfers from supine to sit to stand.
- Administer balance training, cardiopulmonary resuscitation and rehabilitation, exercise techniques, activities of daily living, coordination training, prosthetic and orthotic training, joint mobilization, wound debridement and dressing, electrotherapy, soft tissue mobilization, thermal agents, neurosensory techniques, developmental activities, hydrotherapy, tilt table, massage, relaxation techniques, traction, taping, and draping techniques.
### INTELLECTUAL/CONCEPTUAL:
A student must be able to problem solve rapidly, learn and reason, and to integrate, analyze and synthesize data concurrently in a multitask setting.

- Student must be able to comprehend three dimensional relationships and understand the spatial relationship of structure.
- Participate in scientific inquiry process.

<table>
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<tr>
<th>Determine the physical therapy needs of any patient with a dysfunction.</th>
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<tr>
<td>Demonstrate ability to apply universal precautions.</td>
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<tr>
<td>Identify cause and effect relationships.</td>
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<td>Perform physical therapy differential diagnosis.</td>
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<td>Interpret client responses.</td>
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<td>Make appropriate modifications to evaluations/treatment.</td>
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<td>Recognize psychological impact of dysfunction and disability.</td>
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<td>Integrate needs of the client/care giver into a plan of care.</td>
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<td>Develop hypothesis; Perform literature searches, clinical research and statistical analysis.</td>
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<td>Develop discussion and conclusion.</td>
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### JUDGMENT:
- Practices, maintains and values personal honesty in all interactions.
- Complies with the American Physical Therapy Association Code of Ethics.
- Abides by the University of North Georgia Policy on Academic Integrity.
- Complies with the State Board of Physical Therapy’s rules and regulations.
- Modifies procedures in a manner that is appropriate to the patient’s status and desired goals.

### BEHAVIOR/SOCIAL:
- Assess learner’s ability to perform tasks.
- Identify cognitive and emotional needs of self and others.
- Establish rapport with faculty, classmates, colleagues, clients/patients.
- Exhibit appropriate tolerance for ambiguity in professional life, especially in pursuing the well-being of clients.
- Interact with individuals, families, groups from a variety of social, emotional, cultural and intellectual backgrounds.
- Demonstrate responsibility for lifelong professional growth and development.
- Comply with policies of generic abilities.
Process for Filing Disclosure of Disability and Obtaining Program Modifications

Prospective physical therapy students with a disability who have not previously disclosed that disability and requested accommodation but now wish to do so may begin the process by first checking the appropriate boxes / statements in the affidavit on the following page. When your checked and signed affidavit is returned to the Department of Physical Therapy, a copy will be made and provided for you to take/send to the Coordinator of Student Disability Services, Stewart Success Center – Room 313, University of North Georgia, Dahlonega, GA 30597. At that point you should follow the directions printed on page 31 of this document under the heading of DISABILITY SERVICES.
Professional Behavior Policy

Professional behavior development is a requirement of all courses and is emphasized throughout the curriculum. The Programs’ Professional Behaviors Assessment tool is a tool to help you develop good skills in accurate self-assessment, an essential skill for continuing professional development and growth. The intent of the Professional Behavior Assessment Tool is to identify and describe the repertoire of professional behaviors deemed necessary for success in the practice of physical therapy.

Program Description: Minimum Degree Requirements

In addition to the programmatic academic requirements, demonstrating the professional behavior required to be an effective physical therapist is equal in importance to acquiring the knowledge base and psychomotor skills peculiar to physical therapy. Each student’s progress toward attaining entry-level competence (knowledge base, psychomotor skills, and professional behavior) is reviewed by the faculty at the end of each semester. To facilitate development of competency in the ten professional behaviors, a faculty advisor will provide formal and informal feedback to the student on a regular basis. The student will be responsible for ongoing self-assessment and for seeking feedback from faculty and fellow students. Satisfactory progress in all three areas of entry-level competence (knowledge, skills, behavior) is required for students to continue in the program.

Generic Abilities and behavioral criteria specific to the practice of Physical Therapy were identified by the faculty of the UW-Madison Physical Therapy Program and have been validated and accepted as defining physical therapy professional behavior. The research team of Warren May, PT, MPH, Laurie Kontney PT, DPT, MS and Z. Annette Iglarsh, PT, PhD, MBA have taken the original Generic Abilities expanded upon them and created Professional Behaviors to better reflect the intent of assessing professional behaviors deemed critical for professional growth and development in physical therapy education and practice today.

Professional Behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills but are nevertheless required for success in the profession. The quality of professional behavior expected of program graduates is exemplified by ten Physical Therapy specific professional behaviors and the three levels of associated behavioral criteria. Satisfactory progress is demonstrated by exhibiting Beginning Level Criteria by the end of the first year, Intermediate Level Criteria by the end of the second year and Entry Level Criteria by the end of the final 16 week clinical internship. Additionally, the Professional Behaviors Assessment Tool will be used as an effective tool by each student to learn accurate self-assessment and appropriate behavioral modification in the process of developing the expected professional behaviors.
1. **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and recognize relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

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<th><strong>Beginning Level:</strong></th>
<th><strong>Intermediate Level:</strong></th>
<th><strong>Entry Level:</strong></th>
<th><strong>Post-Entry Level:</strong></th>
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<tr>
<td>❖ Raises relevant questions ❖ Considers all available information ❖ Articulates ideas ❖ Understands the scientific method ❖ States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion) ❖ Recognizes holes in knowledge base ❖ Demonstrates acceptance of limited knowledge and experience in knowledge base</td>
<td>❖ Feels challenged to examine ideas ❖ Critically analyzes the literature and applies it to patient management ❖ Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas ❖ Seeks alternative ideas ❖ Formulates alternative hypotheses ❖ Critiques hypotheses and ideas at a level consistent with knowledge base ❖ Acknowledges presence of contradictions</td>
<td>❖ Distinguishes relevant from irrelevant patient data ❖ Readily formulates and critiques alternative hypotheses and ideas ❖ Infers applicability of information across populations ❖ Exhibits openness to contradictory ideas ❖ Identifies appropriate measures and determines effectiveness of applied solutions efficiently ❖ Justifies solutions selected</td>
<td>❖ Develops new knowledge through research, professional writing and/or professional presentations ❖ Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process ❖ Weighs information value based on source and level of evidence ❖ Identifies complex patterns of associations ❖ Distinguishes when to think intuitively vs. analytically ❖ Recognizes own biases and suspends judgmental thinking ❖ Challenges others to think critically</td>
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2. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

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<th>Beginning Level:</th>
<th>Intermediate Level:</th>
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<tr>
<td>✗ Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting</td>
<td>✗ Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences</td>
<td>✗ Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups</td>
<td>✗ Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning</td>
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<td>✗ Recognizes impact of non-verbal communication in self and others</td>
<td>✗ Restates, reflects and clarifies message(s)</td>
<td>✗ Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing</td>
<td>✗ Effectively delivers messages capable of influencing patients, the community and society</td>
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<td>✗ Recognizes the verbal and non-verbal characteristics that portray confidence</td>
<td>✗ Communicates collaboratively with both individuals and groups</td>
<td>✗ Maintains open and constructive communication</td>
<td>✗ Provides education locally, regionally and/or nationally</td>
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<tr>
<td>✗ Utilizes electronic communication appropriately</td>
<td>✗ Collects necessary information from all pertinent individuals in the patient/client management process</td>
<td>✗ Utilizes communication technology effectively and efficiently</td>
<td>✗ Mediates conflict</td>
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<tr>
<td>✗ Provides effective education (verbal, non-verbal, written and electronic)</td>
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3. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

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<tbody>
<tr>
<td>❖ Recognizes problems</td>
<td>❖ Prioritizes problems</td>
<td>❖ Independently locates, prioritizes and uses resources to solve problems</td>
<td>❖ Weighs advantages and disadvantages of a solution to a problem</td>
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<td>❖ States problems clearly</td>
<td>❖ Identifies contributors to problems</td>
<td>❖ Accepts responsibility for implementing solutions</td>
<td>❖ Participates in outcome studies</td>
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<tr>
<td>❖ Describes known solutions to problems</td>
<td>❖ Consults with others to clarify problems</td>
<td>❖ Implements solutions</td>
<td>❖ Participates in formal quality assessment in work environment</td>
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<tr>
<td>❖ Identifies resources needed to develop solutions</td>
<td>❖ Appropriately seeks input or guidance</td>
<td>❖ Reassesses solutions</td>
<td>❖ Seeks solutions to community health-related problems</td>
</tr>
<tr>
<td>❖ Uses technology to search for and locate resources</td>
<td>❖ Prioritizes resources (analysis and critique of resources)</td>
<td>❖ Considers consequences of possible solutions</td>
<td>❖ Considers second and third order effects of solutions chosen</td>
</tr>
<tr>
<td>❖ Identifies possible solutions and probable outcomes</td>
<td>❖ Considers consequences of possible solutions</td>
<td>❖ Evaluates generalizability of current evidence to a particular problem</td>
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4. **Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

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<tbody>
<tr>
<td>❖ Maintains professional demeanor in all interactions</td>
<td>❖ Recognizes the non-verbal communication and emotions that others bring to professional interactions</td>
<td>❖ Demonstrates active listening skills and reflects back to original concern to determine course of action</td>
<td>❖ Establishes mentor relationships</td>
</tr>
<tr>
<td>❖ Demonstrates interest in patients as individuals</td>
<td>❖ Establishes trust</td>
<td>❖ Responds effectively to unexpected situations</td>
<td>❖ Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify</td>
</tr>
<tr>
<td>❖ Communicates with others in a respectful and confident manner</td>
<td>❖ Seeks to gain input from others</td>
<td>❖ Respects role of others</td>
<td></td>
</tr>
</tbody>
</table>
Respects differences in personality, lifestyle and learning styles during interactions with all persons
Maintains confidentiality in all interactions
Recognizes the emotions and bias that one brings to all professional interactions

Accommodates differences in learning styles as appropriate

Demonstrates ability to build partnerships
Applies conflict management strategies when dealing with challenging interactions
Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them

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

<table>
<thead>
<tr>
<th>Beginning Level:</th>
<th>Intermediate Level:</th>
<th>Entry Level:</th>
<th>Post Entry Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates punctuality</td>
<td>Displays awareness of and sensitivity to diverse populations</td>
<td>Educates patients as consumers of health care services</td>
<td>Recognizes role as a leader</td>
</tr>
<tr>
<td>Provides a safe and secure environment for patients</td>
<td>Completes projects without prompting</td>
<td>Encourages patient accountability</td>
<td>Encourages and displays leadership</td>
</tr>
<tr>
<td>Assumes responsibility for actions</td>
<td>Delegates tasks as needed</td>
<td>Directs patients to other health care professionals as needed</td>
<td>Facilitates program development and modification</td>
</tr>
<tr>
<td>Follows through on commitments</td>
<td>Collaborates with team members, patients and families</td>
<td>Acts as a patient advocate</td>
<td>Promotes clinical training for students and coworkers</td>
</tr>
<tr>
<td>Articulates limitations and readiness to learn</td>
<td>Provides evidence-based patient care</td>
<td>Promotes evidence-based practice in health care settings</td>
<td>Monitors and adapts to changes in the health care system</td>
</tr>
<tr>
<td>Abides by all policies of academic program and clinical facility</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

<table>
<thead>
<tr>
<th><strong>Beginning Level:</strong></th>
<th><strong>Intermediate Level:</strong></th>
<th><strong>Entry Level:</strong></th>
<th><strong>Post Entry Level:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✤ Abides by all aspects of the academic program honor code and the APTA Code of Ethics</td>
<td>✤ Identifies positive professional role models within the academic and clinical settings</td>
<td>✤ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary</td>
<td>✤ Actively promotes and advocates for the profession</td>
</tr>
<tr>
<td>✤ Demonstrates awareness of state licensure regulations</td>
<td>✤ Acts on moral commitment during all academic and clinical activities</td>
<td>✤ Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity</td>
<td>✤ Pursues leadership roles</td>
</tr>
<tr>
<td>✤ Projects professional image</td>
<td>✤ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such</td>
<td>✤ Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in</td>
<td>✤ Supports research</td>
</tr>
<tr>
<td>✤ Attends professional meetings</td>
<td>✤ Demonstrates accountability for all decisions and behaviors in academic and clinical settings</td>
<td>✤ Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity</td>
<td>✤ Participates in education of the community</td>
</tr>
<tr>
<td>✤ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers</td>
<td>✤ Accepts responsibility for implementing solutions</td>
<td>✤ Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in</td>
<td>✤ Demonstrates the ability to practice effectively in multiple settings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✤ Acts as a clinical instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✤ Advocates for the patient, the community and society</td>
</tr>
</tbody>
</table>
input and share decision making
   - Discusses societal expectations of the profession
activities that further education/professional development
   - Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices
   - Discusses role of physical therapy within the healthcare system and in population health
   - Demonstrates leadership in collaboration with both individuals and groups

### 7. Use of Constructive Feedback

**Beginning Level:**
- Demonstrates active listening skills
- Assesses own performance
- Actively seeks feedback from appropriate sources
- Demonstrates receptive behavior and positive attitude toward feedback
- Incorporates specific feedback into behaviors
- Maintains two-way communication

**Intermediate Level:**
- Critiques own performance accurately
- Responds effectively to constructive feedback
- Utilizes feedback when establishing professional and patient related goals
- Develops and implements a plan of action in response to feedback
- Provides constructive and timely feedback

**Entry Level:**
- Independently engages in a continual process of self-evaluation of skills, knowledge and abilities
- Responds effectively to constructive feedback
- Utilizes feedback when establishing professional and patient related goals
- Develops and implements a plan of action in response to feedback
- Provides constructive and timely feedback

**Post Entry Level:**
- Engages in non-judgmental, constructive problem-solving discussions
- Acts as conduit for feedback between multiple sources
- Seeks feedback from a variety of sources to include students/supervisors/peers/supervisors/patients
- Utilizes feedback when analyzing
### Appendix B – Professional Behavior Policy

<table>
<thead>
<tr>
<th>without defensiveness</th>
<th>Modifies feedback given to patients according to learning styles and updating professional goals</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th><strong>Beginning Level:</strong></th>
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<th><strong>Entry Level:</strong></th>
<th><strong>Post Entry Level:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Comes prepared for the day’s activities/responsibilities</td>
<td>✓ Utilizes effective methods of searching for evidence for practice decisions</td>
<td>✓ Uses current best evidence</td>
<td>✓ Advances profession by contributing to the body of knowledge (outcomes, case studies, etc)</td>
</tr>
<tr>
<td>✓ Identifies resource limitations (i.e. information, time, experience)</td>
<td>✓ Recognizes own resource contributions</td>
<td>✓ Collaborates with members of the team to maximize the impact of treatment available</td>
<td>✓ Applies best evidence considering available resources and constraints</td>
</tr>
<tr>
<td>✓ Determines when and how much help/assistance is needed</td>
<td>✓ Shares knowledge and collaborates with staff to utilize best current evidence</td>
<td>✓ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations</td>
<td>✓ Organizes and prioritizes effectively</td>
</tr>
<tr>
<td>✓ Accesses current evidence in a timely manner</td>
<td>✓ Discusses and implements strategies for meeting productivity standards</td>
<td>✓ Gathers data and effectively interprets and assimilates data to determine plan of care</td>
<td>✓ Prioritizes multiple demands and situations that arise on a given day</td>
</tr>
<tr>
<td>✓ Verbalizes productivity standards and identifies barriers to meeting productivity standards</td>
<td>✓ Identifies need for and seeks referrals to other disciplines</td>
<td>✓ Discussed and implements strategies for meeting productivity standards</td>
<td>✓ Mentors peers and supervisees in productivity and/or effectiveness without decrement in quality of care</td>
</tr>
<tr>
<td>✓ Self-identifies and initiates learning opportunities during unscheduled time</td>
<td></td>
<td>✓ Meets productivity standards while providing quality care</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Beginning Level:</th>
<th>Intermediate Level:</th>
<th>Entry Level:</th>
<th>Post Entry Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes own stressors</td>
<td>Actively employs stress management techniques</td>
<td>Demonstrates appropriate affective responses in all situations</td>
<td>Recognizes when problems are unsolvable</td>
</tr>
<tr>
<td>Recognizes distress or problems in others</td>
<td>Reconciles inconsistencies in the educational process</td>
<td>Responds calmly to urgent situations with reflection and debriefing as needed</td>
<td>Assists others in recognizing and managing stressors</td>
</tr>
<tr>
<td>Seeks assistance as needed</td>
<td>Maintains balance between professional and personal life</td>
<td>Prioritizes multiple commitments</td>
<td>Demonstrates preventative approach to stress management</td>
</tr>
<tr>
<td>Maintains professional demeanor in all situations</td>
<td>Accepts constructive feedback and clarifies expectations</td>
<td>Reconciles inconsistencies within professional, personal and work/life environments</td>
<td>Establishes support networks for self and others</td>
</tr>
<tr>
<td></td>
<td>Establishes outlets to cope with stressors</td>
<td>Demonstrates ability to defuse potential stressors with self and others</td>
<td>Offers solutions to the reduction of stress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Models work/life balance through health/wellness behaviors in professional and personal life</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Beginning Level:</th>
<th>Intermediate Level:</th>
<th>Entry Level:</th>
<th>Post Entry Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritizes information needs</td>
<td>Researches and studies areas where own knowledge base is lacking in order to augment learning and practice</td>
<td>Respectfully questions conventional wisdom</td>
<td>Acts as a mentor not only to other PT’s, but to other health professionals</td>
</tr>
<tr>
<td>Analyzes and subdivides large questions into components</td>
<td>Applies new information and evidence</td>
<td>Formulates and re-evaluates position based on available evidence</td>
<td>Utilizes mentors w/ knowledge available</td>
</tr>
<tr>
<td>Identifies own learning needs based on previous experiences</td>
<td></td>
<td>Demonstrates confidence in</td>
<td>Continues to seek and review</td>
</tr>
<tr>
<td>Welcomes and/or seeks new learning opportunities</td>
<td>re-evaluates performance</td>
<td>sharing new knowledge with all staff levels</td>
<td></td>
</tr>
<tr>
<td>Seeks out professional literature</td>
<td>Accepts that there may be more than one answer to a problem</td>
<td>Modifies programs and treatments based on newly-learned skills and considerations</td>
<td></td>
</tr>
<tr>
<td>Plans and presents an in-service, research or cases studies</td>
<td>Recognizes the need to and is able to verify solutions to problems</td>
<td>Consults with other health professionals and physical therapists for treatment ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reads articles critically and understands limits of application to professional practice</td>
<td></td>
<td>relevant literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Works towards clinical specialty certifications or training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Is committed to PT’s role in the health care environment today (i.e. wellness clinics, holistic care)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pursues participation in clinical education as an educational opportunity</td>
</tr>
</tbody>
</table>
### Appendix D – Copyright Policy

**Sample Form only [on-line version used in program]**

If you anticipate or need to plan for an excused absence, e.g., personal commitment/appointment, a written request should be submitted to the Department Head in advance for consideration/approval by the faculty. Approval of requests for excused absences will require the inclusion of the plan from the student for making up missed content. Request for excused absences for activities other than health issues, family emergencies, etc., will be scrutinized closely by the faculty and will be judged individually and on their own merits relative to the value of the content to be missed and probability of recreation of missed content… it should be submitted to the Department Head at least three weeks in advance… You should not assume approval of a request for excused absence until you receive notification of faculty approval.” (Excerpts from UNG Physical Therapy Student Handbook – Class attendance policy)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>7111</td>
<td>Gross Anatomy and Embryology</td>
</tr>
<tr>
<td>7121</td>
<td>Medical Terminology (online)</td>
</tr>
<tr>
<td>7411</td>
<td>Professional Socialization I: Introduction</td>
</tr>
<tr>
<td>7141</td>
<td>Clinical Physiology I: Medical Physiology</td>
</tr>
<tr>
<td>7171</td>
<td>Neuroscience I</td>
</tr>
<tr>
<td>7311</td>
<td>Patient Care Skills I: Examination</td>
</tr>
<tr>
<td>7525</td>
<td>Clinical Research II: Statistics</td>
</tr>
<tr>
<td>7151</td>
<td>Clinical Physiology II: Exercise Physiology</td>
</tr>
<tr>
<td>7161</td>
<td>Clinical Kinesiology</td>
</tr>
<tr>
<td>7181</td>
<td>Neuroscience II</td>
</tr>
<tr>
<td>7321</td>
<td>Patient Care Skills II : Teaching &amp; Learning</td>
</tr>
<tr>
<td>7512</td>
<td>Clinical Research I: Design</td>
</tr>
</tbody>
</table>

**DPT II**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>7332</td>
<td>Patient Care Skills III: Interventions</td>
</tr>
<tr>
<td>7526</td>
<td>Clinical Research III: EBP</td>
</tr>
<tr>
<td>7712</td>
<td>Clinical Education I (8 Weeks)</td>
</tr>
<tr>
<td>7342</td>
<td>Patient Care Skills IV: P &amp; O</td>
</tr>
<tr>
<td>7525</td>
<td>Clinical Research II: Statistics</td>
</tr>
<tr>
<td>7222</td>
<td>Pharmacology &amp; Diagnostics I</td>
</tr>
<tr>
<td>7612</td>
<td>Clinical Problems I: Musculoskeletal I</td>
</tr>
<tr>
<td>7192</td>
<td>Psychosocial Issues in Health Care</td>
</tr>
<tr>
<td>7663</td>
<td>Clinical Problems VI: Neuromuscular II</td>
</tr>
<tr>
<td>7253</td>
<td>Pharmacology &amp; Diagnostics IV</td>
</tr>
<tr>
<td>7622</td>
<td>Clinical Problems II: Musculoskeletal II</td>
</tr>
</tbody>
</table>

**DPT III**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>7643</td>
<td>Clinical Problems IV: Integumentary Care</td>
</tr>
<tr>
<td>7243</td>
<td>Pharmacology &amp; Diagnostics III: Integ. Care</td>
</tr>
<tr>
<td>7232</td>
<td>Pharmacology &amp; Diagnostics II: Cardiopulmonary</td>
</tr>
<tr>
<td>7632</td>
<td>Clinical Problems V: Cardiopulmonary Care</td>
</tr>
<tr>
<td>7723</td>
<td>Clinical Education II</td>
</tr>
<tr>
<td>7423</td>
<td>Professional Socialization II: Management</td>
</tr>
<tr>
<td>7663</td>
<td>Clinical Problems VI: Neuromuscular II</td>
</tr>
</tbody>
</table>

(Holds Fall 2016. Moves to Spring 2017)

- Have you consulted ALL appropriate course managers concerning this absence? **Yes** No
- Please have ALL course managers initial and enter date of contact:
  - Dr. Mary Ellen Oesterle
  - Dr. Reza Nourbakhsh
  - Dr. Andy Robinson
  - Dr. Sue Ann Kalish
  - Dr. Jenny Wiley
  - Dr. Eunes Park
  - Dr. Robert Powers
  - Dr. Rachael Walton-Mouw
  - Dr. Kimberly Castle
  - Dr. Stanislaw Solnik
  - Dr. Don Walsh
  - Dr. Teresa Conner-Kerr (see Dr. Oesterle)
- Have you consulted your academic advisor concerning this absence? **Yes** No
- Date of contact with your advisor: __________________________
- Provide the reason(s) for the proposed absence: __________________________

SPT Signature: __________________________ Date: __________________________

| For Administrative Use Only (Do not write in this space) |
|-----------------|-----------------|-----------------|-----------------|
| Approved        | Excused         | Disapproved     | Unexcused       |
Copyright Policy

University of North Georgia adheres to the practices and policies set forth by the University System of Georgia Board of Regents and federal copyright laws [http://www.usg.edu/copyright]

Copyright Contact Information
Terri Bell Copyright Assistant
Phone 706-867-2738
terri.gunter@ung.edu

University of North Georgia Copyright Compliance Policy Library and Classroom
The purpose of the University of North Georgia (UNG) Copyright Compliance Policy: Library and Classroom is to provide a summary of U.S. copyright law as it relates to the use of text-based copyright-protected works in the classroom and library at UNG, and to provide guidelines and procedures for obtaining copyright permission to use these works. U.S. copyright law contains many gray areas, and the goal of this policy is to provide UNG administrators, faculty, librarians, students, employees, and others with a standard approach for addressing complex copyright issues. This policy covers classroom issues such as photocopying, online and distance education, and coursepacks. It also covers library uses for print and electronic reserves, ILL and document delivery. Other UNG copyright and intellectual property policies may complement this policy by providing guidance on copyright issues beyond text-based materials used in the classroom and library. This policy provides practical advice and procedures on copyright-related matters; however, it is not a substitute for legal advice, and proper legal advice should be obtained when necessary. To learn more about copyright policy and best practices, consult: The Georgia Board of Regents Guide to Understanding Copyright & Educational Fair Use.

Copyright Compliance
In order to comply with copyright law it is important to understand copyright and the two important exemptions that have been put in place in order to balance the rights of copyright holders with the needs of higher education. The Fair Use Exemption checklist (see below) and the Teach Act together will help you to determine if a work can be used without infringement. It is very important that after determining your fair use, that you print and save this checklist for your own records. Also, the Public Domain is a great source for finding works that are no longer under copyright, see the links below.

- Fair Use Checklist (fillable PDF)
- See also Copyright Basics (US Copyright Office)

Additional Guidelines for Electronic Reserves
http://www.usg.edu/copyright/additional_guidelines_for_electronic_reserves
The University System of Georgia supports instruction with electronic reserves and similar electronic services. The primary function of these services is to assure that students and teachers will have timely access to course-related library resources. Course materials that are authored by professors, such as syllabi, lecture notes or exams, may be made available on electronic reserves. The following standards apply to use of copyrighted works for electronic reserves:
Instructors [or students] are responsible for evaluating, on a case-by-case basis, whether the use of a copyrighted work on electronic reserves requires permission or qualifies as a fair use. If relying upon the fair use exception, instructors must complete a copy of the fair use checklist before submitting material for electronic reserves.

Inclusion of materials on electronic reserves will be at the request of the instructor for his or her educational needs.

Materials made available on electronic reserves should include a citation to the original source of publication and a form of copyright notice.

The instructor, library or other unit of the institution must possess a lawfully obtained copy of any material submitted for electronic reserves.

Access to course material on electronic reserves should be restricted by password to students and instructors enrolled in and responsible for the course. Access should be terminated as soon as the student has completed the course.

Library reserves staff should check to see whether materials submitted for electronic reserves are available through an electronic database or are otherwise legally available. If so, staff should provide a link rather than scanning and posting the material.

Library reserves staff should delete materials available on electronic reserves at the conclusion of each semester.

Institutions at the University System of Georgia will impose no charge to students for access to materials on electronic reserves.

**PHOTOCOPYING BY STUDENTS**

Photocopying by students is subject to a fair use analysis as well. A single photocopy of a portion of a copyright-protected work, such as a copy of an article from a scientific journal made for research, may be made without permission. Photocopying all the assignments from a book recommended for purchase by the instructor, making multiple copies of articles or book chapters for distribution to classmates, or copying material from consumable workbooks, all require permission.

**Document Delivery Services**

It is important to maintain a distinction between ILL and Document Delivery Services (DDS). Photocopying for DDS requires copyright permission. The UNG library may participate in interlibrary loans without obtaining permission provided that the "aggregate quantities" of articles or items received by the patron do not substitute for a periodical subscription or purchase of a work. UNG follows the CONTU guidelines for defining "aggregate quantities." The CONTU guidelines state that requesting and receiving more than five articles from a single periodical within a calendar year or a total of six or more copies of articles published within five years prior to the date of request would be too many under CONTU. If the articles or items being copied have been obtained through a digital license, you must check the license to see under what terms and conditions, if any, interlibrary loan is permitted.

**Distance Education and Course Management Systems**

In 2002, the Technology, Education and Copyright Harmonization (TEACH) Act became law and expanded the latitude universities, including UNG, have for the performance and display of copyright-protected materials in a distance education environment, including through the use of Course Management Systems (CMS). The copyright requirements for TEACH and CMS postings are similar to those of classroom handouts, but extend the traditional rules for
those handouts to the digital transmission of materials to distance education students. If the use is spontaneous and will not be repeated, copyright permission is not required; however, the content may not remain posted for extended periods of time. If the use is planned, repeated or involves works that have existed long enough that one could reasonably expect to receive a response to a request for copyright permission, you must obtain copyright permission.

Copyright and Foreign Works: The U.S. is a member of the leading international copyright treaty, the Berne Convention. As such, when UNG uses a copyright-protected work from another country, the protections provided to works by U.S. copyright law automatically apply to the use of that work as well (assuming the use takes place in the U.S.). Copyright Clearance Center has many reciprocal licenses to allow use of materials from other countries.

HOW TO OBTAIN COPYRIGHT PERMISSION: Permission to use copyright-protected materials, when required, should be obtained prior to using those materials. It is best to obtain permission in writing (including e-mail) and to ensure that the Copyright Officer (Shawn Tonner) has a copy of each permission form or letter. The time to obtain permission may vary and, where possible, it is recommended to start the permissions procedure at least six months prior to the time that you wish to use the materials. If you need a quicker permission, let the copyright owner know this and he/she may be able to get back to you more quickly. Often, Copyright Clearance Center is your quickest resource for obtaining copyright permission.

REPORTING SUSPECTED INFRINGEMENTS: If you suspect that anyone at UNG, including a student, is using any copyright-protected material without the permission of the copyright holder, immediately report this to Shawn Tonner, Copyright Officer at 706-864-1514 or Shawn.Tonner@ung.edu.

REVIEW AND INTERPRETATION OF POLICY This Policy will be reviewed annually and updated if necessary. For interpretation of this Policy, contact Terri Gunter, Copyright Assistant at 706-867-2738 or Terri.Gunter@ung.edu. The University of North Georgia Copyright Compliance Policy: Library and Classroom has been most recently updated in 2013.

Adapted with permission from the Copyright Clearance Center, Inc.
http://www.copyright.com/Services/copyrightoncampus/compliance/policy_sample.html
Confidentiality Agreement
UNG Department of Physical Therapy

I, __________________________ (student name) understand that UNG Department of Physical Therapy, North Georgia Faculty Practice, and all contracted clinical education affiliation sites have a legal and ethical responsibility to safeguard the privacy of all patients and to protect the confidentiality of their health information.

I understand that during the course of my clinical experience or other affiliation with any of the previously stated facilities, I may see or hear other confidential information such as financial data and operational information pertaining to the activities that is obligated to maintain as confidential.

I am aware that confidentiality and information security training is required for members of the previously identified workforce and I acknowledge that I have received similar training from the physical therapy faculty at UNG and agree to follow policies and procedures.

I will not access or view any information, including my own or family members, other than what is required to meet my clinical or academic requirements. If I have any questions about whether access to certain information is required for me to complete my requirements, I will immediately ask my instructor for clarification.

I will not discuss any information, pertaining to previously identified facilities or designated patients in an area where unauthorized individuals may hear such information (i.e. in hallways, on elevators, in the cafeteria, on public transportation, at restaurants, or at social events). I understand that it is not acceptable to discuss any information in public areas even if specifics, such as a patient’s name, are not used.

I will not make inquiries about any information for any individual or party who does not have proper authorization to access such information.

I will not make any unauthorized transmissions, copies, disclosures, inquiries, modifications, or purging of information. Such unauthorized transmissions include, but are not limited to, removing and/or transferring information from previously said facility computer system to unauthorized locations (i.e. for home).

Upon completion of my clinical educational experience or other academic experience with previously said facilities, I will immediately return all property (i.e. keys, documents, ID badges, etc.) to designated contact.

I agree that my obligation under this agreement regarding information will continue following completion of my educational experience with previously said academic and clinical facilities.

I understand that violation of this agreement may result in disciplinary action, up to and including termination of my educational experience or assigned affiliation with and/or suspension, restriction or loss of privileges, in accordance with written policies, as well as potential personal civil and criminal legal penalties.

Signature of Student

Printed Name

Date
Audiovisual Release University of North Georgia Doctorate Physical Therapy Program

I, ____________________________, hereby agree to give consent without compensation to participate with the Doctorate Physical Therapy Program faculty in the making of audiovisual materials (slides, prints, video tapes) and sound tracks designed for use in the education and continuing education of physical therapists. I consent to allow the College, the program, and all persons associated with the program to use said materials with discretion in classrooms, workshops, meetings or publications for health care professionals. I understand the situations in which these materials may be used and I agree to participate as a volunteer. I hereby expressly waive any possible claim on my part for damages or remuneration in any form in connections with the preparation and use of said audiovisual materials. I understand these materials may be used in subsequent years.

I, ____________________________, do hereby release and forever discharge the University of North Georgia and all of its officers and employees from any and all claims, demands, and causes of action rising out of this demonstration, and assume all risks of personal injuries suffered by me as a result of such demonstration.

__________________________________________  ____________________________
Signature of Participant or Parent/Guardian    Date

Address/Phone Number

__________________________________________

__________________________________________

__________________________________________

Witness (Course Instructor)  Date
AFFIDAVIT- ESSENTIAL FUNCTIONS
DOCTORATE PROGRAM IN PHYSICAL THERAPY
UNIVERSITY OF NORTH GEORGIA
ADMISSION, RETENTION, PROMOTION AND GRADUATION

1. Observation: Independently the student must be able to observe a patient accurately.
2. Communication: The student must be able to utilize verbal, non-verbal and written communication.
3. Sensorimotor: The student must be able to safely, reliably, and efficiently perform physical therapy assessment and treatment and possess speed, strength, coordination, and endurance for safely handling self, classmates and clients.
4. Intellectual/Conceptual: The student must be able to problem-solve rapidly. Demonstrate the ability to learn and reason, and to integrate analyze and synthesize data concurrently in a multitask setting. Students must be able to comprehend three dimensional relationships and understand spatial relationships of structures.
5. Judgment: The student must be able to practice in a safe, ethical and legal manner. The student must be able to respond to emergencies, demonstrate management skills, including planning, organizing, supervising and delegating.
6. Behavioral/Social: Student must possess the emotional health required for full use of their intellectual abilities. They must be able to adapt to change display flexibility and deal with stress and uncertainty.

I have read the above described Essential Functions for the Graduate Program in Physical Therapy at the University of North Georgia for admission, retention and graduation, and I declare:

(Check all that apply):

_____ I am able to meet the Department of Physical Therapy’s Essential Functions without accommodations.

_____ I have already submitted a Voluntary Disclosure of Disability form and Request for Services and Accommodations form to the Division of Learning Support Services.

_____ I have not yet submitted a Voluntary Disclosure of Disability form and Request for Services and Accommodations form to the Division of Learning Support Services.

_____ I have a disability that necessitates accommodation to meet the Department of Physical Therapy’s Essential Functions. In accordance with the Procedural Policies, I will submit to the Director of the Division of Learning Support Services documentation of the disability, a request for a reasonable accommodation, and a copy of this affidavit.

________________________________________
Printed Name of Applicant

________________________________________
Signature of Applicant

________________________________________
Date
The Professional Behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills but are nevertheless required for success in the profession. The quality of professional behavior expected of program graduates is exemplified by the ten Physical Therapy specific Professional Behaviors and the three levels of associated behavioral criteria. Satisfactory progress is demonstrated by exhibiting Beginning Level Criteria by the end of the first year, Developing Level Criteria by the end of the second year and Entry Level criteria by the end of the final 16 week clinical internship.

1. Critical Thinking  
2. Communication  
3. Problem Solving  
4. Interpersonal Skills  
5. Responsibility  
6. Professionalism  
7. Use of Constructive Feedback  
8. Effective Use of Time & Resources  
9. Stress Management  
10. Commitment to Learning

I have read the above described Professional Behavior Policy for the Graduate Program in Physical Therapy at the University of North Georgia for purposes of admission, retention, promotion and graduation. I understand that I will be expected to develop appropriate behaviors exemplified by the Professional Behaviors and do so at the expected levels and within the expected time-frames.

______________________________________________________________
Printed Name of Applicant

______________________________________________________________
Signature of Applicant   Date
Substance Abuse Policy – Declination Form
UNIVERSITY OF NORTH GEORGIA GRADUATE
PROGRAM IN PHYSICAL THERAPY

I, (please print name) ____________________________________________, understand that I have the right to appeal the decision of faculty of the University of North Georgia Department of Physical Therapy, to require me to provide a specimen for a random drug screen and/or to refuse to provide same. I also understand that refusal to comply with the request of faculty to provide a specimen for a random drug screen could result in immediate dismissal from the Doctorate Program in Physical Therapy.

______________________________________________________________
Printed Name of Applicant

______________________________________________________________
Signature of Applicant

______________
Date
I (please print name) ___________________________ agree that by taking

Doctorate in Physical Therapy courses all required papers and/or project reports may be subjected to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

______________________________
Printed Name of Applicant

______________________________       _______________
Signature of Applicant               Date
HANDBOOK ACKNOWLEDGEMENT FORM

I have reviewed all the information including the policies in the student handbook of the University of North Georgia, Department of Physical Therapy and consider myself responsible for all the contents of the handbook.

Additionally, I have signed the following forms and submitted to the administrative assistant for clinical education.

Essential Functions
Professional Behaviors
Turnitin.com
Substance Abuse

__________________________________________________________
Student Name (PLEASE PRINT)

__________________________________________________________
Student Signature Date