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January 6, 2014

Dear DPT Graduate Student:

We wish you a special welcome to the Doctor of Physical Therapy Program at Winston Salem State University. It is truly an exciting time to enter the WSSU DPT Program and we are excited that you will begin your journey to become a physical therapist with our family. WSSU DPT is positioned strongly to provide you with an innovative and state-of-the-art education while also providing you with life changing experiences in our community care clinic. You will have access to the latest in human movement analysis equipment in our shared lab with Wake Forest University Baptist Medical and School of Health Sciences virtual hospital with high fidelity human patient simulators.

Our profession is a noble one and we are privileged to serve those who require our assistance to achieve optimal healing and functional mobility. As you begin this extraordinary journey, stay focused. This is a challenging journey and one that you can successfully navigate with hard work, dedication and teamwork.

As a graduate student in a clinical program, you will have many responsibilities. It is important that you manage your time wisely and that you follow and adhere to departmental policies and procedures along with those required by the university. The faculty and staff of the Department of Physical Therapy are invested in providing you with an excellent educational experience in preparation for your professional career. It has long been a tradition at WSSU for students to “enter to learn and depart to serve”. During your tenure here, you will face many new challenges, gain additional insight, and strive to achieve goals that you may have thought impossible. We encourage you to “imagine the possibilities and realize success”. It is our desire that you share our vision of excellence and life-long learning in your professional development.

We are proud to be a part of a profession that promotes health and wellness through healthy lifestyles. This process also involves alleviation of pain, facilitation of healing and rehabilitation to restore the individual to "normal" activities of daily living. As you prepare to meet these and other challenges, we want to charge you to act professionally and ethically in interactions with your classmates, patients, consumers and other health care practitioners. Professional behavior also means being an active participant in the educational process including student government, professional organizations and your community.

This handbook contains program policies and procedures, description of the curriculum, references to university guidelines and policies, and other items of interest to you as you matriculate through this program. It is your responsibility to know and follow the guidelines detailed within this document along with those of the University.

Please print the last page of this handbook acknowledging that you have received, read and agreed to adhere to the policies and procedures described within this handbook. Please turn this page with signature affixed into to Dr. Conner-Kerr on January 6, 2013. She will witness your signature and file the forms with our departmental assistant. Other required policy forms with signatures are also due at this time and include the following: Photo release form, Informed consent for participation in educational clinical practice, Essential functions affidavit, and Academic integrity form.

Again, welcome to our family. We look forward to your time in the program and may your professional training and stay here be challenging, enlightening, and rewarding.

Dr. Teresa Conner-Kerr
&
The Faculty and Staff of the Department of Physical Therapy
Winston Salem State University
Physical Therapy Department

VISION

The Winston Salem State University Department of Physical Therapy will develop diverse graduates of distinction in clinical performance, leadership, and service in the profession of physical therapy through innovative education, research, and community outreach.

MISSION

The Winston Salem State University Department of Physical Therapy develops doctors of physical therapy from diverse backgrounds who serve the people of North Carolina and beyond.

VALUES

We believe in a diverse profession committed to alleviating health care disparities. In keeping with this value, the Physical Therapy Department will develop practitioners who engender the values of:

- Social and professional responsibility
- Integrity
- Cultural competency
- Leadership
- Personal and professional development
- Scholarship and evidence based practice

DPT Student Learning Outcomes:

1. Provide services to diverse patients and clients who are impaired or have experienced declines in physical function and health status resulting from injury, disease, or other causes
2. Interact and collaborate with a variety of healthcare professionals to provide the best service to address the needs of the client
3. Determine and effectively communicate with a diverse clientele in order to address risk factors that may impede optimal functioning
4. Advocate for prevention and promote health, wellness, and fitness to address causes of health disparities between the majority culture and ethnic minorities
5. Engage in critical inquiry to address the needs of patients and clients
6. Direct and supervise physical therapy services, including support personnel
7. Provide services utilizing the art and science of physical therapy (PT) in an autonomous manner
DESCRIPTION OF DEPARTMENT:

Housed within the F.L. Atkins Building in the School of Health Sciences (SOHS), the Department of Physical Therapy consists of thirteen full-time faculty positions, several associated/adjunct faculty members, two full-time administrative staff and approximately 82 doctoral students. State-of-the-art facilities include: ~8700 sq ft of dedicated classroom, office and laboratory space; including a 2,000 sq ft Human Performance and Biodynamics Laboratory shared with Wake Forest University (WFU), Department of Surgical Services. This laboratory contains a full complement of motion analysis, metabolic, EMG, pressure mapping, neuromuscular and postural assessment equipment along with virtual reality rehabilitation technology and a dance studio. The program also has access to the newly completed 4,000 sq ft shared SOHS virtual hospital which houses a full complement of high fidelity human patient simulators (adult, pregnant female, child and infants). Students have opportunities throughout the program to practice with their professors in the Physical Therapy Program free clinic. This clinic is housed in the Walkertown Community Care Center which provides free care to over 17,000 uninsured individuals whose income is 200% below the federally defined poverty level. Students may also participate in the Pediatric Fitness Screening service on the RAMS Know How Van and in the Clinical Gait Assessment Service provided in collaboration with WFU Orthopedics.

Students have access to the on-campus O’Kelly Library as well as to the WFU Medical Library and its Gross Anatomy and Pathology classrooms and labs. The rigorous 3 year program challenges and develops students year round. A new class is admitted each January with completion of program requirements occurring in the 9th semester of the third year. Clinical experiences at over 150 affiliated sites are interspersed throughout the curriculum. Students spend a total of 36 weeks at four different clinical sites under the direct supervision of highly experienced and dynamic clinical instructors.

DEPARTMENTAL PHILOSOPHY:

In keeping with the mission of WSSU, the Physical Therapy Department will develop practitioners who engender the values of social and professional responsibility, integrity, scholarship, cultural competency and leadership, as well as personal and professional development. Graduates will “discover, create, transmit, and apply knowledge to address the needs of individuals and society” in order to fulfill the published objectives of the “University of North Carolina Tomorrow” document. The program will continue to increase the number of minority physical therapists in the state and the nation. This overall statement of program principles and values is also reflected in the curricular themes, which are selected based on relevance to the changing scope of practice and responsibilities of today’s physical therapist. Graduates must now function as both independent and interdisciplinary health care providers, patient care managers, educators, researchers, and administrators. WSSU graduates will be prepared for this challenging practice environment through the emphasis of the following themes.
DPT CURRICULUM

The curriculum framework for the Doctor of Physical Therapy program (DPT) program builds on the core values of the physical therapy profession. These include professionalism, ethics, social responsibility, and cultural competency. These core values are inculcated in students as they move from the classroom to the laboratory to the community to the clinic. Two additional themes, health disparities and autonomous and evidence-based practice, permeate the curriculum. The didactic, clinical, and research experiences are designed to produce autonomous practitioners, educators, and leaders who serve their communities.

The heuristic model of the DPT curriculum is built upon six primary themes:
1. Professionalism
2. Ethical practice
3. Social responsibility
4. Cultural competency
5. Autonomous and evidence-based practice
6. Health disparities

These themes, which are reinforced through multiple course offerings, permeate the curriculum. For example, four of the themes (professionalism, ethical practice, cultural competency and leadership) are introduced during the first year in DPT 6201 Professional Issues. This course provides a framework for the development of professional behaviors through the study of the history and development of physical therapy as a profession. The four themes are re-enforced and developed more fully in courses such as DPT 7102 Therapy Clinical Education Seminar during the second year and in DPT 8403 Administration and Management during the third year.

Capstone experiences required of students in the community clinic and clinical internship sequence focus intensively on the six curricular themes. Upon completion of the clinical internship sequence (DPT 7102 Clinical Education Seminar, DPT 7701 Clinical Education I, DPT 7702 Clinical Education II, DPT 8801 Clinical Education III, DPT 8802 Clinical Education IV), students are expected to demonstrate professionalism, ethical practice, social responsibility, cultural competence,
health disparity identification, and autonomous and evidence-based practice. Initial preparation to meet these competencies occurs in DPT 6205 Community Clinic under the direct supervision of program faculty and progresses through four independent clinical internships.

RESEARCH PHILOSOPHY

For the growth of the physical therapy profession and ultimate improvement in patient care services, the department faculty values the importance of continued learning and expansion of the body of professional knowledge. In this regard, the faculty believes the professional education environment must provide opportunity for, and involvement in, research activities. These research areas, necessary to the advancement of the profession, include scholarship of discovery, application and pedagogy. The PT Department, therefore, is committed to the safe and ethical development of research resources with opportunities for the involvement of students, faculty, and community practitioners.

Faculty Research Interests:

Dr. Leslie Allison-Balance and falls in the geriatric population

Dr. Teresa Conner-Kerr-Wound healing and bioburden control; simulation & gaming

Dr. Robert Cowie-Neural mechanisms of balance and gaze

Dr. Judy Foxworth-Non-pharmacological interventions for knee osteoarthritis

Dr. Dora Gosselin-Skin healing in the patient who is immunocompromised; Development of early standing and its effect on future motor skill acquisition and quality of movement

Dr. Sara Migliarese-Falls assessment and prevention, balance, vestibular rehab, diabetes, home care, and older adults with neurological dysfunction

Dr. Lynn Millar-Physiologic response to activity in different populations

Dr. Sharon Prybylo-Therapeutic effects of static magnets; Human simulation

Dr. Hamdy Radwan-iPod Spine, e-Health, Spine Motion Analysis

Dr. Nancy Smith-Using technology to enhance learning, human simulation, gaming, learning styles of physical therapists and physical therapy students

Dr. Emma White-Relevance of LBP classification on managing LBP and running mechanics in middle aged female runners.
RELATIONSHIP OF THE DEPARTMENT TO THE COMMUNITY

UNIVERSITY COMMUNITY

There are many components of the WSSU community in which the Department faculty believe strongly that they should be involved to insure the optimal growth and development of the student, the program, and the community. As members of the WSSU academic community, the faculty are committed to contribute to the service activities of WSSU by: actively serving on Department, School of Health Sciences, and university committees and organizations; representing the Department and WSSU to civic and social groups; becoming involved with WSSU student organizations including the Physical Therapy Student Club; and participating in delivering rehabilitation services to the community through community clinics.

PROFESSIONAL COMMUNITY

The Department faculty recognizes and greatly appreciates the support for the growth and development of the PT Program provided by the professional community of Winston Salem and the Piedmont Triad. The faculty has a strong sense of commitment and obligation to their colleagues and peers in the health care and academic community. Most faculty members are active members of their local, state and/or national professional organizations, as well as other community organizations, holding both elected and volunteer leadership positions in those organizations.

COMMUNITY AT LARGE

The people of the State of North Carolina have diverse health care needs due to their varied biological and cultural make-up. While the rate of growth and demographic change accelerates, it is predicted that the people will experience major health care changes that will impact its growing population. The UNC Tomorrow study has been developed to direct university resources, including program development and implementation, toward the efficient and timely management of these impacts. As a State supported institution, the faculty recognizes the WSSU Program's obligation to meet these needs to the fullest extent possible.

RELATIONSHIP OF THE DEPARTMENT TO THE STUDENTS

The primary focus of the departmental faculty and staff is, like the university, the student. The goal of assisting each enrolled student to achieve his/her chosen professional goal is achieved by providing academic counseling, academic instruction and clinical experience in an atmosphere conducive to learning. The Department faculty makes every attempt to be readily available to assist with academic and personal inquiries. Each student is assigned to a faculty advisor/mentor to facilitate successful completion of the professional degree. Personal or professional concerns should be addressed to the student’s mentor or another faculty member as appropriate. To facilitate completion of the research project for the DPT degree, each student will also choose a research project faculty advisor. This decision should be based on the area of the student’s research interest as well as the expertise of the faculty members.
RELATIONSHIP OF THE FACULTY TO THE DEPARTMENT

The University seeks to attract highly qualified and experienced educators to serve on the faculty. The Department's faculty is committed to providing the quality academic and clinical instruction necessary to foster high ethical and professional standards. Additionally, to adequately discuss and teach the continuously expanding content areas related to physical therapy clinical practice, physical and occupational therapists, nurses, physicians, other health professionals provide lectures in their area of expertise. These professionals are chosen on the basis of their interest and expertise in state-of-the-art procedures and knowledge in their respective fields.
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<tr>
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DOCTOR OF PHYSICAL THERAPY FACULTY

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M.P.T, Saint Louis University, Saint Louis, MO 2000
D.P.T, Saint Louis University, Saint Louis, MO 2005
G.C.S. Geriatric Clinical Specialist, APTA, 2010

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D.P.T., University of North Carolina at Chapel Hill
## DPT Curriculum

### PHYSICAL THERAPY COURSES and TYPICAL SEQUENCE

### DPT Curriculum–Course Progression by Year and Term

<table>
<thead>
<tr>
<th>First year</th>
<th>Spring Semester 1, yr 1</th>
<th>Summer Semester 2, yr 1; 12 weeks; 5/12-8/1</th>
<th>Fall Semester 3, yr 2; 16 wks; Follows University calendar</th>
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<tbody>
<tr>
<td>Course/Credit Hours (SH)</td>
<td>DPT 6401 Gross Anatomy &amp; Embryology Lecture (4 SH)</td>
<td>DPT 6403 Applied Physiology (4 SH)</td>
<td>DPT 6203 Musculoskeletal I Lecture (2 SH)</td>
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<tr>
<td></td>
<td>DPT 6402 Gross Anatomy &amp; Embryology Lab (4 SH)</td>
<td>DPT 6303 Neuroscience Lecture (3 SH)</td>
<td>DPT 6204 Musculoskeletal I Lab (2 SH)</td>
</tr>
<tr>
<td></td>
<td>DPT 6301 Basic Skills (3 SH)</td>
<td>DPT 6103 Neuroscience Lab (1 SH)</td>
<td>DPT 6206 Pharmacology (2 SH)</td>
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<tr>
<td></td>
<td>DPT 6201 Professional Issues (2 SH)</td>
<td>DPT 6202 Kinesiology (2 SH)</td>
<td>DPT 6304 Life Span Motor Control (3 SH)</td>
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<td>DPT 6101 Clinical Biomechanics (1 SH)</td>
<td>DPT 6205 Community Clinic (2 SH)</td>
<td>DPT 6305 Pathology (3 SH)</td>
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<td>DPT 6102 Evidence-Based Practice (1 SH)</td>
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<td>DPT 6207 Physical Agents Lecture (2 SH)</td>
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<td>DPT 6105 Physical Agents Lab (1 SH)</td>
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<td>DPT 6208 Acute Care (2 SH)</td>
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### Second year

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<th>Spring Semester 4, yr 2</th>
<th>Summer Semester 5, yr 2; 8 weeks</th>
<th>Fall Semester 6, yr 2; 10 wks</th>
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<tbody>
<tr>
<td>Courses</td>
<td>DPT 7102 Clinical Education Seminar (1 SH)</td>
<td>DPT 7204 Diagnostic Imaging (2 SH)</td>
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<td>DPT 7200 Musculoskeletal II Lecture (2 SH)</td>
<td>DPT 7207 Research II (2 SH)</td>
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<td>DPT 7201 Musculoskeletal II Lab (2 SH)</td>
<td>DPT 7209 Movement Disorders ( 2 SH)</td>
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<td>DPT 7203 Therapeutic Exercise (2 SH)</td>
<td>DPT 7301 Integumentary Management (3 SH)</td>
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<tr>
<td></td>
<td>DPT 7701 Clinical Education I (7 SH)</td>
<td>DPT 7304 Musculoskeletal III (3 SH)</td>
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<tr>
<td>Credit hours</td>
<td>Third year</td>
<td>Courses</td>
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| 16           | Spring Semester 7, yr 3 16 weeks | DPT 8201 Adult Neuromuscular II Lecture (2 SH)  
DPT 8202 Adult Neuromuscular II Lab (2 SH)  
DPT 8301 Differential Diagnosis (3 SH)  
DPT 8402 Administration & Management (4 SH)  
DPT 8205 Research III (2 SH)  
DPT 8204 Pediatrics (2 SH) |
| 12           | Summer Semester 8, yr 3; 8 weeks | DPT 8101 Health & Wellness (1 SH)  
DPT 8203 Geriatrics (2 SH)  
DPT 7208 Prosthetics & Orthotics (2 SH)  
Board Prep (1 SH) |
| 14           | Fall Semester 9, yr 3; 20 wks | DPT 8801 Clinical Education III (8 SH)  
DPT 8802 Clinical Education IV (8 SH) |

**Total Credit hours** | **15** | **6** | **16**

**Grand Total Credit Hours** | **122**

*Specific dates subject to change pending scheduling of clinical rotations*

*Sequence of courses subject to change*
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SH=semester hours, TRM=term, WKS= number of weeks, Cntct= contact hours, and ClHR= clock hours
**DPT Course Descriptions**

**DPT 6401 Gross Anatomy & Embryology Lecture:**
This course is designed to teach graduate physical therapy (PT) students and other professional or non-degree seeking graduate students the essentials of human functional and developmental anatomy. Faculty members believe that understanding human development enhances the student's comprehension of adult gross anatomical structure and confirms the origin of the many anatomical variations the student will study in the classroom. Thus, the two sub-disciplines of gross anatomy and embryology have been integrated throughout this course. However, a well-grounded knowledge of the details of a structure and its ontogenetic sources are not sufficient to gain expertise in clinical skills and reasoning. The function of structures across the life-span must also be appreciated fully. While the PT curriculum includes a variety of clinical courses aimed at gaining this understanding, the faculty has designed and included a series of laboratory activities, in addition to the detailed dissections, that focus on the discovery of “how function follows form”. Several hours per week will be dedicated to lab activities meant to illustrate the relationships between the cellular, tissue, organ, system, and behavioral components comprising the human body in action.

**DPT 6402 Gross Anatomy & Embryology Lab:**
This course is designed to teach graduate physical therapy (PT) students and other professional or non-degree seeking graduate students the essentials of human functional and developmental anatomy. Faculty members believe that understanding human development enhances the student's comprehension of adult gross anatomical structure and confirms the origin of the many anatomical variations the student will observe in the dissection room as well as in the physical therapy clinic. Thus, the two sub-disciplines of gross anatomy and embryology have been integrated throughout this course. However, a well-grounded knowledge of the details of a structure and its ontogenetic sources are not sufficient to gain expertise in clinical skills and reasoning. While the PT curriculum includes a variety of clinical courses aimed at gaining this understanding, the faculty has designed and included a series of laboratory activities, in addition to the detailed dissections, that focus on the discovery of “how function follows form”. Several hours per week will be dedicated to lab activities meant to illustrate the relationships between the cellular, tissue, organ, system, and behavioral components comprising the human body in action.

**DPT 6301 Basic Skills**
This course emphasizes development of basic clinical evaluation and intervention techniques required for clinical internships and clinical practice. These skills include patient/client positioning and draping; principles of body mechanics and safety, functional mobility; measuring joint range of motion; measuring and fitting assistive devices; gait training; safe guarding techniques; wheelchair management and propulsion; community reintegration training. In addition to lectures, the student will participate in laboratory and group activities, use of videotapes, web-assisted instruction, case study reviews, and community interactions.

**DPT 6201 Professional Issues**
This course provides a framework for the development of professional behaviors and expectations by providing the student with learning experiences concerning concepts related to the history and development of Physical Therapy as a profession. Emphasis will be placed on the historical development of physical therapy practice, development of Physical therapy as a profession, concepts related to professionalism and professional behaviors including those
related to the delivery of culturally competent physical therapy services, legal and ethical standards of practice, and practice related professional interactions.

**DPT 6101 Clinical Biomechanics**
This course provides web enhanced delivery of information, demonstration, and laboratory instruction to provide an introduction to clinical biomechanics. Biological tissue reactions to force and stress will be discussed. Selected anatomical, structural, and functional properties of human tissues will be studied. This course will also explore the biomechanical issues of human movement including kinetics and kinematics. Emphasis will be placed on application of biomechanical principles to human movement as it relates to the practice of physical therapy.

**DPT 6403 Applied Physiology**
This course provides an understanding of the physiological principles of tissues and systems of the human body commonly encountered in the practice of physical therapy. Special emphasis is placed on the cardiovascular, musculoskeletal, and endocrine systems in patients with diminished capacity due to disease and/or disability.

**DPT 6102 Evidence Based Practice**
In this course students explore of a broad spectrum of research literature examining physical therapy practice. Students use literature as a tool to integrate critical inquiry skills and depth of knowledge in biomechanical analysis, musculoskeletal measurement, cardiopulmonary functions, motor control and motor learning theory. Students judge the strength of the evidence of each paper and draw conclusions regarding its clinical significance in physical therapy practice.

**DPT 6303 Neuroscience Lecture**
This course provides lectures in four units that cover the normal gross anatomical structures and relationships of the brain and spinal cord. Published text, atlases of cross-sections, heuristic models and connectional diagrams are introduced to emphasize the three-dimensional and serial connections and relationships essential to understanding the development and normal function of the central nervous system (CNS). Frequent clinical correlations and case studies will provide for the classification, application and analysis of the potential impact of trauma, disease, and abnormal development as major contributors to structural variation and functional disability. This course has a web-assisted component and must be combined with the concurrent 1 credit hour Human Neuroscience Lab course.

**DPT 6103 Neuroscience Lab**
This course provides laboratory studies in five units that cover the normal gross anatomical structures and relationships of the brain and spinal cord. Published text, atlases of cross-sections, heuristic models and connectional diagrams are introduced to emphasize the three-dimensional and serial connections and relationships essential to understanding the development and normal function of the central nervous system (CNS). Frequent clinical correlations and case studies will provide for the classification, application and analysis of the potential impact of trauma, disease, and abnormal development as major contributors to structural variation and functional disability. This course has a web-assisted component and must be combined with the concurrent 3 credit hour Human Neuroscience Lecture course.

**DPT 6202 Kinesiology**
This course provides web enhanced delivery of information, demonstration, and laboratory instruction in human movement. Selected anatomical, structural, and functional properties of
human tissues will be studied. Emphasis will be placed on the mechanical, neuroregulatory, and muscular influences upon normal and pathological motion as they relate to the practice of physical therapy.

DPT 6205 Community Clinic
This course is designed to give students early access to patient care in order to practice interpersonal skills necessary to succeed in the clinic, to orient students to clinical care and observe clinical physical therapy care. Students will attend assigned clinic hours (9 hours through the semester) as well as 12 lecture hours covering various topics designed to better equip the student to deliver therapeutic skills in a more informed, holistic and empathetic way. This course provides lecture, small group discussions, group and individual projects concerning the sick role, communication, cultural differences, spirituality, elderly, and death and dying. Emphasis will be placed on the health-care worker’s understanding of the effects of psychosocial factors on the rehabilitation process; interactions that facilitate wellness and developing interpersonal communication skills.

DPT 6203 Musculoskeletal I Lecture
This course provides lecture, demonstration, case study, and laboratory instructions on physical therapy and medical management of selected musculoskeletal disorders. Application of orthopedic physical examinations and treatment principles pertaining to the following regions: Cervical Spine, Thoracic Spine, lumbar spine, Pelvis, and Sacroiliac joint.

DPT 6204 Musculoskeletal I Lab
This course provides demonstration, case study, and laboratory instructions on physical therapy and medical management of selected musculoskeletal disorders. Application of orthopedic physical examinations and treatment principles pertaining to the following regions: Cervical Spine, Thoracic Spine, lumbar spine, Pelvis, and Sacroiliac joint.

DPT 6304 Life Span and Motor Control
This course provides an understanding of normal human growth, maturation, and aging within the construct of motor behavior – motor development, motor control, and motor learning. Emphasis will be on acquisition and adaptation of functional motor skills throughout the life span. The course will be delivered primarily online, with weekly modules and reading assignments as well as discussion board interactions. Lectures and laboratory activities also will be scheduled to reinforce online learning. The course will set the foundation for future coursework in Neuromuscular I and II in applying motor control and motor learning concepts to persons with abnormal motor behavior due to disease and dysfunction.

DPT 6206 Pharmacology
This course is an introduction to the basic principles of pharmacology as they relate to physical therapy practice. The system for the approval of drugs by the FDA will be addressed. Mechanisms for drug intake, absorption, and transport will be discussed. Common medications and their interactions with other drugs will be identified.

DPT 6305 Pathology
Through lecture, videos, and small group discussions, this course introduces the student to the characteristics of common pathologies encountered in individuals seen by physical therapists.
Emphasis will be placed upon student identification of the signs and symptoms of pathologies affecting the nervous, cardiovascular, musculoskeletal, integumentary and endocrine systems.

DPT 6207 Physical Agents Lecture
This course gives an overview of the principles of management of patients using modalities including, but not limited to, superficial heating and cold modalities, contrast bath, light therapy, microwave therapy, aquatic therapies, electrical stimulation, ultrasound, manual therapy, massage, vasopneumatic devices, and traction. The objective of this course is to provide the student with sound clinical rationale for use of modalities in the management of patient conditions in order to provide better patient care. Overall emphasis will be on learning safe, effective, autonomous practice utilizing modalities. Students are expected to integrate their knowledge of kinesiology, physics, anatomy and physiology from previous courses in order to safely apply modalities to patients. Emphasis will be on care of the patient with orthopedic, neuromuscular dysfunction, and multi-system involvement who require modalities. The objectives of this course will include goal setting, direct intervention in relation to prescribing and applying modalities, monitoring response to modality techniques, and the provision of patient education as it relates to modality techniques. All course work will be directed towards building sound clinical judgment for evidence-based practice as outlined in the Guide to Physical Therapist Practice. Lectures, demonstrations, case studies, required readings, and laboratory activities will reinforce clinical logic and help students learn to apply modality techniques primarily to adult patients with various conditions.

DPT 6105 Physical Agents Lab
This course gives an overview of the principles of management of patients using modalities including, but not limited to, superficial heating and cold modalities, contrast bath, light therapy, microwave therapy, aquatic therapies, electrical stimulation, ultrasound, manual therapy, massage, vasopneumatic devices, and traction. The objective of this course is to provide the student with sound clinical rationale for use of modalities in the management of patient conditions in order to provide better patient care. Overall emphasis will be on learning safe, effective, autonomous practice utilizing modalities. Students are expected to integrate their knowledge of kinesiology, physics, anatomy and physiology from previous courses in order to safely apply modalities to patients. Emphasis will be on care of the patient with orthopedic, neuromuscular dysfunction, and multi-system involvement who require modalities. The objectives of this course will include goal setting, direct intervention in relation to prescribing and applying modalities, monitoring response to modality techniques, and the provision of patient education as it relates to modality techniques. All course work will be directed towards building sound clinical judgment for evidence-based practice as outlined in the Guide to Physical Therapist Practice. Lectures, demonstrations, case studies, required readings, and laboratory activities will reinforce clinical logic and help students learn to apply modality techniques primarily to adult patients with various conditions.

DPT 6208 Acute Care
This course provides an in-depth focus on the patient care skills required for safe and effective handling of acutely ill patients. Basic clinical skills previously covered are expanded to include evaluation and treatment of patients in the intensive care setting and treatment of patients with bariatric issues. This course provides lecture, demonstration, case studies, written assignments and lab sessions in preparation for acute care clinical affiliations.
DPT 7200 Musculoskeletal II Lecture
This course provides lecture and case study presentations in the physical therapy, medical, and surgical management of selected musculoskeletal disorders. Application of orthopedic physical examination and treatment principles pertaining to the extremities will be emphasized.

DPT 7201 Musculoskeletal II Lab
This course provides demonstration, case study, and laboratory instruction in the physical therapy, medical, and surgical management of selected musculoskeletal disorders. Application of orthopedic physical examination and treatment principles pertaining to the extremities will be emphasized.

DPT 7102 Clinical Education Seminar
This course provides lecture, demonstration, case studies, written assignments and student presentation coursework in preparation for DPT 5305 Clinical Education I. Students will become familiar with the web CPI measurement tool, methods of giving and receiving feedback, ethical decision making, learning and personality styles, working with patients with dementia, HIPAA, universal precautions, stages of learning and Maslow’s taxonomies of domains, teaching and communication methods and clinical documentation skills.

DPT 7701 Clinical Education I
This is a full-time clinical experience for the graduate physical therapy student. During this eight week internship, the student will be assessed on progression toward independent and entry-level functioning in a clinical setting. Emphasis will be placed on clinical decision making, documentation, patient management, and self-assessment The student may be asked to delegate, supervise, and assess the impact of delegation to support personnel, as well as demonstrate understanding of essential functions of a physical therapist. Potential student problems can be identified early during exposure to the realities of current practice. The student can reflect on and reaffirm their career choice and begin to understand clinical preparation.

DPT 7202 Research Design
This course provides an introduction to literature searches, research design and methods, professional writing, and critical analysis of journal articles. Emphasis is placed on online search methods and Internet resources.

DPT 7203 Therapeutic Exercises
This course provides lecture, demonstration, and laboratory instruction in the theory and practical application of therapeutic exercises. A variety of therapeutic exercise philosophies will be explored. Emphasis will be placed on the initial exercise prescription and subsequent progression of specific exercise programs.

DPT 7304 Musculoskeletal III
This course provides lecture and case study presentations in the physical therapy management of complex musculoskeletal problems. Topics discussed in this course will include orthopedic management of burns, women’s health issues including incontinence, oncological management, ergonomics, pediatric orthopedics, geriatric orthopedics, work hardening, chronic pain, Osteoarthritis, Rheumatoid arthritis and advanced gait analysis techniques. Application of orthopedic physical examination and treatment principles pertaining to complex multi-system involvement of patients will be examined.
DPT 7301 Integumentary Management
This course relates assessment, evaluation, diagnosis, and prognosis of common wound and skin conditions addressed by physical therapists. Emphasis will be placed on patient management, from initial assessment to outcome assessment. Various strategies will be introduced to help students develop an effective plan of care for patients with loss of integumentary integrity.

DPT 7204 Diagnostic Imaging
This course covers basic principles, procedures and interpretation of diagnostic imaging modalities. The emphasis is on plain film radiographs, contrast films, magnetic resonance imaging (MRI), and computed tomography (CT). Other types of imaging diagnostic techniques will also be introduced e.g. nuclear medicine and diagnostic ultrasound.

DPT 7209 Movement Disorders
This course is designed to provide the doctoral physical therapist student with an overview of the clinical manifestation of problems of postural control and balance seen in adult patients with Movement Disorders. The course will provide a review of the neuroscience underlying select movement disorders commonly seen in physical therapist practice. It will provide students a basic rubric for understanding the multi-factorial etiology and pathophysiological changes in movement due to abnormalities in the central nervous system (spinal cord, cerebellum, brain stem, basal ganglia, and cerebral cortex. The course will emphasize clinical manifestation as well as approaches to evaluation and management of postural and balance disorders these patients. Students will be able to recognize, describe, classify, and treat these patients with a view towards restoration or maintenance of postural stability and function to positively impact on quality of life for patients and their families.

DPT 7205 Adult Neuromuscular I Lecture
This course is the prelude and companion course to adult Neuromuscular II. Emphasis will be placed on assessment, treatment concepts, and goal writing for specific neurological conditions affecting adult patients. Through lectures, physical demonstrations, video- and live web links, case studies, field trips, and other forms of small- and large group learning, all students will learn the clinical logic for evaluation and rehabilitation of adults with neurological disorders based on the Guide to Physical Therapist Practice and other evidence-based material from physical therapist practice. The clinical logic for this course will emphasize adults with primary cortical traumatic disorders and disorders of the vestibular system will be covered, including (but not limited to) stroke, traumatic brain injury, and vestibular disorders.

DPT 7206 Adult Neuromuscular I Lab
This course offers doctoral physical therapy students the necessary clinical skills to accompany their evaluation skills learned in PHT 7205. Demonstration and hands-on guidance will be emphasized in learning the basics of management of patients with stroke, traumatic brain injury, and vestibular disorders through all stages of treatment.

DPT 7207 Research II
This course provides an experience in the development of an individual research proposal that will be conducted under the supervision of a faculty member in research III.
DPT 7303 Cardiopulmonary
This course gives an overview of the principles of management of patients with pathologies of the cardiopulmonary system commonly seen by physical therapists. Overall emphasis will be on review of relevant cardiopulmonary anatomy and physiology with a view towards learning safe, effective, autonomous practice. Students are expected to integrate their knowledge of anatomy, physiology, and pathophysiology from previous courses into understanding the diseases covered in this course. Emphasis will be on care of the patient with primary cardiopulmonary dysfunction and multi-system involvement, including: examination and evaluation, diagnostic procedures, goal setting, direct intervention in relation to prescribing exercise, monitoring exercise tolerance, promoting breathing and airway clearance, and health promotion. All course work will be directed towards building sound clinical judgment for evidence-based practice as outlined in the Guide to Physical Therapist Practice. Lectures, demonstrations, case studies, required readings, and laboratory activities will reinforce clinical logic and help students learn to apply rehabilitation techniques primarily to adult- and pediatric patients with cardiopulmonary dysfunction at various stages of involvement.

DPT 7702 Clinical Education II
This is the second full-time clinical experience for the graduate physical therapy student. During this eight week internship the student will be assessed on progress toward entry-level and independent functioning in a clinical setting. The student will be asked to delegate, supervise, and assess the impact of such delegation on patient outcomes. Emphasis will be placed on clinical decision making, documentation, patient management, and self-assessment. The student will be expected to consistently characterize professional behaviors, effective communication skills, and sensitivity to cultural diversity when delivering health care. They will be strengthening evaluative, diagnostic, and prognostic skills while approaching entry-level practice in many criteria on the CPI.

DPT 7208 Prosthetics and Orthotics
This course provides an analysis of contemporary upper and lower-limb orthotic and prosthetic components and trunk orthoses, including the biomechanical principles upon which the designs are based. Lecture, demonstrations, case studies, and laboratory instruction will be used to address the role of the physical therapist in the medical and surgical management of adults and children with prosthetic and orthotic needs. Topics include the static and dynamic evaluation of patients fitted with orthoses and prostheses and recent trends in early and prosthetic management for adults and children with amputation. An emphasis on both observation and instrumented clinical analysis of gait patterns created through use of prosthetic and/or orthotic devices will be addressed.

DPT 8201 Adult Neuromuscular II Lecture
This course is a continuation and a companion course to Adult Neuromuscular I. Emphasis will be placed on assessment, patient management concepts, treatment skills, and goal writing for specific neurological conditions for adult patients. Through lectures, physical demonstrations, videos and live web links, case studies, field trips, and other small- and large-group learning activities, all students will learn the clinical logic pertinent to evaluation and rehabilitation of adult patients with neurological disorders, based on the Guide to Physical Therapist Practice and other evidence-based material from evidence-based practice. Evaluation and intervention for adults with lower motor neuron, mixed lower and upper motor neuron, and neurodegenerative
disorders, will be covered, including (but not limited to) Guillain-Barre, Post-Polio syndrome, Spinal Cord Injury, and Parkinson and Huntington disease.

**DPT 8202 Adult Neuromuscular II Lab**
This course offers doctoral physical therapy students the necessary clinical skills to accompany their evaluation skills learned in PHT 8201. Demonstration and hands-on guidance will be emphasized in learning the basics of management of adult patients with lower motor neuron and upper motor neuron diseases not covered in PHT 7205.

**DPT 8402 Administration and Management**
This course prepares students for management and administrative roles within multiple types of health care systems and settings. This course addresses the legal, ethical, and professional practice regulations and standards of care as they apply to a variety of health care environments. Regulations related to Medicare, Medicaid and other insurance configurations will be addressed. Personnel management, budgeting, facility planning, and outcomes assessment measures will be addressed.

**DPT 8301 Differential Diagnosis**
This course prepares the student to recognize medical problems that are beyond the scope of the physical therapist in a clinical setting. The course further addresses effective mechanisms that result in client referrals to appropriate health care practitioners. Through lectures, case studies, and laboratory experiences, the student will be able to determine the best course of action with a patient utilizing the best available tests and measures and evidence-based practice to determine diagnosis, need for referral, or method of treatment.

**DPT 8204 Pediatrics**
This course emphasizes infant, child and adolescent typical and atypical development and conditions, clinical examinations, standard tools for examination, and intervention. It will cover the relationship of human development and family dynamics to overall pediatric physical therapy management. Differential diagnosis related to pertinent pediatric conditions will also be addressed.

**DPT 8203 Geriatrics**
This course gives an overview of the principles of management of patients that are elderly including management of frail elderly with a survey of normal aging and a survey of pathologies present in the aged commonly encountered by physical therapists. Overall emphasis will be on review of relevant anatomy and physiology with a view towards learning safe, effective, autonomous practice and producing effective patient management. Students are expected to integrate their knowledge of anatomy, physiology, and pathophysiology from previous courses into understanding the diseases associated with aging and normal aging physiology. Emphasis will be on care of the geriatric patient with conditions entailing multi-system involvement, musculoskeletal involvement, and neurological involvement. The student will be able to more effectively execute techniques related to: examination and evaluation, diagnostic procedures, goal setting, direct intervention in relation to prescribing exercise, monitoring exercise tolerance, and promote promoting health and wellness as related to a geriatric population. All course work will be directed towards building sound clinical judgment for evidence-based practice as outlined in the *Guide to Physical Therapist Practice*. Lectures, demonstrations, case studies, required
readings, simulation, and patient interviews will reinforce clinical logic and help students learn to apply rehabilitation techniques primarily to a geriatric population.

**DPT 8101 Health and Wellness**
This is a lecture course that will cover a broad range of topics including areas of mental, physical, and social health. This course is designed to learn about wellness and its relationship to the provision of physical therapy. Throughout the course we will strive to teach self-responsibility and skills to promote a long and healthy life. This course will assist the student physical therapist in embracing the role of wellness in the delivery of physical therapy services as outlined in the Guide to Physical Therapist Practice. The material will include foundational knowledge, theoretical models and empirical research and the application of this material to the practice of physical therapy.

**DPT 8205 Research III (Capstone)**
This course provides a research practicum for the data analysis, writing and presentation of the results, discussion and conclusion of individual research or Capstone projects. This course is a continuation of research I and II.

**DPT 8801 Clinical Education III**
This is the third full-time clinical experience for the graduate physical therapy student. During this 10 week internship the student will be assessed on progress toward independent functioning in a clinical setting. The student will be expected to delegate, supervise, and assess the impact of delegation to support personnel on patient outcomes. Emphasis will be placed on consistent demonstration of essential functions for a physical therapist that is ready for entry-level practice. The student will be expected to consistently demonstrate effective clinical decision making, documentation, communication skills, patient management, and self-assessment without cues or supervision for both simple and complex patients. The student will also be assessed on administrative, consultative, and preventative practice in their clinical setting. They should characterize the entry-level skills and professional attitudes of a competent, safe, ethical, and legal physical therapist that is ready for practice and clinical instruction.

**DPT 8802 Clinical Education IV**
This is the final full-time clinical experience for the graduate physical therapy student. During this 10 week internship the student will be assessed on independent functioning in a clinical setting. The student will be expected to delegate, supervise, and assess the impact of delegation to support personnel on patient outcomes. Emphasis will be placed on consistent demonstration of essential functions for a physical therapist that is ready for entry-level practice. The student will be expected to consistently demonstrate effective clinical decision making, documentation, communication skills, patient management, and self-assessment without cues or supervision for both simple and complex patients. The student will also be assessed on administrative, consultative, and preventative practice in their clinical setting. They should characterize the entry-level skills and professional attitudes of a competent, safe, ethical, and legal physical therapist that is ready for practice and clinical instruction.

**Electives:**

**DPT 8206 Board Preparation**
This course is designed to prepare senior graduate level physical therapy students to take the National Board Examination for Physical Therapy Licensure. Through properly utilizing course materials and actively engaging in a disciplined program of self-learning, students will proceed successfully through this self-directed course, aimed at helping students achieve a first-time pass of the national licensing exam. The course is designed as self-study, primarily. Students will be expected to enroll in an online preparatory course and will be provide sample questions and extensive resource materials to help diagnose students’ strengths and weaknesses. Both the course and the assistance of the course instructor will support the student in developing test-taking skills.

**DPT 7210 PT Special Topics**
This course provides an in-depth study of pertinent topics related to PT theory and practice. Topic, format and subject are in accordance with faculty and student interests and professional importance. May be repeated more than once.

**Selected Examples of Special Topics Courses to be offered in the DPT curriculum:**

**Special Topics: Cerebral Palsy**
This course provides an in depth study of the diagnosis of cerebral palsy and the changing presentation and effects of the symptoms of this diagnosis through out the lifetime of the individual. This course will emphasize the need to understand how this diagnosis affects normal human growth, maturation, and aging. We will explore how this impairment changes the acquisition of motor skills, motor control, and motor learning. We will explore how these changes impact the acquisition and adaptation of functional motor skills throughout the life span. The course will be delivered by a combination of class lecture, class interactive discussion, online modules and active visits to centers that deliver care across the continuum. There will be weekly module topics and reading assignments to enhance learning and stimulate creative thought. Laboratory activities will be scheduled to reinforce this new material and allow you to transfer your knowledge to clinical skills.

**Special Topics: Manual Therapy of the Spine**
This course provides in-depth study of evidenced based comprehensive manual therapy for spinal disorders. In addition to a web-based material, this course will be presented through on-site demonstration and hands-on practice. A review of common spinal diagnoses will be provided. Intervention approaches emphasize manual therapy.

**Special Topics: Peripheral Joint Mobilization**
This course provides in-depth study of evidenced based comprehensive manual therapy for upper and lower extremities disorders. In addition to a web-based material, this course will be presented through on-site demonstration and hands-on practice. A review of common extremities diagnoses will be provided. Intervention approaches emphasize manual therapy.

**DPT 7104 Seminar in Physical Therapy**
This course addresses contemporary issues affecting the field of physical therapy. It may be repeated more than once.
### Winston Salem State University
#### Department of Physical Therapy
#### Spring Semester 2014

**Grad I**  
Class of 2016  
Dates: January 7 to April 29, 2014  
Spring Semester

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>08:00 – 09:00</td>
<td>Gross Anatomy &amp; Embryology</td>
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<td>09:00 – 10:00</td>
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<td>Evidence-Based Practice</td>
<td>Clinical Biomechanics DPT 6101</td>
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<td>Faculty Meeting 12:00 – 1:30 (Tentative)</td>
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<td>10:00 – 11:00</td>
<td>Gross Anatomy &amp; Embryology</td>
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<td>Clinical Biomechanics DPT 6101</td>
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<td>Lab - DPT 6402 Dr. Cowie 10:00 a.m. - 12:00 p.m.</td>
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<td>Dr. Foxworth 1:00 p.m. - 3:00 p.m. Room 339</td>
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<td>11:00 – 12:00</td>
<td>Professional Issues DPT 6201 Spyke, Conner-Kerr</td>
<td>Evidence-Based Practice DPT 6102</td>
<td>Gross Anatomy &amp; Embryology-Activities DPT 6401/6402 Dr. Cowie</td>
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<td>Dr. Millar 11:00 a.m.-12:00 p.m. Room 339</td>
<td>Dr. Cowie 1:00 p.m. - 3:00 p.m. Room 339</td>
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<td>01:00 – 02:00</td>
<td>Professional Issues DPT 6201 Spyke, Conner-Kerr</td>
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<td>02:00 – 03:00</td>
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<td>03:00 – 04:00</td>
<td>Basic Skills DPT 6301 Dr. Smith</td>
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GRADUATE Tuition & Fees

Graduate Tuition 2013-2014
- Tuition and Fees: $7084.16 (in-state, per academic year)
- Tuition and Fees: $16,380.16 (out-of-state, per academic year)

Financial Aid

Please refer to the WSSU Financial aid webpage (http://www.wssu.edu/admissions/financial-aid/default.aspx) for complete details on filing financial aid. Payment plans are also offered by the university and details of these plans can be obtained through the following email: billings@wssu.edu.

Graduate Assistantships

A limited number of Graduate Assistantships is offered each semester. Applications are made through the department each semester. Acceptance of a Graduate Assistantship may entail up to 10 hours of work per week to complete departmental/faculty assigned tasks.

Following each semester of service as a Graduate Assistant, an evaluation of the work completed will be submitted by the student’s faculty or staff supervisor which may impact the renewal of the assistantship.

Graduate Work Study (GWS)

Graduate students are now eligible to apply for the Graduate Work Study (GWS) Program through Graduate Studies. This is a need-based program which permits eligible graduate students to work up to twenty hours per week. Graduate students who were not granted a graduate assistantship appointment can now apply directly for GWS support. Please note that GWS awards will be based on information obtained from the FAFSA form which must be on file in the Financial Aid Office in order to participate. Students must be enrolled full-time (9 hours) to qualify and cannot work during class times.

External Scholarship Support

American Physical Therapy Association Scholarship and Financial Award Opportunities
You must be a student member of the APTA in order to qualify for any of the APTA opportunities.

MINORITY SCHOLARSHIP AWARD FOR ACADEMIC EXCELLENCE
PHYSICAL THERAPIST STUDENTS
DEFINITION OF "MINORITY": The term "minority" refers to U.S. citizens and legal permanent residents who are members of the following racial/ethnic minority groups: African-American or Black, Asian, Native Hawaiian or other Pacific Islander, American Indian/Alaska Native, and Hispanic/Latino.

DESCRIPTION OF AWARD: This is an annual award offered to minority physical therapist students by the Physical Therapy Fund, a non-profit 501(c)(3) organization supported by the American Physical Therapy Association (APTA).

AWARD COMPONENTS: Monetary amount to be determined, medallion, certificate, participation in Mentor Program

DEADLINE FOR APPLICATION: All application materials must be received at APTA Headquarters by December 1 of each year.

TO BE AWARDED: At APTA’s Annual Conference in June of the following year. Refer to APTA’s website for more details (www.apta.org)

North Carolina Physical Therapy Association Scholarship and Loan program
You must be a member of the NCPTA in order to be eligible. If you are a member of the APTA, then you are automatically a member of the NCPTA. Go to (www.ncpta.org) for more information about application process and deadline.

You may purchase APTA’s Resource Guide on Financial Assistance (includes information on minority scholarships) from APTA’s Service Center (800/999-2782, ext 3395) or order from APTA’s Online catalog (www.apta.org).

Additional information concerning financial resources are available from:

Fastweb, http://www.fastweb.com  
IRS Education Tax Credit Information http://www.irs.ustreas.gov/  
College Parents of America (CPA) http://www.collegeparents.org/

AMBUCS Scholars Program

AMBUCS offers scholarships to students (U.S. citizens) in a graduate program leading to a master’s or doctoral degree. Awards range from $500 to $1,500 annually. More information @ (www.ambucs.org)
APTA Membership

Membership in the American Physical Therapy Association (APTA) and the North Carolina Physical Therapy Association is mandatory. DPT student who are eligible for financial aid receive a package that is calculated to include this cost.

Assignments in your classes will require material to be downloaded from the APTA website through the membership portal.

12 Great Reasons Why the American Physical Therapy Association Is Great For Your Career

(Note: It is a program requirement to join the APTA as a student member. You will receive discounted rates as a member on materials required for professional courses.)

Now that you're on your way to a career in physical therapy, put the American Physical Therapy Association (APTA) to work for you--join APTA today!
Visit http://www.apta.org/ for an application

By joining the National Association you are automatically a member of the North Carolina State Physical Therapy Association.
Visit http://www.ncpt.org/ for more information

Check out these other reasons why APTA is great for your career!

1. APTA gives you access to valuable member benefits at significantly reduced rates during your education and after graduation.

As a member, you'll have the resources you need as you begin your education and your career--all at a discount of at least 40% off nonmember prices. Your APTA membership entitles you to BIG savings on professional resources, like the Guide to Physical Therapist Practice, Second Edition; the Primer on Measurement; and Writing Case Reports. And, of course, members get special discounts on registration for conferences and seminars, too.

2. APTA Members save even more money with Career Starter Dues.
Your student membership entitles you to future savings on your membership dues. As a student member at graduation, you'll automatically receive APTA's graduation gift to you--Career Starter Dues. It's APTA's way of welcoming you into the profession.

3. APTA keeps you up to date about new trends and hot topics through the Web site, Fax-On-Demand service, PT Bulletin Online, PT Magazine, and Physical Therapy Journal. "Members-only" documents give you the information you need to stay one step ahead! APTA is
your best--and most trusted!--source for the latest information on physical therapy practice, trends, and issues.

4. As an APTA Member, you'll own the Code of Ethics and will have pledged to abide by it. It's a pledge you can be proud of because it hold you to a higher standard of practice than nonmembers--something all employers will respect!

5. APTA's online career center includes detailed "members-only" information on emerging practice areas--areas worth exploring as you begin your job search. And you'll find valuable tips on resume writing, interviewing, and negotiating, too! Finding your first job will be much easier with APTA on your side!

6. APTA Membership demonstrates your pride and dedication to the physical therapy profession to potential employers--and it gives you an edge over the competition as you begin your job hunt. When you join APTA, you're clearly demonstrating your commitment to your profession...and that's one commitment that employers all over the country will recognize.

7. APTA is your one stop for answers to your physical therapy questions. APTA is your best source for up-to-the-minute information on professional issues and concerns. One click on our Web site gives you access to a wealth of information--much of which is "members-only"! Visit APTA's award-winning Web site as your 24-hour-a-day connection to the information and research you need as you study--most of which isn't even in your textbooks yet! And as an APTA member, you'll have access to the Student Assembly’s website, too. Visit now and visit often for quick access to APTA for all of your questions about physical therapy.

8. APTA gives you opportunities to interact with and learn from colleagues from across the United States. Whether you attend local or national meetings, you'll meet others who may help share your career. You'll make new friends and lifelong contacts when you join APTA, and you'll have a chance to share your ideas with other students at chapter and district meetings and at APTA's national conferences...at the always-popular National Student Conclave--the only national meeting for students of physical therapy.

9. APTA helps you focus on your interests. Maybe you've already discovered an area of special interest in physical therapy. APTA's 19 specialty sections give you the chance to develop a greater understanding of particular areas--and to meet and interact with professionals who share your interests.

10. APTA helps you build your leadership skills. Your involvement in APTA activities as a student can be the start of something big. It's a great way to learn about the issues affecting the profession, meet experts in the field, develop leadership skills, and become active in making a difference for physical therapy. The Student Assembly is your voice in the Association, and through the Assembly, you'll have the opportunity to take an active role in APTA while you develop your leadership skills and increase your peer network. It's never too soon to begin building your professional reputation!

11. You'll gain access to high-quality insurance plans and financial programs that have been reviewed by a committee of APTA members and that are monitored to ensure ongoing quality.
Take advantage of the following insurance plans: accident, auto, dental, life, professional liability, short-term medical, and student injury and sickness. And, as a member, you can also benefit from such financial programs as the Personal Credit Card Program, Distinctive Check Program, Investment and Retirement Planning Program, and Student Loan Program.

12. You'll join forces with more than 65,000 other physical therapy professionals to **protect the future of the physical therapy profession.** The more members APTA represents, the brighter your future will be!

APTA is the voice of the physical therapy profession, actively representing the profession on Capitol Hill, in state legislature, and with regulators. The Association is dedicated to advancing physical therapy practice, research, and education.

It's easy to see how you can get off to a good start with APTA on your side! APTA Membership is the best investment you can make in your education and your career!
Parking – Winston Salem State University (WSSU)

Valid parking permits must be displayed at all times in the vehicles of students when parked on campus. Parking is restricted to designated student parking areas according to assignments by campus police. There is access to FL Atkins via shuttle bus from distant lots.

Prior to the beginning of each fall semester, the Department of Public Safety issues a campus wide memorandum via email notifying employees and students when and where parking permits will be available for the upcoming year. Students desiring to park vehicles on the WSSU campus should report at the assigned time to the location designated in the memorandum to purchase a parking permit. Students should complete the parking permit application, providing all requested information. Students must sign the parking permit application signifying their willingness to pay all fines and to allow WSSU to pursue collection through placing a hold on a student account if necessary. Students should submit the completed application as directed by the Dept. of Public Safety. Public Safety is located on Cromarty Street and is open between 8:00 a.m. and 5:00 p.m. Monday through Friday for nonemergency business.

Parking Violations

The Traffic and Parking Enforcement Officers patrol the parking lots and streets on the WSSU campus and issue parking citations to vehicles found to be in violation of regulations. Illegally parked vehicles will be towed at the owner’s expense. All persons receiving parking citations must do one of the following:

(a) Pay the citation in person to the Traffic and Parking Clerk at the Department of Public Safety in the Old Maintenance Building between the hours of 8:00 a.m. and 5:00 p.m. Monday through Friday.

(b) Pay the citation via U.S. Mail by enclosing the citation and the appropriate payment amount in an envelope addressed to the Department of Public Safety as instructed on the citation, affixing proper postage, and dropping the envelope into a mailbox.

(c) Request an appeal of the citation. Please refer to the WSSU student manual for proper procedures.

(d) Failure to pay citations will result in a hold on your account, which will prevent issuance of grades, registration, and/or graduation.

Parking – Wake Forest University (WFU)

During the spring semester of your first year, you will have Anatomy Class at the Wake Forest University School of Medicine in Winston Salem, NC. This facility is located approximately five miles from WSSU. Parking is available for ~$10.00 dollars per month in a gated lot. You will need parking for the four months of January, February, March, April and May (~$50.00 cash). You also may choose to pay for covered parking in a daily lot several blocks away or may attempt to park in the very limited (open) spaces on the street. The first choice will be more expensive, the second will require early arrival (before ~7:30AM and may prove unreliable. Parking violations on the medical campus are taken very seriously and can result in a fine or the towing of your car from the premises.
Housing Information

Campus Housing Rates

Please refer to the WSSU website (www.wssu.edu) for current housing rates and application materials. You may also contact Housing and Residence Life at (336) 750 – 3400.

Off Campus Housing

There are a number of apartment complexes in the Winston-Salem area that offer WSSU graduate students special deals on yearly leases. Please contact the Physical Therapy Department secretary for an updated list. You may also want to contact the Winston Salem Chamber of Commerce for a list of apartments and information on public schools.

The Greater Winston-Salem Chamber of Commerce

www.winstonsalem.com
601 W. Fourth Street
P.O. Box 1408
Winston-Salem, NC 27102

Phone: (336) 728-9200
Fax: (336) 721-2209 or (336) 773-1404
Registration Process

**Spring Year I:** Entering DPT students will be registered by the university for the Spring 2013 semester.

**All Other Semesters:**

The DPT curriculum is a planned curriculum designated to build upon previous knowledge. For this reason, courses may not be taken out of sequence unless the student has written permission from the Chair of the Physical Therapy Department. Students should obtain the correct course information including course and section numbers for the upcoming semester from the department secretary.

Each student is responsible for self-registration using the web registration process. Prior to registration, you must obtain a Personal Identification Number (PIN). To be eligible for Financial Aid (FA) and other assistance (grants, stipends, scholarships, or assistantships) during the subsequent semester, registration should be completed during the early registration time period. FA also requires that a current FASFA form be on file. Please refer to the University homepage and the webpage for Graduate Studies for specific dates. You must set up your email account prior to registration and keep it active.

The registration process outlined below should be used to register for all classes. You will receive messages and information from faculty and staff members and from the campus-wide “Administrator” about early registration and all other activities regarding WSSU through your campus email. If you have any questions concerning this procedure, contact the department secretary @ (336) 750-2190.

**ONLINE REGISTRATION INSTRUCTIONS**

1. From the university home page click on Current Students and select Banner RAMS Online under the Technology @ WSSU tab.

2. Click Enter Secure Area.

3. Enter your User ID (Banner ID) and PIN.

4. Click on Student Services & Financial Aid. Click on Registration.

5. Click on Add/Drop Classes. Select the Appropriate Term & click on submit. Enter the CRN for each course in the numbered box. When you have finished, click SUBMIT.

6. Click on Student Services & Financial Aid. Click on Registration. Click on Detailed Schedule to check your completed schedule.
7. Print out a copy for your records.

8. Click on **Student Services & Financial Aid**. Click on **Student Records**. Click **Account Summary**. If paying by Credit Card, scroll to the bottom of the page & click on **Credit Card Payment**.

**NOTE:** You are officially registered when you have been validated by the Billings & Receivables Office.

Once you are registered, print a copy of your schedule and take it to the cashier to be validated. If this is not done on the day you register, you will be “purged from the system” (deleted) and you must start the registration process over. Please give a copy of your printed schedule to the departmental secretary for inclusion in your student file. You may get more information concerning registration at the University web page.
Health Requirements

Students who are accepted into the physical therapy program must provide a record of immunization for the following immunizations prior to orientation.

- Rubella
- Diphtheria
- Measles
- Tetanus
- Hepatitis B

In addition to the university requirements, the department requires that you maintain an annual Tuberculosis (TB skin) test as well as a Health Care Provider Cardiopulmonary Resuscitation (CPR) certificate. Immunization records and CPR certification must be completed prior to attendance in a clinical internship.

Student Health Center

The Alexander H. Ray Student Health Center at Winston-Salem State University is an outpatient facility providing a variety of health care services to the student population. All students enrolled at WSSU are eligible to use the health service. The Student Health Service provides most service on an appointment basis. However, injuries or illness that requires immediate attention may be evaluated by Registered Nurses or the Family Nurse Practitioners. Students may also be seen daily on a walk-in basis from 8am-11:30am.

Wellness Promotion

Health promotion and education services are available to all students. Services include educational materials; health and nutrition consultations; special health promotion events; wellness outreach presentations; patient education; and referrals.

We welcome the opportunity to assist individual students and student organizations with health related projects and programs. A minimum of two weeks advance notice is requested.

Confidentiality

Medical records are confidential. Students must sign a Release of Medical Information form to have medical information transferred to another provider of health services. Medical questions will not be answered over the phone or via email.

Cost of Service

There is a charge for all off campus services such as special laboratory tests, procedures, and prescriptions. There is also a charge for some on campus services which include certain immunizations, special injections, laboratory tests, and copies of health records. Payment is due at the time of service. Payment is to be made in the Cashier’s Office prior to coming to Student Health. Present the receipt at check-in to Student Health Center. The Health Center does not accept cash.
Medical Insurance Requirements

Students are required to carry the University’s mandatory health insurance paid through tuition, unless proof of other active health coverage is provided. After June 1, 2009, students may waive out of the University’s plan by providing proof of current health insurance coverage. It is the student’s responsibility each Fall and Spring semester to register online at www.studentinsurance.com to enter personal demographic information or to complete an online waiver which, when approved, will exempt them from University coverage.

Clinical Services

The Student Health Center is accredited by AAAHC. The Health Center provides quality primary ambulatory care in a confidential setting. The center provides evaluation, treatment, and management of acute and chronic medical problems, as well as preventive medical care and immunizations. Referrals are granted for services not provided or when the Health Service providers deem specialist care is required. Other services include a resource library and self-care center for minor health problems.

Services:

Consultations

Contraception and counseling

General medical care and referrals (i.e., dental, OB)

GYN, PAP smears, breast exams

HIV/STD testing and counseling

Laboratory

Mental health testing and counseling

Pharmacy (Coming 2011)

Clinics

The Student Health Center’s Walk-in Clinic is 8:00am and 11:30am on Monday – Friday. It is reserved for acutely ill students with non-GYN/GU problems. No appointment is necessary, this clinic is first come, first serve.

The Appointment Clinic is Monday – Friday from 1:00pm – 4:00pm. Students requiring routine medical care and examinations (i.e. physical exams, pap or pelvic exams, etc.) may schedule appointments in advance. Call the appointment line at 750-3301 to schedule appointments.
Official University Student ID and insurance cards are required during each visit. When you are unable to keep a scheduled appointment, please cancel at least 24 hours prior to the appointment. This will allow another student to the opportunity to take the appointment time.

Important Notices: For each missed appointment that was not officially cancelled at a minimum of 24 hours in advance, students will be assessed a $10.00 fee. Fee must be paid in Cashier’s office prior to next health center visit.

Students arriving 10 minutes late will be rescheduled. Students with more than 2 tardies per semester will be assessed a $10.00 fee for the 3rd appointment. Fees must be paid in Cashier’s office prior to next health center visit. Present receipt during appointment.

Visit the Student Health Center Website for additional information on immunization requirements, walk-in and scheduled appointments, hours of operation, types of care provided, insurance and payment policy, and community health care resources at: http://www.wssu.edu/WSSU/About/Administration/Division+of+Student+Affairs/Dean+of+Students/Student+Health+Center/Home

Normal Hours of Operation:

Monday, Tuesday, Thursday, & Friday: 8:00am - 5:00pm
Wednesday: 8:00am - 6:00pm
Saturday and Sunday: Closed

Summer Hours

Monday – Friday: 8:00am – 5:00pm

For general illness or medical questions after normal hours of operation, calls are forwarded directly to the HealthLink Nurse-On-Call or you may call HealthLink direct by dialing toll-free 1-888-267-3675 to speak with a Nurse.

Students experiencing life threatening or medical emergencies should contact Campus Police at 750-2911 and additionally alert their Residence Hall RA.

Note: Student Health is closed during University observed Holidays.
Student Advising

Each student is assigned to a faculty advisor for the entire tenure of the DPT program. The purpose of the faculty advisor is to assist you in learning and implementing success strategies in the DPT program. Faculty advisors have many years of experience helping students of all backgrounds and ages to self-assess personal strengths and weaknesses and to assist you in professional and personal growth. To facilitate this process, the student may be asked to complete one or more learning- and/or leadership-style inventories during orientation to the program and at subsequent times in the program. It is the responsibility of the student to make an appointment with your faculty advisor for a short meeting at least once each semester. Any problems that impact success in the program should be discussed with the student’s faculty advisor. During each advising session, a Student Advisor Form should be completed and signed by the faculty advisor and the student. To enhance follow-up, the faculty advisor will keep the original form and the student will be given a copy of this form. Actions and outcomes should be reviewed by the target date indicated.

Class Officers

Class officers are elected during the Spring term of the first year of the DPT Program. Duties and responsibilities of each office are listed below*.

Class President:
- Responsible for leading all class meetings
- Liaison between the faculty and program chair for class concerns
- Runs election of Grad I Class President during second year (see procedure below)
- First point of contact for faculty and staff using the class phone tree.
- Serves as a two-way conduit for information between students and faculty

Vice-President
- Assumes duties of the President in his/her absence
- Investigates and informs president of student complaints or concerns and assists President and faculty members in resolving these concerns
- Assists the President as requested

Treasurer
- Identifies and controls resources for class funding activities
- Maintains record of all credits, debits and disbursements of class funds

Secretary
- Documents proceedings of meetings by transcribing comprehensive minutes
- Writes class correspondence as dictated by the President or Vice-president
- Establishes and maintains a class phone tree
- Maintains a current class roster with current contact information and provides the physical therapy department secretary with this list at the beginning of each semester
- Assists with elections as needed (see procedure below)
Historian
- Documents each class event with pictures and notes
- Maintains a class photo album and videos
- Helps compose, mount and update class photos for display in PT hallway

*Classes may elect other officers such as a Social Director, Physical Therapy Month Chairperson, or others as needed.

The following procedure will be followed to elect class officers:

1. The Grad II Class President will lead the first class meeting of the Grad I Class during the Spring semester. Nominations for Grad I Class President will be accepted from the floor.
2. A vote by all Grad I Class members present will be held by written (secrete) ballot.
3. Ballots will be collected by the Grad II class President and counted by both the Grad II Class President and Grad II Class Secretary.
4. The Grad I Class President will be determined by a simple majority vote of all class members present. If more than two candidates are running and there is a margin of two votes or less between the top two candidates, a run-off election will be held between those 2 candidates only. The results of this vote will be final. The same election process will be used for other positions and any recall election.
5. The newly elected Grad I Class President will take over the meeting and run the remainder of the election of class officers.
6. For each office considered, the president-elect will accept nominations from the floor. All votes will be cast by a written ballot and counted by the Grad I Class President and the Grad II Class Secretary.
7. At the conclusion of the meeting, the newly elected Grad I Class Secretary will inform the PT Program director in writing of the names of the new class officers. Additionally, the class Secretary is responsible for notifying the director of any changes in class officers throughout the program.
8. The term of office for the class officers will be for the entire 3 years of the program unless one of the following procedures occurs:
   a. The class officer submits a written statement of resignation to the program director.
   b. The class officer is not enrolled in the PT program for any reason.
   c. The class as a whole chooses to remove (recall) an officer for cause. This type of recall for cause requires that at least 1/3 of class members sign a written request clearly stating the cause for potential recall. This request must be submitted via the class president (or vice-president if appropriate) to the PT Program director. The class president (vice-president) will call a meeting of the entire class within 2 class days and a discussion of the issues, pro and con, will be held on the request for recall. A written vote by all the class members present will be held on the recall request. For the recall request to be approved, it is necessary for a minimum of 2/3 of the class members to vote for the recall of the officer. If the class vote is not sufficient, the officer remains in office. If the class vote is equal to or greater than 2/3 of the class members present, the office is vacated. The process of nomination from the floor, voting by written ballot, and election by a simple majority of votes casted and counted, as lead by the class president (or vice-president) and the class secretary will be followed to replace the officer.
Communication

**Student Email**

All Department and University communication will be distributed only via WSSU email accounts. It is the responsibility of the student to check this email account frequently. If you prefer to use another email account, you may forward your WSSU account to another address. However, the department will not issue information or communication to another address. You may access your email from the link on the WSSU home page (www.wssu.edu).

**Student Lockers**

Lockers are available for students and are assigned by the Department secretary. There are not enough lockers for all students, so you will be assigned locker partners. You may put a lock on this locker but please remember to remove the lock prior to leaving for clinical internships. Locks that are left on lockers while on student internships will be removed.

**Phone Tree**

Sometimes it becomes necessary to communicate with the class (such as weather-related changes in class schedules) very quickly. Each class will be asked to form a phone tree where each student is responsible for contacting two other students. A faculty member or the Department secretary will contact the class president who will initiate the phone tree to pass along information in a timely manner.

**Cell Phones/Pagers**

Cell phones and pagers must be turned off or put on ‘silent mode’ during class. To minimize disruptions, if you must answer a call during class, please use the back door of the classroom to leave the room to answer the call and return to class as quietly as possible.
Instructions for Accessing Student E-Mail and Blackboard

Find your account information.

Your account number is a unique combination of letters and numbers based on your first and last name. This account is used to access the MyWSSU system to access email, and is also used to access our Blackboard (online course) system, if you are enrolled in such a course.

Your account information is found in your Banner Rams Online system. Once you access the system, Click the "Enter Secure Area". You will be prompted to enter your BannerID and PIN number. In Personal Information, select "View Email Addresses". Your new WSSU email address is listed as the preferred address. Your UserID is the characters up to the @ symbol (not including the @wssu.edu portion). Your initial password is your Banner ID number. You should change this password as soon as practical.

Log in to MyWSSU.

Students will use our MyWSSU (Campus Pipeline) system to check their e-mail.

From our home page click on the “Current Students” menu.

You will be see the “My WSSU login box” on the navigation panel on the right. In the User Name box, enter your USERID (the characters before the @ of your e-mail address) and then enter your password. Click the OK box to login.

On your first login, you will be presented with the welcome screen, click on the “Let's Begin” box. You will default to the "My Pipeline" page in campus pipeline. To access your email, click the E-mail icon from the top menu bar. This will open up the Campus Pipeline E-mail Client (You may be prompted to re-enter your password to access your email).

The MyWSSU system has been configured with your WSSU e-mail account as the default account. Students are allowed to check up to three additional email accounts with this client (to perform this, the account must support a POP3 or IMAP connection). Please note that your total mailbox can not exceed 10mb. Student email that is over 30 days old will automatically be purged from the system.

You can also use “Access Web Based Email” by clicking on the icon on the WSSU home page. You will then need to enter your username and password to access your e-mail.

Blackboard Access

Blackboard (ver. 8) is our online course delivery system. If you are officially enrolled in a course that utilizes Blackboard, your instructor will provide the necessary information you will need to access the specific courses on this system. You will use the same USERID and password that is used to access the MyWSSU system.
Clinical Internships

You will be required to complete four (4) clinical internships as part of the DPT curriculum. Each student is required to have clinical experiences in an acute care, rehabilitation, and outpatient orthopedic settings. Please refer to the WSSU Clinical Education Manual for more details concerning clinical internships.

Each student must be cleared by the faculty using the Student Readiness Form prior to attending a clinical internship (see form on next page). Internships must be completed on a full-time basis and thus may require students to travel and make alternate housing arrangements. All clinical internships are the financial obligation of each student. Please refer to the Clinical Education Manual for more details on student responsibilities.

Name Tags
Students must purchase and wear a name tag designating you as a student physical therapist at all times during your internship. Please refer to the policy on ordering name tags in this manual.

Liability Insurance
All students enrolled in the DPT program are required to purchase liability insurance prior to being assigned to a clinical education facility. Generally the student policy provides a minimum of $1,000,000.00 liability coverage per incident and a maximum of $3,000,000.00 total coverage. A student who does not have liability insurance will not be permitted to participate in any clinical education experience including community clinic experiences and may be asked to withdraw from the program if coverage is not obtained. A student may be asked to purchase an additional level of coverage pending requests from a clinical site.

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<tr>
<th>Term</th>
<th>Year/Internship</th>
<th>Length</th>
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<tr>
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<td>Year II/Clin Ed I</td>
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<tr>
<td>Fall</td>
<td>Year II/Clin Ed II</td>
<td>8 weeks</td>
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<td>Summer</td>
<td>Year III/Clin Ed III</td>
<td>10 weeks</td>
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<tr>
<td>Fall</td>
<td>Year III/Clin Ed IV</td>
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Student Name:_________________________ Date:____________________

The purpose of this form is to obtain faculty consensus on the preparation level of each physical therapy student for participation in the Clinical Education I internship. This internship takes place the last four weeks of the spring semester, year one. Each faculty member must indicate on this form whether the student is ready for entry into the clinic or whether remediation is needed prior to this internship. Faculty may also recommend against clinical placement if a student does not meet the readiness criteria or essential functions required of the graduate physical therapy student. Please add your initials next to the remediation blank if you recommend student assistance. The DCCE will maintain this form for each student and contact advisors as needed. Please use the following criteria to assess the student:

- Safety
- Professionalism
- Ethical/legal behavior
- Communication
- Didactic preparation
- Ability to accept instruction
- Critical Thinking/Problem-Solving

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<tr>
<th>Ready</th>
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If you indicated that remediation is needed, please list the specific needs below:

If no areas of remediation are recommended, please sign below.

Faculty:_________________________ Date:_______
Faculty:_________________________ Date:_______
Faculty:_________________________ Date:_______
Faculty:_________________________ Date:_______
Faculty:_________________________ Date:_______
Faculty:_________________________ Date:_______
Faculty:_________________________ Date:_______

Updated 11/08
POLICIES and PROCEDURES
Policy: The Physical Therapy Department adheres to the Winston-Salem State University Academic Work Standards which can be found online at http://catalog.wssu.edu/content.php?catoid=18&navoid=1058

Click on “Academic Integrity Policy” to view the University policy by which the Department of Physical Therapy abides by.

Procedure:

1. To ensure academic honesty, your reading of this handbook constitutes your understanding of this statement, which pertains to all assignments and examinations. Any student who violates this policy will be held accountable as stipulated in this handbook and in the Graduate Catalogue.
2. Disclaimers for Copyrights for Web-Assisted Courses:
   The links and information supplied via the Internet are provided as supplemental information for the enhancement of the designated course. Do not copy or download information from web sites or links without permission. Many sites have disclaimers specifying copyrights and policies regarding the use of its contents. Students are cautioned to view and adhere to the disclaimer specific to each site.

Approved: 11/10/2003
Updated: 11/16/08
Updated: 12/14/10
At all times, students in the physical therapy program are expected to demonstrate the core values of the APTA. The faculty endorses and will expect all students to abide by the APTA Core Values described below.

**PROFESSIONALISM IN PHYSICAL THERAPY: CORE VALUES**

Seven core values were identified during the consensus-based conference that furthered defined the critical elements that comprise professionalism. These core values are listed below in alphabetical order with no preference or ranking given to these values. During the conference many important values were identified as part of professionalism in physical therapy, however not all were determined to be core (at the very essence; essential) of professionalism and unique to physical therapy. The seven values identified were of sufficient breadth and depth to incorporate the many values and attributes that are part of physical therapist professionalism. The group made every effort to find the optimum nomenclature to capture these values such that physical therapists could resonate with each value and would clearly understand the value as provided by the accompanying definition and indicators. For each core value listed, the table that follows explicates these values by providing a core value definition and sample indicators (not exhaustive) that describe what the physical therapist would be doing in practice, education, and/or research if these core values were present.

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

Available at: [apta.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=41460](apta.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=41460)

Accessed 11/05/2008
Policy: Faculty, staff, and student safety is WSSU’s first priority during an adverse weather event. Adverse weather is defined as any weather conditions that would make it necessary to delay or suspend classes and services.

Procedure: When an adverse weather event such snow, ice, etc., occurs in Winston-Salem and surrounding areas, Winston-Salem State University will exercise the following procedures:

1. The decision to suspend or delay classes will be made by the vice chancellor for academic affairs, in consultation with other vice chancellors and appropriate officers, subject to approval by the chancellor.
2. The vice chancellor for academic affairs will then inform the director of media relations and the vice chancellors by 6:00 a.m. or sooner for 8:00 a.m. – 4:30 p.m. classes and by 3:00 p.m. for 4:30 p.m. classes.
3. The director of media relations shall notify campus security, residence life and the appropriate media contacts:
   - University website: www.wssu.edu
   - Radio stations: WSNC (90.5 FM), WAAA (980 AM), WFDD (88.5 FM), WSMX (1500 AM), WTOB (1380 AM), WSJS (600 AM), WQMG (97.1 FM) and WPOL (1340 AM).
   - Television stations: WXII (Channel 12), WFMY (Channel 2), WXLV (Channel 45) and WGHP (Channel 8).
   - Newspaper: Winston-Salem Journal
4. Information to the media should be reported in the following order:
   1. Class Cancellation
   2. Delay of Services (exact time services to commence will be given)
   3. Any other information about programs, etc.
5. If classes or services are delayed or cancelled during the day, the announcement will be made through the departments.

If classes are not cancelled during an adverse weather condition, it is the responsibility of each person (faculty, staff, and student) to assess their individual situation and make a determination whether or not to attend class.

1. If a faculty member cannot safely make it to class secondary to weather conditions, he/she will notify the class president via phone. The class president will institute the phone tree in order to notify everyone in a timely fashion.

2. If a student is unable to travel safely to class secondary to adverse weather conditions, it is the student’s responsibility to contact the course instructor. The student will be held accountable for all class material presented that day. As professional behaviors are always expected, failure to contact the course instructor may result in punitive consequences in that class.

Approved: 11/10/2003
Revised: 11/16/2008
Winston-Salem State University  
School of Health Sciences  
Department of Physical Therapy

CRIMINAL BACKGROUND CHECKS POLICY

Policy:
In order to comply with current contracts between the DPT program and our affiliated clinical education sites, it has become necessary to require clinical background checks on WSSU DPT students.

Procedure:
- Prior to admission, all WSSU DPT students will be required to undergo a criminal background check (CBC) that covers the state or states in which they have held official residence during the past 7 years.
- Students will be emailed directions or provided written information detailing the pertinent access information and package code for the WSSU DPT account. The CBC must be completed prior to the orientation session and final admission to the DPT program. Students will not be allowed to begin any coursework without a completed CBC.
- The certified background checks and rechecks will be performed by CastleBranch.com.
- All DPT students entering the program will be issued a copy of this policy prior to admission to the DPT program. DPT students currently enrolled will be issued a copy of this policy before submitting to criminal background checks (CBC).
- If the student is assigned to a clinical site that requires a CBC, the DCE or the designated representative will supply the clinical site with verbal or written results (as may be stipulated by the clinical site contract). If the clinical site requests a written copy of the student CBC, it will be submitted to the specific administrative contact via email before the student starts the affiliation.
- Students will pay on-line when applying for the background check.
- A student can elect to receive information directly by checking the proper box on the on-line release form.
- Post admission in the program, a current recheck CBC may be a required by request of selective clinical sites.
- These CBCs will be conducted by Certifiedbackground.com.
- Only the Director of Clinical Education (DCE) or a designated representative has access to on-line results of the CBC from CastleBranch.com and PublicDataWorks.com.
- Based on current contracts with clinical education sites, certain criminal histories are likely to disqualify a student from participating in clinical learning experiences. Listed below are the following background histories that will disqualify a student's acceptance into the DPT Program. However, this list is not exhaustive.
  - Convictions/deferred adjudications involving crimes against persons (physical or sexual abuse, neglect, assault, murder, etc.)
  - Convictions related to moral turpitude (prostitution, public lewdness/exposure, etc.)
  - Registered sex offenders
  - Misdemeanors/felonies/deferred adjudications involving weapon charges
  - Convictions/deferred adjudications related to the sale, possession, distribution, or transfer of narcotics or controlled substance
  - Convictions/deferred adjudication involving financial crimes against persons, companies or institutions (theft, fraud, etc.)
- If a student has a positive CBC, the DCE will inform the Department Chair and the individual result will be evaluated for possible further inquiry.
• The student will be asked to visit the Department Chair and the DCE to discuss a positive CBC and may be requested to produce additional pertinent information.

• The Department Chair's decision regarding final admission to the program will be based on the requirements stipulated in current contractual agreements between the clinical sites and the pertinent policies of the WSSU DPT program. The student will be informed of the Department Chair's decision before the orientation session.

• If the response from the administration at the clinical site dictates further discussion, the DCE will discuss the CBC with the DPT Department Chair and the Coordinator of Clinical Education at the clinical site.

• The clinical site may refuse to take the student after being informed of the results of the CBC as performed by Certifiedbackground.com or by the site's reporting agency. In this case, the DCE will attempt to obtain another affiliation in a similar type of clinical setting for the student. However, there is no guarantee of placement and the student may be dismissed from the program if an appropriate placement cannot be secured. The student must successfully complete each scheduled clinical affiliation in order to maintain the proper sequence of courses within the curriculum.

• It is the student's responsibility to inform the DCE if any additional charges/convictions/deferred adjudication occurs while the student is enrolled in the WSSU DPT program. If further charges/convictions occur during matriculation in the program, the student is subject to automatic dismissal.

• A copy of the student's CBC will be locked securely in a designated file in the office of the DCE, or maintained on the secure website and maintained for seven years.

• This policy will be published in the Physical Therapy Student Handbook. WSSU DPT students can request additional copies of this policy at any time.

• PT licensing boards may deny, suspend, or revoke a license or may deny the individual the opportunity to sit for an examination if an applicant has a criminal history or is convicted or pleads guilty or nolo contendere to a felony or other serious crime. Successful completion of the WSSU DPT program does not guarantee licensure, the opportunity to sit for a licensure examination or employment in PT.

This policy is subject to change as deemed necessary by program administrators and the DPT program faculty.

Approved July 2005
Amended March 2006
Amended October 2006
Amended December 2011
Amended August 20, 2013
NORTH CAROLINA AREA HEALTH EDUCATION CENTERS (AHEC)
HOUSING REQUEST AND PAYMENT POLICY

Policy:
All Allied Health (PT and OT) students wanting to utilize Area Health Education Centers (AHEC) for their clinical affiliations are to apply online for AHEC housing per [http://my.ncahec.net/](http://my.ncahec.net/). In addition, students must fulfill the AHEC housing fee of $5 per night. This amount will include weekends. The Dean of the School of Health Sciences will inform each department of invoice due dates. Each department will be responsible for ensuring all monies have been collected for housing utilized by students within their program. WSSU students are expected to abide by rules and guidelines set by NC AHEC Housing Services.

Procedure:
- Allied Health departments will inform students of the AHEC housing request process and provide an AHEC/Office of Regional Primary Care Education (ORPCE) Information form. The housing request form and the AHEC/ORPCE Information form are enclosed as the second and third page of this policy.
- Students will be referred to go onto the AHEC website ([http://my.ncahec.net/](http://my.ncahec.net/)) to apply for housing for their clinical rotation. Application for housing is not a guarantee of availability.
- Notification of student housing request will be sent to each respective department for review and approval of housing request.
- Upon approval from the department’s Clinical Coordinator, the department’s Clinical Program Assistant will inform student of total billable nights fee due for housing.
- One month prior to rotation, student will submit payment to the department’s Clinical Program Assistant.
- The payment will be made in the name of the department’s WSSU Foundation Fund Account.
- Upon receipt of payment, the Clinical Program Assistant will provide the student with a receipt of payment, as well as submit funds directly to the department’s WSSU Foundation Fund Account.
- Payment totals calculated and remitted to the department does not include any security deposits required by any AHEC location.
- In the event student pays for NC AHEC housing and is dismissed from the program prior to start of clinical affiliation, a full refund will be remitted to the student.
- In the event student pays for NC AHEC housing and is dismissed from clinical affiliation, no refund will be remitted to the student.
- Bi-annually, NC AHEC Housing Services will send the School of Health Sciences an invoice for payment for all billable nights utilized during each six-month period.
- Upon receipt of invoice, each department will submit a check request from the department’s foundation fund account for nights utilized by students in their program during that period.
- The checks will be made payable to NC AHEC Housing Services.
- After checks are issued back to the department from Foundation, the department will make a copy of the check for their records and deliver the check to the Dean’s Office.
- After the checks from each allied health department is received in the Dean’s Office, checks will accompany the invoice and will be mailed to the address indicated per the invoice.

created - 8 June 2010
Policy: The Director of Clinical Education (DCE) makes all final decisions concerning student placement in Clinical Education (CE) affiliations and facility readiness to educate students properly. We recognize the need for students to be an integral part in their career and institutional decisions to ensure a successful Clinical Education (CE) experience during the DPT curriculum. Students need to remember that they are responsible for financial support, housing and transportation for each CE experience regardless of location.

Procedure: The following procedure should be followed for student assignment to CE experiences.

1. A list of available facilities will be provided to the students according to the timetable shown below.
2. Students will be asked to fill out a CE preference form indicating First, Second and Third choice of preferred CE facility for each CE experience.
3. Students are to complete the preference form and return to the DCE Secretary by the designated date as listed in the timetable below.
4. Students who miss the deadline for turning in the preference form will be assigned after all other students have been assigned.
5. Under no circumstance should the student initiate contact with an existing or proposed clinical education site before the DCE makes the official assignment.
6. In making the CE assignments, the DCE will take into consideration the CE facility’s strengths and weaknesses and student preferences.
7. Every effort will be made to assign the student to one of the preferred choices. Final decisions, however, depend on ensuring that each student receives the best possible CE experience.
8. The DCE will notify the student in a timely fashion regarding CE placement.

Updated: 12/14/10
Approved: 11/10/2003
<table>
<thead>
<tr>
<th>Clinical Education I</th>
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<th>Clinical Education III</th>
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<tr>
<td>Clinical Education II</td>
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</table>

Student Name: ________________________________ Phone: ____________________

1st Preference of Site: ________________________________

Site Address: ___________________________ State: ______ Zip Code: ________

Facility Type Needed: ________________________________

Contact Person If Known: ___________________________ Phone: ________________

2nd Preference of Site: ________________________________

Site Address: ___________________________ State: ______ Zip Code: ________

Facility Type Needed: ________________________________

Contact Person If Known: ___________________________ Phone: ________________

3rd Preference of Site: ________________________________

Site Address: ___________________________ State: ______ Zip Code: ________

Facility Type Needed: ________________________________

Contact Person If Known: ___________________________ Phone: ________________

Justification and/or personal reasons for site selection: ________________________________

Faculty Approval: [Y] [N] By: __________________________ Date: ________________

Reason(s) for non approval: ________________________________

For DCCE use only:

Date Contacted: __________________________ Action: [Y] [N]

Person Contacted: __________________________ Packet Mailed: __________________________

Contract Received: [Y] [N] Clinical Information Form Received: [Y] [N]
Winston-Salem State University
Department of Physical Therapy
Policy on Changing Clinical Site Selection

Policy: Winston Salem State University Physical Therapy Department retains the right to change a student’s Clinical Education assignment at any time. Clinical Education (CE) is arranged in agreement with clinical settings based on a student’s needs. These facilities have entered into a contractual agreement with Winston Salem State University. It may be necessary for the program to change clinical sites due to unforeseen events.

Procedure: The following procedure should be followed if: 1) it becomes necessary to change a student’s clinical education because the clinical site has notified WSSU of the inability to fulfill their contractual agreement; or 2) a student wishes to appeal their Clinical Education assignment for hardship reasons.

If the Clinical Site cancels affiliation for any reason, then the following procedure should be followed:

1. As soon as the DCE receives notice of the cancellation, he/she will notify the student as soon as possible.
2. It is the responsibility of the DCE and DCE secretary to make personal contacts to other facilities that are currently under contractual agreement with WSSU to arrange alternative clinical education plans for the student.
3. Under no circumstances should the student initiate contact with an existing or current clinical education site without prior consent of the DCE.
4. The DCE may have to change the dates, times, and/or setting in order to properly place the student so he/she may fulfill the clinical education requirements.
5. The DCE will notify the student of the new clinical education site at the earliest possible convenience.
6. The student needs to arrange financial support, transportation and housing at the new clinical education site.

The student may appeal the Clinical Education placement secondary to hardship.

1. If a student faces undue hardship, he/she may appeal in writing to the DCE.
2. This appeal should contain at least the following information:
   a. Clinical Education Facility Name
   b. Clinical Education Course number and dates of assignment.
   c. Hardship Reason: Undue hardship is defined as a special circumstance, which would make it extremely difficult for you to complete the CE experience at the facility, which you have been assigned. Hardship examples are your pregnancy or pregnancy of your significant other; child, significant other or immediate family member illness that requires your constant monitoring; and previous employment with the facility where you have been assigned.
3. It is the student’s responsibility to plan financial support for these clinical education experiences in advance of clinical assignment. Lack of financial resources to attend a clinical education facility will not be considered a hardship.
4. The DCE will determine final placement.
5. The student may appeal this final DCE decision by following the grievance procedure that is outlined in the Handbook For Professional Students.

Approved: 11/10/2003
Winston-Salem State University  
School of Health Sciences  
Department of Physical Therapy

GRADING FOR CLINICAL EDUCATION POLICY

Policy:
All clinical education internships are graded as "satisfactory" or "unsatisfactory" depending on student progression toward entry-level performance for the 18 Clinical Performance Instrument (CPI) criteria, as well as successful completion of any assignments for the specific internship.

Procedure:
The WSSU DPT Clinical Education handbook will be distributed to the students before their first clinical internship.

1. Grading criteria are specific for each internship and are documented in the course syllabus for the corresponding clinical education experience. The student is expected to reach the recommended range on the CPI. Students are expected to meet all deadlines: completion of pre-clinical materials by deadline, completion of specific assignments by deadlines, meeting deadlines for all other materials (before, during, after internship). These criteria will be outlined in the syllabus, and will be considered in the final grade for that internship. If the deadlines are not met, the student will fail the clinical internship.

2. Students will be expected to reach entry-level performance in the CPI categories by the end of the final internship.

3. A “Critical Incident” form is located on web-based CPI. If a student displays serious clinical deficit(s) that could result in withdrawal from the clinical site and/or failure of the internship, the form is completed and submitted online by the Clinical Instructor (CI) or Center Coordinator of Clinical Education (CCCE). The DCE(s) and Chair of the DPT program will discuss the incident and appropriate actions will be taken. If any of the CPI red flag behaviors (safety, professional behavior, accountability, communication, clinical reasoning) are designated in the Critical Incident Report, the student will fail the clinical internship.

4. If a Critical Incident report is filed for any of the other CPI categories (besides the red flag categories identified above), the DCE(s) may decide to remediate the student. The CI, CCCE, and DCE(s) will collaborate on a remediation plan.

5. The final grade of satisfactory or unsatisfactory for any internship is determined by the progress toward entry-level on the CPI (within expected ranges listed in each syllabus), as well as completion of all assignments and grading criteria. The final grade is determined by the WSSU DCE(s). This decision is based on the CCCE and CI's recommendations, CPI evaluation, completed assignments, grading criteria, and consultation with Chair of the WSSU DPT department.

6. If a student withdraws from an internship (except for medical or family leave), the student may then repeat only one clinical internship, and it must be repeated in a setting similar to the original site. The DCE and co-DCE will determine the remediation site, and communicate specific needs to the CCCE of the potential site. If a similar site cannot be found in a timely period, the student may be in danger of not completing coursework in the required, prescribed sequence. This may result in the lack of student’s progression in the curriculum, and possibly affect his/her graduation.
7. No more than one repeat of a clinical internship may be made under any circumstances.

8. If a student is dismissed from an internship, the student will be dismissed from the program.

9. If a student earns an unsatisfactory grade for an internship, the student will be dismissed from the program.

10. Students may appeal dismissal or delay of graduation decisions by following the Department of Physical Therapy Appeals Policy within the School of Health Sciences at Winston-Salem State University.

Approved April 2006
Amended November 2009
Amended December 2011
Amended November 2013
Winston-Salem State University
Department of Physical Therapy
Comprehensive Examination
Policy and Procedure

POLICY
In order to complete the degree requirements for Doctor of Physical Therapy (DPT), each student must successfully complete a series of two comprehensive examinations. These evaluations require the student to demonstrate competency in all instructional/content areas included in the Physical Therapy curriculum.

For clarification:
Year 1 includes: Spring 1, Summer 1 and Fall 1
Year 2 includes: Spring 2, Summer 2 and Fall 2
Year 3 includes: Spring 3, Summer 3

PROCEDURES
I. First Comprehensive Examination
1. In the summer of year 2, all students will be required to take an integrated comprehensive examination (1st Comp Exam).
2. The test will be administered electronically, with a date and time scheduled for the entire class, based on computer lab availability and semester dates.
3. The 1st Comp Exam will include questions from all courses taught during the Spring 1, Summer 1, Fall 1 and Spring 2 semesters.
4. All students are required to score 70% or higher on the 1st Comp Exam in order to progress to Clinical Education courses and subsequent portions of the DPT professional curriculum.
5. A student who scores below 70% on the 1st Comp Exam must complete the following process:
   a. In consultation with the student’s academic advisor, a detailed action plan for remediation will be developed, within 1-2 weeks of the test.
   b. A copy of the action plan will be submitted to the Department Chair by the end of those two weeks.
   c. The student will be notified in writing by the Department Chair if the plan has been accepted.
   d. The student must retake and pass a 1st Comp Exam (as described in I.2-4) by the end of the second Fall semester.
   e. If the plan is disapproved, it will be returned to the student and academic advisor for modification and resubmission in a timely manner.
   f. Depending on the timing and sequencing of remediation, there may be a delay in the progression through the curriculum. Any student requiring remediation must be aware that being out of sequence with curriculum progression, including clinical education courses will result in delaying their schedule of study and graduation.
   g. A student who fails the initial exam will be placed on academic probation, and will come off academic probation when they pass the retake.
   h. As noted in the Policy on progression requirements (4b.iv) a student who is on academic probation will not be allowed to participate in clinical education courses, as determined by the by the faculty, on a case by case basis.
   i. The student must pass the 1st Comp Exam retake by the end of the second Fall semester or be dismissed from the program.

The student must successfully complete each scheduled course and clinical affiliation in order to maintain the proper sequence of courses within the curriculum.

II. Final Comprehensive Examination
1. During the Summer term, Year 3, students will be required to take the Final Comprehensive Exam (FComp Exam).
a. The FComp Exam is through a national licensure preparation program and reflects the content that is contained in the licensure test, and within the program. A test day and time will be scheduled for the entire class, based upon computer lab availability and the semester dates.
b. An elective board prep course will be offered during the Summer 3 semester. During this course at least three practice tests are offered and the FComp will be administered as part of the course. Those who elect not to enroll in this course will be only required to take the FComp.

2. In order to be eligible for graduation, the student must demonstrate competency by achieving a minimum score of 70% on the FComp Exam.
3. For feedback on exam results, the student may review the completed exam for item and content performance.
4. Students who fail to achieve a score of 70% on the FComp Exam may apply for the opportunity to complete a remediation process and retake the FComp Exam.
5. A student who fails the initial exam will be placed on academic probation, and will come off academic probation when they pass the retake.
6. As noted in the Policy on progression requirements (4b.iv) a student who is on academic probation will not be allowed to participate in clinical education courses, as determined by the by the faculty, on a case by case basis.

III. Remediation Application Process for Final Comp Exam
1. A student who is interested in applying for the opportunity for remediation and to retake the FComp Exam will meet with her/his academic advisor to compose a formal request for consideration by Department Chair and the faculty.
2. This request must be submitted within two (2) weeks of the date of the failure on the FComp Exam.
3. The faculty and Department Chair will review the student’s overall performance, including academic status and clinical performance, to determine whether the student will be allowed to engage in the remediation process.
4. In order for the student to be granted this privilege, a majority of the core faculty members and the Department Chair must approve the request.

IV. Remediation Process
1. If a student is unable to demonstrate competency on the FComp Exam as defined in II.2, above, and has been granted approval during the remediation application process, the student must complete the following steps:
   a. In consultation with the student’s academic advisor, a detailed action plan for remediation will be developed and submitted in writing to the Department Chair.
   b. The remediation plan will be reviewed by the faculty, who will make recommendations regarding components and vote on the final remediation plan.
   c. The student will be notified in writing by the Department Chair if the remediation action plan has been accepted.
   d. Complete the remediation action plan as outlined.
   e. Retake and pass the FComp Exam by the end of the third Fall semester.
   f. Only one (1) retake is allowed following the original FComp.
   g. If the student does not achieve the 70% score on the retake of the FComp Exam, the student will be officially dismissed from the program.
2. Students may appeal dismissal or delay of graduation decisions by following the Department of Physical Therapy and Graduate Catalog grievance policy/procedure.

Approved: 5/06/04
Revised: 3/12/08
Revised: 11/16/08
Revised: 12/14/10
Revised: 12/08/11
Revised: 9/12/13
Policy: Policies governing the privacy of student records have been established by the university and recorded in Winston Salem State University’s Handbook. Student records are private and confidential.

Procedure:

1. Upon acceptance into the DPT program at WSSU, each student will have a student file.

2. These files will be kept in a locked filing cabinet with limited access.

3. The Departmental secretary maintains these files and is primarily responsible for ensuring privacy of the files. Faculty (core &/or adjunct) as well as program chair may have access to student files but must also be responsible for ensuring student privacy. Student files will be maintained in the department for not less than 5 years post-graduation.

4. In order to protect the privacy of student’s personal information, Winston Salem State University issues random identification numbers to all students. The physical therapy department secretary will reveal these numbers to the students during the first semester. To protect student’s confidentiality, grades will only be entered in BlackBoard or provided directly to the student in person during the course of the academic term.

5. Individuals will not participate in clinical demonstrations, student laboratory practical examinations, research, photographs, video, or other practices that might violate the privacy of the participant without obtaining a written informed consent from the student. Informed consent authorization forms will be available in the Physical Therapy Department. Signed informed consents will be kept in the students file.

6. During clinical internships, students will adhere to all policies and/or procedures of the institution regarding patient confidentiality and privacy.

Approved: 11/10/2003
Revised: 12/14/10
Revised: August 28, 2013
Policy on Use of Technology in the Classroom

The use of technology in classroom is intended to enrich the educational environment for all students. Therefore, the use of technology that interferes with the educational environment, encourages academic dishonesty, or promotes illegal activities (such as copyright infringement) is prohibited by instructors and the physical therapy program at Winston Salem State University.

To minimize distractions and keep students’ full intellectual energies inside the classroom, students are required to observe the following when present in the classroom and lab settings.

1. Students may use hand held electronic devices, mobile computing technologies, and cell phones only as permitted by the instructor. Mobile technologies may be employed as appropriate when professors or students need to reference information to further classroom inquiry or when utilized as a part of instruction. Students need to seek permission prior to the start of class from the instructor for other uses of mobile computing technologies, hand held electronic devices, and cell phones (i.e. texting, phone conversations, social media applications). If permission is granted, students must place the device on silent mode, and must leave the classroom to interact with the technology when it is not used as a part of classroom instruction.

2. The use of an iPAD or a computer in the classroom is a privilege, not a right, and should be used for note taking or to further the educational inquiry of the student (i.e: referencing information pertinent to classroom activities). If an iPAD or a computer is utilized for texting, e-mail, or accessing social media sites (without the explicit permission of the instructor), the instructor may ask the student to discontinue use of the technology for the remainder of the class period.

3. Students who would like to use voice and/or video recorders for class lectures must receive explicit written permission of the instructor before doing so. Once permission is given, any recordings obtained may be shared amongst classmates. However, recordings must not be shared outside of the Winston Salem State University physical therapy department.

4. Students may not post ANY material from physical therapy classes on any social networking sites (Facebook, YouTube), or file sharing sites without the explicit written permission of the instructor. In addition, written permission must be sought from any person that is present in any digital media prior to sharing of recordings in any forum.

5. Students who have official documentation from the office of disability service that recommends the use of technology to accommodate verified learning needs will be allowed to use the recommended technology during class.

6. On the first violation of this policy, the student will receive written warning from the course instructor about the inappropriate use of technology. On the second violation, the student will receive written warning from the department chairperson and may be placed on probation for the use of the technology. On the third violation, the student will not be permitted to use mobile or computing technologies in the classroom for a period of one year and the student may face other disciplinary actions.

7. Instructors will be encouraged to include this policy in the course description and course syllabi.

8. Students may reference this policy in the DPT Student Handbook of the Physical Therapy Department.
Policy on Social Media

Adapted from The Ohio State University Policies on Social Media

Definition of Social Media:

Social media are works of user-created video, text, or multimedia that are published and shared in an electronic environment, utilizing such instruments as a weblog (blog), Facebook, Twitter, instant messaging, texting, email, or a video hosting site. Social media, by its nature is a public forum, and must be treated as such, even when more secure privacy settings are provided and employed by the user.

Social media provides opportunities to faculty, staff, and students to engage others in conversations about Winston Salem State University Physical Therapy department and provides opportunities for connecting with others in our daily lives. When placing information on social media be: respectful of others, authentic by using your name, careful what you say, as it reflects on you and the program; and act ethically as defined by the American Physical Therapy (APTA) Policy on Social Media.

Philosophy:

1. We believe that social media creates new and potentially useful tools for communicating publicly.
2. The student is responsible for protecting her or his personal identity and privacy in this public forum, which is freely accessible to anyone, at any time.
3. Students have the right to express their opinions openly and freely.
4. We believe that by enrolling in and participating in a professional health educational program that the student is establishing a professional reputation and extending the reputation of the program. When using social media, individuals should take care to protect their professional reputation and the reputation of the program. This reputation is established daily and is difficult to restore once damaged.
5. We believe that we have the responsibility to ensure the effective operation and professional reputation of our program and protect it from any social media use that may be damaging to our students, patients, or to the reputation of our program.
6. We believe that information posted to social media should pass the “billboard and front-page” test. This means, would you be proud of the content that you post if the content were posted on a large billboard or the front page of a newspaper for everyone to see?
7. We believe that there should be no expectation of privacy when interacting in social media forums.

Policies and Procedures:

You are entitled to express your opinions and ideas through the use of social media; however, you have a responsibility to protect Winston Salem State University, the physical therapy department, and your professional reputation. In this light, you should reflect the core values of the APTA and the APTA’s social media policy in your communications in social media.

What you should not do:

1. Post information about yourself, your role as a student, or the physical therapy department that you are wondering if you should post. What you post today, you may regret tomorrow.
2. Post or disclose patient information.
3. Post information about other students, faculty, or patients that could be interpreted by others to be abusive or harassing or discriminatory in nature.

4. Post materials or media that belong to someone else, or include the likeness of another. If you do post this information, you must get written permission, and give the originator credit. This includes posting videos or pictures of faculty and other students to Facebook, Twitter, diigo, YouTube, or other social media sites.

5. Portray your own personal opinions as if they represented your institution, class, or clinical site.

**Corrective actions**

Violations of the social media policy is "misconduct" and subject to disciplinary actions, up to and including dismissal, in accordance with the applicable disciplinary process pending a hearing before an appropriate hearing body (as published in the WSSU graduate catalog and stipulated in the University cyber bullying policy).

Date of approval: 12/14/12; 8/29/13
Students with Disabilities Information

The Americans with Disabilities Act (ADA) extends federal civil rights protection in several areas to people who are considered “disabled.” The act is built upon a body of existing legislation, particularly the Rehabilitation Act of 1973 and the Civil Rights Act of 1964, and the act states its purpose as providing “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.”

As required by law, Winston-Salem State University will make every effort to provide accommodations to students who require such assistance. Certain standards must be met for individuals to qualify for the Act’s protection. To be considered “disabled” under ADA, individuals must have a condition that impairs a major life activity, or have a history of such a condition, or be regarded as having such a condition.

A campus coordinator has been designated to assist disabled students. To receive assistance, students who believe they will need accommodation must complete a Disabled Student Data Form. Any information supplied is voluntary; information will be shared only with personnel responsible for assisting students with special needs.

The Student with Disabilities Data Form is available in the Counseling Center, the Student Health Center, and the Academic Resource Center. Any persons needing accommodations under Section 504 of the Rehabilitation Act(s) or the American with Disabilities Act should contact the coordinator of Disabilities Services Center.

WSSU Disability Services:

Disability Services focuses on providing services needed by students with disabilities to minimize the extent to which their disability affects opportunities in the WSSU academic environment. For university students with disabilities, the singular most important issue is EQUAL opportunity. Disability Services is designed to address those areas of need where equal opportunity is compromised for students with disabilities.

Students with a documented disability must register with the WSSU Disability Services Office within the first five weeks of each semester in order to receive any consideration for accommodations in courses. You may reach the Disability Services Office by emailing waddellm@wssu.edu.

Registration is not complete until the Office of Disability Services has received the proper current and comprehensive documentation and registration form. After this is submitted, students should send a copy of their finalized detailed semester schedule through email.

Returning students need to submit their finalized detailed schedule as soon as possible.

Each student is required to MEET with the Office of Disability Services regularly.

Disability Services Contact Information:

Mrs. M. B. Waddell, Coordinator
Anderson Center 217
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 WSSU. Students may contact the Disability Services Coordinator to file a grievance.
Essential Functions

Successful completion of the Doctor of Physical Therapy degree (DPT) requires not only the acquisition of a professional body of knowledge, but also the development and demonstration of essential functions in order to provide safe, effective and ethical patient care.

Essential functions must be developed and demonstrated in the following domains:
- Communication
- Sensorimotor
- Intellect/Conceptualization
- Judgment
- Professional Behavior/Social Interaction

This body of knowledge and set of essential functions skills is acquired through the professional academic and clinical phases of the educational process. All students must demonstrate mastery of both academic material and essential functions skills prior to graduation.

Individuals enrolled in the WSSU DPT program are preparing to join a profession with established standards. Students must be able to meet the essential functions outlined by the American Physical Therapy Association (APTA) and uphold the APTA Core Values (see separate document in the DPT Handbook). Individuals who cannot meet the functions described below, with or without a reasonable accommodation at the time of admissions and throughout the program, will be dismissed from the WSSU DPT program. Factors that may jeopardize the welfare of patients, colleagues, faculty, or staff and which may be grounds for course failure and/or program dismissal include deficiencies in:

- Knowledge
- Judgment
- Integrity
- Character or ethics
- Professional attitude or demeanor
- Clinical performance
- Academic performance

Every student accepted to the WSSU DPT program must sign the accompanying affidavit attesting to his/her ability to meet these essential functions and return it to the WSSU DPT Department office during the first week of the program. Failure to complete the affidavit in the specified time frame constitutes grounds for dismissal.

Description of Essential Functions

Observation:

The student will be able to accurately observe and assess patients/clients using all sensory and perceptual faculties in a timely manner with or without an assistive device.

Essential observation functions that the student must exhibit include: (list is not exhaustive)
- Assess gait deviations of patient 10 feet away
o Observe patient response to exercise or therapeutic procedure (grimacing, change in skin color, breath control, etc.)
o Assess open wounds and skin integrity
o Monitor, read, and interpret information received from multiple sources
o Interpret confusing sensory information and distinguish the most important sensory information received to protect patient safety

**Communication:** The student will communicate (using verbal, non-verbal, digital and non-digital written communication) professionally during matriculation in the program with peers, faculty, staff and others, and in all matters apropos to healthcare with the patient/client, caregivers, or other members of the health care community.

The student therefore must be able to read, write, speak, and understand English at a level consistent with successful course completion and clinical performance. The student must use a professional level of communication and respect and adhere to communication standards that are set forth in this policy and the Digital Media policy.

**Essential communication functions that the student must possess:** (list is not exhaustive)

- Obtain history and medical information from patient and caregivers
- Explain treatment procedures
- Demonstrate exercise programs
- Establish rapport with patient/client, caregivers, and colleagues
- Communicate professionally both orally and in writing with peers, faculty, staff, colleagues, patients, caregivers and payers
- Perform effective, thorough, and timely documentation in classroom and clinical settings
- Apply teaching and learning theories and methods in health care and community environments
- Possess computer skills that will allow for successful classroom and clinical performance
- Exhibit professional verbal, non-verbal, and written behaviors in classroom and clinical settings

**Sensorimotor:**

The student will safely, reliably, and efficiently perform physical therapy assessments and treatments with or without assistive devices.

**The student therefore must be able to:**
- Perform skills that require coordination of both gross and fine muscular movements, equilibrium, and the integrated use of touch and vision.
- Perform physical therapy procedures with speed, strength, coordination, safety, and endurance for handling self, classmates, and patient/clients.
- Respond rapidly and responsibly to emergencies.
- Simultaneously observe and physically support a patient/client with a disability during all aspects of care with or without an assistive device.
- Physically participate in fulltime (40+ hours/week) clinical internships in a variety of clinical settings (continuously for 8-10 weeks).

**Essential sensorimotor functions that the student must exhibit:** (list is not exhaustive)

- Respond to a timer, emergency alarm, or emergency calls from patient/client
- Discern breath, and heart sounds with a stethoscope
The Judgment:

The student will practice in a safe, ethical, honest and legal manner.

The student therefore must be able to:

- Recognize ethical and legal standards and apply them in clinical decision-making
- Demonstrate management and organizational skills, including supervision and task delegation to others.
• Demonstrate academic honesty during examinations (written and practical), homework assignments, clinical internship patient management, clinical internship assignments.
• Complete all assigned clinical tasks, as assigned by clinical instructor or supervisor, prior to leaving the clinic.
• Uphold academic integrity by, not posting any classroom information or activities (videos, audios, power point, pictures, professor information, exams, etc.) to social media or other websites without express written permission from the persons involved in the activity.

**Essential judgment functions that the student must possess:** (list is not exhaustive)

 o Comply with APTA Code of Ethics, APTA Core Values, WSSU Policy on Academic Integrity, NC Board of PT Examiners rules and regulations, and HIPAA regulations
 o Adhere to Medicare, Medicaid and other third party payer regulations when practicing on clinical internships

**Behavioral/Social:**

**The student will possess the emotional health required to cooperate with others, utilizing full use of his/her intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities. The student must maintain honesty in all ??**

**The student therefore must be able to:**

• Adapt to change, display flexibility, and learn to thrive regardless of the uncertainties and stresses of a demanding educational program.
• Complete all necessary clinical education materials (health records, CPR, criminal background checks, drug screens, biographical sketches, facility packets, assignments) by deadlines given.
• Be on time for class, lab practicals, field trips, community clinic, and clinical internships.
• Be professionally dressed for guest lectures, field trips, community clinic and clinical internships.
• Utilize electronic technology appropriately (text messaging, cell phones, internet, Ipad, or any other electronic device) by not using the technology for personal use during class, community clinic, or clinical internships, except when express permission is given for its use.
• Demonstrate the possession of empathy, compassion, and respect for all individuals.
• Work harmoniously in teams and contribute to all activities and assignments.
• Accept and respond to constructive criticism in a professional manner.
• Accept responsibility for actions and decisions.
• Understand that clinical sites for clinical affiliations will be provided in out-of-town locations, and travel to these sites is required for progression in the program.

**Essential behavioral/social functions that the student must possess:** (list is not exhaustive)

 o Establish appropriate professional and social demeanor and respect with faculty, staff, classmates, health-care colleagues, and with patients and their families
 o Exhibit APTA Core Values in classroom and clinical settings
 o Identify accurately the cognitive and emotional needs of self and others
 o Exhibit appropriate flexibility and adaptability for the ambiguities in professional life, especially in pursuing the well-being of patients
 o Exhibit appropriate verbal and non-verbal communication with all persons regardless of age, gender, race, creed or sexual orientation

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o Interact effectively with individuals, families, groups from a variety of social, emotional, cultural, and intellectual backgrounds  
o Maintain mature and professional demeanor when physically and emotionally fatigued  
o Maintain cleanliness of classrooms  
o Demonstrate responsibility for lifelong professional growth and development  

**Policies relating to Essential Functions**

If a student does not meet any of these essential functions, with or without accommodation during his/her matriculation in the WSSU DPT program, the student will be dismissed from the program.

1. **Warning:** On first offense, the student will meet with a faculty committee, consisting of the Chair of the DPT program, faculty advisor, and the involved faculty member (if applicable), to discuss the situation and be informed of an action plan. The written action plan will delineate the offense or infraction, timeframe, behavioral expectations, and any necessary remediation. It will be signed by all parties to exhibit agreement with the plan.

2. **Probation:** On any repeat offense, the student will be placed on probation for a definite or indefinite period, including probation with associated conditions or requirements. Probation means that a student may remain in the DPT program, but may be required to satisfy specified conditions or requirements. A written action plan will delineate the offense or infraction, timeframe, behavioral expectations, and any necessary remediation. It will be signed by all parties to exhibit agreement with the plan.

The sanction of probation prohibits graduation until the period of probation has ended and the student has complied with all requirements as established by the faculty committee. If the student is unable to progress through the prescribed curricular (didactic courses and/or clinical internships) sequence during the probationary period, then the student will have to appeal to be part of the next cohort of students.

3. **Dismissal:** On a third offense, or any grievous behavior, the student will be dismissed from the DPT program. Grievous behavior is a behavior that places students, faculty, staff or others at an imminent risk for harm, violates campus social regulations and standards of conduct and/or state or federal law. The dismissed student may appeal by filing a formal written grievance, and following the grievance policy located below. The student is prohibited from attending classes or clinical education internships until the grievance process is completed. If the appeal is successful, the student will be part of a future cohort of students.

**Appeal:**

Any student may appeal any decision affecting his/her status as a graduate student. Initial appeals should be presented to the appropriate academic officials.

Appeal must be made first to the department chair. If the chair’s decision is unsatisfactory to the student, the appeal may then be taken to the school dean. If the school dean’s decision is also unsatisfactory to the student, the student’s final recourse for appeal is to submit a written petition to the Appeals Committee of the Graduate Council. The petition shall briefly describe the facts that support his/her claim and the remedy being sought. A full description of the appeal’s policy may be located in the Graduate Catalog.

**First approved: 1/12/04**
**Modified: 11/18/09**
**Modified: 11/16/11**
**Modified: 11/12/13**
Policy: Students are expected to be in proper attire at the beginning of class. This means changing clothes, if necessary, during breaks between classes. It is the student’s responsibility to look at course schedules and be prepared for proper dress.

Procedure:
General Lecture:
Dress is at the student’s discretion. We are unable to change the temperature of the rooms. Some students find it more comfortable to dress in layers.

Lab:
Lab dress should be adequate to expose the appropriate body part. This usually can be accomplished with gym shorts and t-shirt. For labs involving the upper extremities, women should wear a halter-top or bathing suit top that allows exposures of these areas. A sports bra is not acceptable attire for these labs. Men should remove their shirts for labs which require observation of the spine &/or upper extremity.

Guest Speaker, Student Presentations, Practical Exams:
Professional dress is expected. This means no jeans, shorts, t-shirts, warm-ups, sweat-pants, tights, mid-drift shirts or hats of any kind.

Clinical Internships
Students should wear professional dress unless otherwise instructed by the facility. Some facilities require the student to wear a lab coat in addition to professional dress. Lab coats will be the financial responsibility of the student. It is a legal requirement that each student wear a name badge at all times during a clinical rotation. If a facility requires a facility specific name badge, the student may wear that name badge instead of the WSSU name badge for that clinical internship. Please refer to the Name Badge policy for an explanation on how to obtain a name badge.

Approved: 11/10/2003
Policy:
WSSU Department of Physical Therapy has zero tolerance for drug use. In order to comply with current contracts between the DPT program and our affiliated clinical education sites, it is necessary to require drug screening of WSSU DPT students.

Informed Consent: As a condition of admission to the DPT program, students are required to comply with this policy and submit a written statement of informed consent. (Appendix A).

Procedure:
1. A student will be notified of this drug screening requirement both before enrollment and before the start of any internship by the WSSU Department of Physical Therapy. Random drug testing may be required during the course of study as set forth in the WSSU DPT Substance Abuse Policy.
2. The student will be given written instructions and the WSSU DPT code and access to the drug testing account at certifiedbackground.com or other departmental approved testing agency.
3. The student will pay for the twelve-panel drug test at their own expense. After payment, the student will receive further instructions, the chain of custody form and directions to proceed to the designated lab.
4. To ensure accurate test results, the student is advised to go for testing early in the morning, if possible. In addition, the student should take a list of any medicines they have been prescribed and/or are taking, including over-the-counter medications.
5. The results of the test will be posted to the certifiedbackground.com or other departmental approved testing agency website in a secure, tamper-proof environment, where the student, as well as WSSU DPT program, can view the results of the drug test.
6. The student will notify the DCE or Assistant DCE that the test was completed.
7. If a failed (positive) drug screen is returned on an admitted student, the student will not be enrolled in the DPT program.
8. If a required, passed (negative) drug screen is returned on an enrolled student, the WSSU DPT DCE or Assistant DCE will forward the results to the designated personnel at the clinical site prior to start date of the affiliation.
9. If a required, failed (positive) drug screen is returned on an enrolled student, the facility will not receive that information, but rather, the DCE or Assistant DCE will implement the steps set forth by the WSSU DPT Substance Abuse Policy.
10. A copy of the confidential results will be filed in the student's record in the office of the Director of Clinical Education, or on the secure website, and maintained for five years with the student record.
11. DPT Department Chair, DCE, Assistant DCE, Clinical Education Program Assistant and all faculty will be informed of, and adhere to, this policy.

WSSU DPT students can request individual copies of this policy at any time. This policy is subject to change.

Amended March 2006
Amended December 2011
Amended August 2013
Winston-Salem State University  
Department of Physical Therapy  
Grading Policy and Procedures

Policy: The Physical Therapy Program grading policy is based on a plus/minus system with a “C” grade of 70 being the lowest permissible final grade in a course. Final grades of less than 70 are considered failures.

All students are required to successfully complete each course in the DPT curriculum with a C or better or a grade of Pass in a Pass/Fail course. Failure to do so will result in immediate dismissal from the program. Students must also maintain a 3.0 grade point average in the program in order to be eligible for graduation. See Progression policy for specific requirements for graduation.

Practical Exams

Practical Exams are meant to test the student’s competence in patient examination, clinical reasoning and treatment skills. Students are required to pass all practical exams in each clinical course with an 80% or better. Students who fail the safety portion of any practical will automatically fail the entire exam. Safety includes appropriate guarding, body mechanics, equipment usage, application of therapeutic techniques, and appropriate instruction/patient education. Students who fall below 80% performance on any practical will be allowed to retake the practical exam one time but the highest grade possible is an average of the original grade and the re-take grade. If the student fails the same practical examination for the second time, he/she is immediately dismissed from the program. Students may not fail on the first attempt more than 3 practical exams over the course of the program. A fourth failure of a practical exam during the program results in automatic dismissal. Students may appeal the decision to dismiss by following the grievance policy. Student may not retake more than one practical examination in any one course.

Procedure: Examinations, papers, projects and laboratory experiences will be graded as follows:

A  93-100  
A-  90-92  
B+  87-89  
B   83-86  
B-  80-82  
C+  77-79  
C   70-76  
F   <70  

Pass/Fail Courses:  
P   70 or greater  
F   <70  

Unsatisfactory/Satisfactory Courses:  
S   70 or greater  
U   <70  

I   Incomplete  
IP  Incomplete-Given when the student has not completed work of the course because of illness or some other previously approved reason beyond the control of the student. It is the student’s responsibility to make arrangements with the instructor(s) to complete all assignments within agreed upon time frame. If the student has not completed all required assignments within their next term of enrollment the “I” becomes an “F” and the student will fail that course.
Student earning a grade of “F” or “U” will receive no credit toward the degree. Course work reported “Incomplete” must be completed within the student’s next term of enrollment.

Practical Exam Grade Reporting:

The faculty member will notify the chair, advisor and student of any failed practical exams.

Revised: 09/09/2013
Updated: 12/14/10
Approved: 11/10/2003
Policy: The physical therapy curriculum is a full-time, cohort-based, three-year program of study for the Doctor of Physical Therapy (DPT) degree. Faculty members introduce evidence-based knowledge in an integrated sequence to assist students toward successful graduation and passage of the national board examination. To successfully progress through the sequential program of study, a student must remain in “Good Academic Standing”, in compliance with both the DPT Student Handbook policies and procedures, and the WSSU Satisfactory Academic Policy section of the Graduate Catalog. The following progression procedures are intended to provide an “Early Warning System” for the student, support successful student remediation during academic warning and probation, and maximize the retention of students experiencing academic difficulties during the program of study.

Procedures:

Calculation of Cumulative Grade-Point-Average:

1. Calculation of the Cumulative Grade-Point-Average (GPA) will be as follows:
   a. Only core DPT courses taken at Winston Salem State University will be used to compute a student’s Cumulative GPA.
   b. Courses that result in Pass/Fail or Satisfactory/Unsatisfactory grades will not be used in computing Cumulative GPA.
   c. The “A-C plus/minus grading scale”, as modified for graduate DPT courses, will be used to calculate the GPA (see DPT Student Handbook Grading Policy and Procedures).

Academic Progression:

1. In order to progress to subsequent semester courses, all previous program prerequisites must be passed successfully with a grade of “C” or better in any didactic course, and a grade of “Pass” or “Satisfactory” in Clinical Education courses. (Refer to the DPT Student Handbook Clinical Education Grading Policy).
   a. Students may proceed to the next semester with a grade of Incomplete (“I” or “IP”) only with the approval of the Department Chair and as stipulated in the WSSU Grading System for Graduates (see Graduate Catalog).
   b. A grade of Failure “F” or unsatisfactory “U” in any core course will result in dismissal from the DPT program.

2. Maintaining “Good Academic Standing”:
   a. Good Academic Standing is defined as maintaining a Cumulative GPA of 3.20 or better.
      i. Each course instructor will provide notification to the Department Chair regarding poor academic performance of a student at, or near, the end of each semester.
      ii. At the end of each semester, the Cumulative GPA will be calculated for each student.
      iii. A student with an end-of-semester Cumulative GPA below 3.20 will receive an “Academic Warning” letter issued by the Department Chair to the student and the student’s academic advisor.
         1. A copy of this letter will be placed in the student’s file.
      iv. The student will meet with his/her advisor as soon as possible, but not later than the first week of the next semester, to formulate a written action plan designed to increase the Cumulative GPA up to or above the minimum of 3.20.
      v. The action plan must be agreed to and signed by both the student and academic advisor.
      vi. The action plan must be submitted to and approved by the Department Chair.
vii. The academic advisor will supervise the student remediation action plan during the entire semester, as necessary.

viii. A student on Academic Warning will not be allowed to participate in Clinical Education courses without successful completion of the student remediation plan and subsequent approval of completion by the Department Chair.

b. At the completion of the next academic semester, the student’s academic advisor will reevaluate the performance and Cumulative GPA of the student, and one of the following actions will be taken:
   
i. If the student’s Cumulative GPA meets or exceeds 3.20, the student is considered again to be in “Good Academic Standing”. The advisor will write a letter to notify the Department Chair that the student is now in Good Academic Standing.
      
      1. A copy of this letter will be placed in the student’s file.
   
   ii. If the student’s Cumulative GPA has not increased to at least 3.20, the student’s academic status will decline from “Academic Warning” to “Academic Probation”.
   
   iii. The student will receive an “Academic Probation” letter issued by the Department Chair to the student and the student’s academic advisor.
      
      1. A copy of this letter will be placed in the student’s file.
   
   iv. The student will meet with his/her advisor as soon as possible, but not later than the first week of the next semester, to formulate a second written action plan designed to increase the Cumulative GPA up to or above the minimum of 3.20.
   
   v. The action plan must be agreed to and signed by both the student and academic advisor.
   
   vi. The action plan must be submitted to and approved by the Department Chair.
   
   vii. The academic advisor will supervise the student remediation action plan during the entire semester.
   
   viii. A student on Academic Probation will not be allowed to participate in Clinical Education courses without successful completion of the student remediation action plan and subsequent approval of completion by the Department Chair.

c. At the completion of the next academic semester, the student’s academic advisor will reevaluate the performance and Cumulative GPA of the student, and one of the following actions will be taken:
   
i. If the student’s Cumulative GPA meets or exceeds 3.20, the student is considered again to be in “Good Academic Standing”. The advisor will write a letter to notify the Department Chair that the student is now in Good Academic Standing.
      
      1. A copy of this letter will be placed in the student’s file.
   
   ii. If after the two semesters of supervised remediation the student’s Cumulative GPA has not increased to at least 3.20, the student will be dismissed from the program.

d. If the Cumulative GPA of a student falls below 3.0 at any time, the student will be dismissed from the program.

3. Dismissal from the program

a. The process for dismissal of students from the program is as follows:
   
i. A letter of dismissal from the Department Chair will be sent to the student and his/her advisor.
      
      1. A copy of this letter will be placed in the student’s file.
   
ii. The student may appeal the decision to the Department Chair and Dean of the School of Health Sciences using the appeal process described in the Graduate Catalog.
   
iii. If the appeal is successful, the student will be permitted to reenter the program with the next entering class/cohort and repeat the program from the beginning.
a) A letter of reinstatement, advising the student of the conditions of readmission, will be sent from the Department Chair to the student and academic advisor.

b) A copy of the reinstatement letter will be placed in the student’s file.

iv. If the student appeal is unsuccessful, the student will not be permitted to reenter the program.

Conditions of Readmission:

1. Following reinstatement in the program (as in 3.a.iii, above), the student must complete all courses in the curriculum. No credit will be given for previous courses.
   a. If the cumulative GPA of a reinstated student falls below 3.0 at any time for any reason, the student will be dismissed from the program without recourse to appeal.

2. Any student who chooses to withdraw for academic or personal reasons, whether on academic probation or not, may reapply for admission directly through the office of the Chair of the Department of Physical Therapy.
   a. Program core faculty will consider each application for readmission based on the student’s letter of application for readmission, oral presentation, and/or past performance. These faculty members will vote to accept or decline the application, and communicate their recommendation to the Department Chair.
   b. The Department Chair will make the final decision regarding readmission of a student after withdrawal.

Update Approved: 12/03/13
Updated: 12/12/11
Updated: 12/14/10
Updated: 1/19/09
Approved: 11/10/2003
Grievance Policy for the Department of Physical Therapy

The Department of Physical Therapy, Winston-Salem State University (WSSU) is committed to respecting all members of the university community and providing a quality educational experience for physical therapy students. The objective of the Grievance Policy is to ensure that the concerns and complaints of the students of Physical Therapy are addressed fairly and are resolved promptly.

If a physical therapy student feels she/he has an academic, clinical, or non-academic problem or concern, the Department of Physical Therapy Procedure for Problem Resolution, as described in the Student’s Handbook below, will be followed. The student’s advisor and department chairperson is always available to advise students on the alternatives that are available to resolve a concern.

For Complaints related to areas outside of the Department of Physical Therapy, students will follow University Student Complaints procedures posted on the university’s website.

Students are encouraged to share their feedback and concerns by placing it in the box available in the hallway at the entrance of the office of the departmental chair. The Chairperson and Faculty of the Department of Physical Therapy will make every effort to respond to student feedback. However, no anonymous complaints or grievances against a person will be considered or advanced at any level.

**Procedure for Problem Resolution**
Department of Physical Therapy

**Procedure for an Academic Problem Resolution:**

**Final course grade complaints:**
Students who believe they have received a course grade that has been assigned improperly or in an arbitrary or capricious manner may grieve or appeal the grade by following the procedures described in the Graduate Catalog.

The student should first discuss the grade with the course instructor. This discussion should focus on the reason the student feels the grade has been awarded improperly or in an arbitrary or capricious manner. Most misunderstandings related to course grades can be resolved at this level. The student must contact the faculty member at his or her earliest convenience, so that the discussion occurs no later than ten instructional days after the beginning of the semester following the semester for which the grade was assigned.

If the issue is not resolved with the instructor, or the instructor is not available, the student should following the procedures described in the Graduate Catalog for grade appeal.

**Other Academic Issues Complaints policy:**
Students who encounter other academic, including clinical education, disputes concerning unfair treatment, dismissal or delay of graduation decisions have a right to file a Grievance following the procedures described in the Graduate catalog.

**Procedure for Non-Academic Problem Resolution:**
Complaints involving sexual harassment or discrimination are handled by the university EEO/AA officer. Students should refer to the university website for information on contacting the officer.
Winston-Salem State University  
Department of Physical Therapy  
Gross Anatomy Laboratory Policy and Procedure

Policy: Each student will be responsible for the proper maintenance of the cadaver and personal safety in the Gross Anatomy Laboratory.

Procedures:
1. The cadaver is your first patient: Applied anatomy begins here, NOT in the lecture hall. The bodies you are learning from have been freely given for your use by generous individuals and their families. These people are literally sharing the most private and valued possessions – they have given their bodies so that you may learn to help others. These remains must be respected at all times. Follow the guides to dissection in the syllabus, and in Sauerland's Dissector. There are no short-cuts. You are now developing your professional, clinical and manual dexterity skills!

2. Work and Safety  
Maintenance of the Down-Draft Dissection Tables and Your Immediate Area:  
Each group of students is assigned to one workstation identified by a letter of the alphabet. Each workstation includes a state of the art downdraft dissection table, as well as an individually marked sharps disposal station, coat rack, towel dispenser, bone box and a box for books, instruments and gloves. Each group also has one stool, an individually marked human waste disposal can within the table (for human tissue disposal), and a trash can (for the disposal of plastic gowns, gloves and paper). Do NOT push or move the tables or unlock the table wheels for any reason.  
Every member of your group will be held responsible for the proper use and maintenance of all of these items.

3. Clean Area Boundaries:  
A CLEAN AREA, for computer use only, has been demarcated in the center of the room. No one may cross the red and white dashed lines wearing protective clothing, gloves, or carrying dissection instruments or dissected tissues.

4. General Rules:
   • No anatomical materials of any kind are ever to leave the laboratory  
   • No eating or drinking in the lab  
   • No smoking  
   • No photography at any time, except with permission of the BGSM faculty  
   • Obtain permission prior to bringing visitors into the laboratory

5. Attendance:  
   • The laboratory portion of the course is MANDATORY! You must be in class during the entire assigned class period.  
   • All students should use the lab daily for further small-group learning.

6. First Aid and Safety:
   • Be Careful! Scalpels are sharp!  
   • Place all used blades in the sharps disposal container.  
   • Use direct pressure immediately on a laceration.  
   • Go to a nearby sink and flush the wound with copious amounts of water.
• Apply more direct pressure until bleeding has stopped.
• Apply antiseptic and sterile pressure dressing when bleeding has stopped.
• Report ALL injuries to an instructor immediately.
• Monitor the wound closely for several days, looking for infection.
• Present to the Student Health Center or Emergency Room if the injury is serious or progressing badly.

7. General Lab Etiquette:
• Lab coats/gowns, gloves, and ID tags must be worn at all times in the lab.
• These protective garments may not be worn in the central clean area.
• Clean up any spill immediately
• Your own area and instruments must be cleaned daily before you leave.

8. Cadaver Etiquette:
• It is your responsibility to keep your cadaver and dissected organs moist and covered at all times to prevent desiccation (drying out).
• Desiccation causes rapid deterioration of the cadaver, therefore each body must be wrapped with clear plastic saran wrap to prevent desiccation before you close the table.

9. Tissue and Waste Disposal and Clean-up:
• Tissue Disposal - None of the dissected tissues removed from the cadaver may remain on the table top (these tissues and any other objects including paper towels can obstruct table downdraft vents). Place all of the removed tissue in the white bucket on the tabletop.
• Do NOT place human tissues in the trashcan. The trashcan is for the disposal of the protective plastic gowns, gloves and paper waste only.
• Blades, needles, and other sharp disposable items should be placed only in your individually marked “sharps disposal” container.
• Immediately wipe up all (even the smallest) fluid or grease spills on the floor. There should be no trash, books or any other items placed on the floor at any time.

10. Books and Other Materials:
• A Dissector, Handout(s) and Atlas are REQUIRED at every lab session, for every person. These are your road maps of the human body. The quickest and most efficient way to learn any new or complex area is with a map.
• Keep books on the bookstands while working. Do not leave any books (i.e. - dissector or atlas), paper towels, dissecting instruments or gloves in your table when you close it. All of these items must be placed neatly in the appropriate storage containers at the end of the lab. Your group will be held responsible for keeping the surface of your table and your assigned work area as clean as possible at all times.
• Although dissections on these tables are most efficiently accomplished while standing, one stool is permanently assigned to your table. A second stool per table may be supplemented, but must be returned to the assigned area before you leave the lab.
• Each student is responsible for his or her own books and dissecting instruments.
• X-rays, MRI's, CAT scans, and other illustrative materials may not be removed from the lab.

11. Osteology Procedures:
• One bone box will be provided per table for student use and study.
• The entire bone collection must be stored under the table at all times, when not in use.

12. Team Spirit:
• Work to develop a spirit of collegiality.
• Group learning and group dynamics are important aspects of your professional progress.
• Cooperate to form study teams for all hours.
• Small study groups (of 3-5 students) are a key to efficient study and to your quick integration of large volumes of data outside of class.

13. **Unscheduled Study hours:***
• Rules on the care of cadavers and the use of the laboratory also apply to unscheduled periods of study.

EVERY MEMBER OF YOUR GROUP WILL BE HELD ACCOUNTABLE FOR THE PROPER MAINTENANCE AND CLEANLINESS OF YOUR ASSIGNED AREA. Lab-related problems of ANY KIND should be reported FIRST to Mr. Bob Bowden, the BGSM Laboratory Coordinator, or to Mr. Chris York, Lab Technician.

Approved: 1/12/2004
Winston-Salem State University
Department of Physical Therapy
Name Badge Policy

Policy: All students will be properly identified when participating in clinical internships and community interactions.

Procedure:

1. All first year students are notified by DCE during first summer semester that name badges must be purchased before student are allowed to go on their first clinical.

2. Students must purchase an official WSSU name badge.

3. DCE will notify students of proper procedure

4. If a student’s name badge is lost, they will need to contact the secretary so that another name badge can be ordered. There will be a charge to replace it.

5. The department secretary will collect the money from each student in the class make a list of names and forward the names to Custom Engraving for badges to be made.

6. Once the name badges are purchased and disbursed, students are to keep their name badge for all (4) four clinical rotations.

7. It is a legal requirement that each student wear a name badge at all times during a clinical rotation. If a facility requires a facility specific name badge, the student may wear that name badge instead of the WSSU name badge for that clinical internship.

Approved: 1/12/2004
Policy: Students who meet graduate school requirements and physical therapy program prerequisites may complete up to six (6) credit hours of approved physical therapy courses without being officially enrolled in the DPT Program. Non-degree seeking students are not eligible for funding, assistantships or graduation from the WSSU DPT Program.

Procedure:

1. Eligible students should apply to through graduate enrollment process by completing the “Application for Admission as a Non-degree seeking Graduate Student.”

2. The application should be completed no later than the semester prior to desired admittance and at least two (2) weeks prior to class registration.

3. Once graduate enrollment services have admitted the student, the application will be forwarded to the Physical Therapy Department.

4. The Physical Therapy Chair and/or teaching faculty of the course(s) in question will approve or deny the enrollment request based on class enrollment and/or faculty resources.

5. The Physical Therapy Chair will forward this information to the graduate school by completing the course approval/denied portion of the Non-degree seeking graduate student application.

6. If the application is approved, the student will be sent an enrollment management package by the graduate school which includes registration information.

7. The student is responsible for registration and payment of all fees within the allotted timeframes and should inform the graduate school when enrollment/payment of courses has been completed.

8. Graduate enrollment services school will notify the Physical Therapy Program when the student has registered for the course(s) so the physical therapy department may establish contact with the student to pass along pertinent course information.

9. The Non-degree seeking student is expected to matriculate into the approved course(s) and complete all course work without accommodations unless specified by the WSSU office of Disability Services.

10. If the non-degree seeking student makes below a grade of “B” in any course(s), the student will not be eligible to enroll in another course for a period of one year.

11. Successful completion of any courses(s) with a grade of “B” or better does not guarantee admission to WSSU DPT program.

Updated 1214/2010
Approved: 11/2005
Policy:

Students will be assigned to faculty research projects during Spring of Year 2.

Procedure:

1. Students will be introduced to faculty research projects during the spring prior to the Research Design course.
2. Students will submit their 1st, 2nd and 3rd choice to the Research Design instructor.
3. Students will be assigned to a faculty research project using their choices. Every effort will be made to accommodate each student’s 1st choice. If too many students identify the same project as their first choice, random selection will be used to determine assignment to 1st choice, then subsequent choices.
4. Student groups are typically 2-4 students per group.
5. Students will be notified of their group assignment by the Research Design instructor before the end of the Spring Term of year 2.

Updated 4/4/2012; Approved 1/12/2004
Department of Physical Therapy
Policy on Research Project Partners

Policy:

When two or more students partner to conduct a research project to fulfill the requirements for “Research I, Research II and III, a written contract may be created to delineate the responsibilities of each student.

Procedure:

1. The students shall meet with the research advisor at the beginning of each course listed above to discuss sharing of responsibilities to complete the project.
2. The outcome of each meeting shall be a contract delineating the duties and corresponding timeframe for completion of tasks for each student (see Research Partnership Contract).
3. All students shall be assigned responsibilities in each of the major tasks of the project (e.g. Development of IRB, literature review, data collection, data analysis, writing the conclusion, etc.).
4. Students should be competent in all phases of the research project, not just those assigned.
5. A student who fails to complete an assigned responsibility by the established deadline or to produce quality work, as judged by the research advisor, shall be required to meet with the research advisor at the advisor’s earliest opportunity. A new deadline shall be established for the student to complete the assigned responsibility.
6. A student who misses a deadline or fails to produce quality work a second time, will receive a failing grade for the course. The student shall automatically be removed from the project.
7. A student who is left without a research partner shall be allowed to complete the project independently and shall meet with the research advisor to determine a revised plan for completion of the project.

Updated: 4/4/2012 Approved: 1/12/2004
RESEARCH PROJECT PARTNERSHIP CONTRACT

We, the undersigned, agree to complete the following assigned responsibilities by the designated deadlines towards the fulfillment of the responsibilities for

Research II  Research III

____________________will complete the following project responsibilities.
Student

Duty (please be Specific)  Due Date

1.  
2.  
3.  
4.  

____________________will complete the following project responsibilities.
Student

Duty (please be Specific)  Due Date

1.  
2.  
3.  
4.  

I understand that failure to complete assigned responsibilities by the established deadlines, or failure to produce quality work, may result in my removal from the project.

____________________  __________  ______________________  __________
Student  Date  Student  Date

____________________  ________
Faculty Advisor  Date

Approved: 1/12/2004
Winston Salem State University  
Department of Physical Therapy  
Policy on Requests to Change Research Project Advisor

Policy:

A student who has been assigned to a Research Project may request to be assigned to a new research project. Such requests will only be considered prior to the start of Research II.

Procedure: If for any reason, a student wishes to change research projects or advisors, the following procedure should be followed.

1. The student(s) and Research Project Advisor should meet to discuss issues. The Research Project Advisor should document the details of this meeting.
2. Either party (student or advisor) may write a letter to the Departmental Chair requesting a change in Research Project Advisor. The letter should include a description of the reasons for the request.
3. The Departmental Chair shall determine the validity of the request within 5 working days of receipt of the letter requesting a new Research Project Advisor. If the request is deemed invalid, the Department Chair shall inform the requesting party in writing. An appeal of the decision that the request is invalid may be filed with the Department Chair within 2 weeks and shall follow the grievance policy.
4. Valid requests for a new Research Project Advisor shall be placed on the agenda of the next scheduled faculty meeting. At the faculty meeting, the student shall be reassigned by majority faculty vote with approval by the Departmental Chair.
5. The new faculty research advisor will meet with the student as soon as possible to outline the student’s responsibilities on the research project.
6. Members of the Research Committee who are assigned to student project to which this policy applies shall excuse themselves from participating in decision-making related to this policy.

Updated: 4/4/2012

Approved: 1/12/2004
Policy:

Prior to the initiation of a research project, authorship sequence should be established by those involved in the conduct of the research project. All persons designated as authors should qualify for authorship. Each author should have participated sufficiently in the work to take public responsibility for the content. Authorship credit should be based only on substantial contributions to (a) conception and design, or analysis and interpretation of data; and to (b) drafting the article or revising it critically for important intellectual content; and on (c) final approval of the version to be published. Conditions (a), (b), and (c) must all be met. Participation solely in the acquisition of funding or the collection of data does not justify authorship. General supervision of the research group is not sufficient for authorship (Clever et al., 1997: Uniform requirements for manuscripts submitted to biomedical journals. The New England Journal of Medicine, Vol. 336 (4): 309-316). Individuals who have contributed substantially to the project, but whose contributions do not rise to the level of authorship, can be acknowledged.

Procedure:

1. Authorship sequence shall be discussed at the first student meeting with the research advisor.
2. Original Research concept and design constitutes 1st authorship.
3. The Authorship Agreement Form (attached) shall be completed and signed as a record of the discussion and order of authorship.
4. The Authorship Agreement Form shall be in effect for two years after the student(s) graduate from WSSU.
5. WSSU shall be considered the owner of all the data collected in conjunction with the research project.
6. A copy of the data (electronic and hard copy versions) shall be maintained by the WSSU Department of Physical Therapy while the research is being conducted and during the two years post-graduation.
7. Unresolved authorship issues shall be mediated by the Department Chair.

Approved 1/12/2004
Title of Project: ________________________________________________________________

I have read and do understand the issues related to authorship of student research projects as explained in the Policy on authorship/Data Ownership. I agree that the following sequence of authorship appropriately represents my contribution to the work for this project. I understand it is the responsibility of the first author to submit a manuscript to a journal for publication or poster/platform session at a state or national conference within two years of graduation. Failing that, I understand that faculty members may reorder the authorship sequence and pursue publication of the manuscript.

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<thead>
<tr>
<th>Author</th>
<th>Initials</th>
<th>Date</th>
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Acknowledgements:

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Approved: 1/12/2004
Edited: 12/16/08
Students are requested to use this form to guide the project approval and completion process. To verify that each step has been completed, your advisor should initial each step once it has been completed. The completed form should be provided to your advisor with the final copy of your project.

<table>
<thead>
<tr>
<th>Step</th>
<th>Date Projected</th>
<th>Date Completed</th>
<th>Advisor Initials</th>
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<tbody>
<tr>
<td>1</td>
<td>Research Advisor assigned</td>
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<tr>
<td>2</td>
<td>Meet with advisor to discuss project and assign authorship</td>
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<td>3</td>
<td>Complete partnership agreement if applicable</td>
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<td>4</td>
<td>Provide completed IRB forms to the advisor if applicable</td>
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<td>5</td>
<td>Turn in completed IRB packet to Office of Research and Sponsored Programs if applicable</td>
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<tr>
<td>6</td>
<td>Turn in Introduction, Literature Review, and Methods sections to advisor</td>
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<td>7</td>
<td>Receive IRB approval</td>
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<td>8</td>
<td>Collect data</td>
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<td>9</td>
<td>Analyze data</td>
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<td>10</td>
<td>First draft of all sections to advisor</td>
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<td>11</td>
<td>First draft returned to student</td>
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<td>12</td>
<td>Turn in completed paper to advisor</td>
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<td>13</td>
<td>Completed paper returned to student</td>
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<td>14</td>
<td>Schedule presentation</td>
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<td>15</td>
<td>Discuss presentation with advisor</td>
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<td>16</td>
<td>Conduct presentation</td>
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<td>17</td>
<td>Review critique forms</td>
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<td>18</td>
<td>Make final changes to paper and return to advisor</td>
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<td>19</td>
<td>Submit final copy of paper to advisor (hard &amp; electronic versions)</td>
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<tr>
<td>20</td>
<td>Submit copy of data to advisor (hard &amp; electronic versions)</td>
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Winston-Salem State University
Department of Physical Therapy
Substance Abuse Policy

Policy:

Illegal substances: The WSSU DPT program has a zero tolerance policy for illegal substance abuse. Any DPT students found to be taking illegal substances will be automatically dismissed.

Misuse or overuse of legal substances: The WSSU DPT faculty will be responsible for appropriately identifying and referring students who are abusing legal substances (e.g., misuse/overuse of alcohol or unprescribed medications) to the Student Health Center or other certified agencies for evaluation.

Rationale: Our philosophy regarding student substance abuse revolves around protecting the public’s health and assisting the student in recovery. To ensure patient safety, comply with clinical facility policies and the North Carolina Board of Physical Therapy Examiners (G.S. 90-270.24 - 90.270.39) statutes and assist students in recovery, the WSSU DPT has adopted a substance abuse policy.

Informed consent: As a condition of admission to the DPT program, students are required to comply with this policy and submit a written statement of informed consent. (Appendix A).

Definitions:

1. A physical therapy student is any full-time student admitted to the DPT program.

2. Substance abuse is the use of (1) any illegal substances and/or (2) misuse/overuse of alcohol and/or non-prescribed use of any legal drug such that it impairs a student’s ability to meet the department’s essential functions as described in the DPT student handbook.

II. Procedure

A. Drug Screening Program

1. Testing based on Reasonable Suspicion

a. A student may be subject to testing at any time when, in the judgment of a faculty member(s), there is reasonable cause to suspect the student is engaging in substance abuse as described above (Definitions). Such individualized reasonable suspicion may be based on information from any source deemed reasonable by the faculty member, including but not limited to:
i. Observed possession or use of substances that reasonably appear to be illegal drugs; observed misuse or overuse of legal drugs or alcohol.

ii. Conviction for a criminal offense prior to enrollment related to the possession, use or trafficking in drugs.

iii. Observed abnormal appearance, unprofessional conduct or behavior, including unusual patterns of absence from school or excessive tardiness that is reasonably interpretable as potentially being caused by the use of alcohol or drugs.

b. Individualized reasonable suspicion means: if the available facts were conveyed to a (hypothetical) reasonable person unfamiliar with the student, that person would conclude that there is a factual basis for determining that the student may be using a prohibited substance and/or drug, and/or misusing or overusing legal drugs or alcohol.

c. In the case of individualized reasonable suspicion of substance abuse, the DPT program shall contract with a private laboratory at student expense for drug testing. Once the student has been confronted by the faculty member due to reasonable suspicion, the faculty member will remove the student from the academic and/or clinical setting and will coordinate transportation for the student to be screened by the identified laboratory. For student and public safety, the faculty member may request that the student take a cab to the drug testing laboratory. The student must present for drug testing within two hours of being confronted by the faculty member. The student is responsible for all expenses associated with drug testing. A consent and release form will be signed by the student for drug testing (Appendix B). Validated copies of the drug test results will be sent to the DPT program and, subsequently, to the student.

d. Once the faculty member has confronted and removed the student from the clinical setting, the faculty member shall notify the course and/or Program Coordinator, as well as the Department Chair and/or the Director of Clinical Education or her designee.

B. Consequences of Failure to Participate in or Cooperate with Testing

An instance of failure or refusal to participate in or cooperate with testing shall be deemed to be an occasion of impermissible drug use that justifies dismissal from the WSSU DPT program.

C. Consequences of Impermissible Drug Use

1. If a DPT student is found to be taking illegal substances, they will be automatically dismissed from the program.

2. If there are multiple (2 or more) instances of substance abuse (alcohol and unprescribed legal drugs), then student will be dismissed from the DPT program.
3. Upon the first instance of substance abuse (alcohol and/or unprescribed legal drugs):
   a) The student shall meet with the Chair of the DPT program.
   b) The decision regarding continuation or dismissal from the DPT program at that time is entirely the prerogative of the DPT program.
   
   c) If the student is allowed to progress, the student must attend substance abuse counseling through WSSU Counseling Center. The student will not be allowed to attend clinical internships and experiences at this time.
   
   d) Once a student has successfully completed the treatment program and is released by the WSSU Counseling Center, the student may progress through the program and attend clinical internships and experiences. The student may lose sequencing with his/her class which would result in a delayed graduation.
   
   e) The student will continue to be subject to the DPT program substance abuse policy and must report relapse to the Course Coordinator, as well as the Department Chair and/or the DCE.
   
   f) If any relapses occur, the student will be automatically dismissed from the DPT program.

D. Confidentiality of Information Concerning Drug Use

Any information concerning a student’s alleged or confirmed use of alcohol and drugs shall be restricted to institutional personnel, North Carolina Board of Physical Therapy Examiners, and Division of Facility Services as required and to parents of minors or dependent students. No positive test results of the drug screens will be provided to clinical agencies. No other release of such information will be made without the student’s written consent, unless in response to appropriate judicial process. The institution, however, will not voluntarily disclose such information in the absence of a subpoena or court order.

E. Grievance Policy

At any time during this process the student is eligible to pursue the University Grievance Policy as outlined in the WSSU DPT Student Handbook.
Appendix B Notice of Drug Testing

To: ____________________________
(Name of Student)

From: ____________________________
(Faculty, DPT program)

Re: Reasonable Suspicion Drug Testing

Based on individual reasonable suspicion that you may be engaging in the impermissible use of drugs prohibited by the WSSU DPT program, you are to report to the _______ facility on __________ no later than ___________________________ (time) on (date). You will be required to provide a urine and/or blood sample and/or submit to an alcohol breathalyzer test at that time, in accordance with:

a) The policies and procedures established by the WSSU DPT program
   b) Your signed consent to the provisions of the policy and the program for Substance Abuse.

Confirmed confidential written results shall be sent to:

Dr. Teresa Conner-Kerr, Chair
DPT
WSSU
331 FL Atkins
601 MLK Jr. Drive
Winston-Salem, NC 27110

Signature of DPT Student ____________________________ Date and Time __________

Signature of Clinical Faculty ____________________________ Date and Time __________

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Appendix A

DPT Consent Form WSSU
DPT Substance Abuse Policy

Consent to the Substance Abuse Policy

I have read the WSSU DPT Substance Abuse Policy. I have been given an opportunity to ask any questions that I may have about the policy. I understand my responsibilities in complying with the DPT Substance Abuse Policy and any consequences regarding violation of the policy. I understand and agree to abide by the Substance Abuse Policy.

Signed this_______day of____________________, 20____ .

________________________________________
Signature of DPT Student

________________________________________
Signature of Witness
As a student in the DPT Program, I recognize and accept personal responsibility for honesty in all of my interactions, assignments, and examinations while a member of this program. Such honesty is a vital part of my academic career and is the foundation of my work here as a student and as an aspiring physical therapist.

I pledge that I will uphold the Academic Integrity Policy of the Physical Therapy Program and of the School of Graduate Studies and Research, and will encourage my peers to respect and observe these policies. I will fully support my peers in their efforts to uphold these vital principles.

I understand that by signing this pledge, I agree to abide by the Academic Integrity Policy of the Physical Therapy Program and of the School of Graduate Studies and Research, throughout all aspects of the Physical Therapy curriculum.

________________________  ______________________
Student Signature                  Date

________________________
Student Printed Name

________________________  ______________________
Witness Signature                  Date

________________________
Witness Printed Name

Updated 12/14/10
Approved 1/12/2004
Approved 4/2007
Observation: Independently the student must be able to observe a patient accurately.

Communication: The student must be able to utilize verbal, non-verbal and written communication.

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.

Intellectual/Conceptual: The student must be able to problem-solve rapidly. Demonstrate the ability to learn and reason to integrate analyze and synthesize data concurrently in a dynamic and multi-task setting. Students must be able to comprehend three dimensional relationships and understand spatial relationships of structures.

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.

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 DPT Program at Winston-Salem State University for admission, retention and graduation and I declare:

I have already completed and submitted a copy of this form to the Department of Physical Therapy.

OR (check all that apply)

I am able to meet the Department Of Physical Therapy's Essential Function without Accommodations.

I have already submitted a Voluntary Disclosure of Disability form and Request for Services and Accommodation form to Disability Services.

I have not yet submitted a Voluntary Disclosure of Disability form and Request for Services and Accommodations form to Disability 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 Disability Services documentation of the disability.

A request for a reasonable accommodation and a copy of this affidavit.

Dated this __________ day of __________, 200___

Printed Name of Applicant

Approved: 1/12/2004

Signature of Applicant
Winston-Salem State University
Department of Physical Therapy

Gross Anatomy Lab Policy Agreement

I have read and understand the importance of all the topics and sections of this document dealing with the Gross Anatomy Lab. I understand that the dissection of human remains is a privilege that many allied health students do not enjoy. Further, I agree to be respectful of the human remains, to follow safety precautions using universal precautions to protect my health and others, to abstain from bringing anyone into the lab that does not have prior approval by the director, to abstain from taking any photos or videos in the lab, and to perform the daily cleaning and maintenance of my dissection table and its surrounding area, as stipulated above.

__________________________________________  ______________________________________
Student Signature                              Date

__________________________________________
Printed Name

The original signed agreement will be maintained by the Gross Anatomy Professor. A copy of this signed agreement will be placed in the student’s file.
Accident/Incident Report Form

Date of incident:______________ Time: _______ AM/PM

Name of injured person:
Address: ____________________________________________________________
Phone Number(s): ____________________________________________________
Date of birth: _____________ Male ______ Female ______

Type of injury: ______________________________________________________
Details of incident: ___________________________________________________
_________________________________________________________________
_________________________________________________________________

Injury requires physician/hospital visit? Yes No _____
Name of physician/hospital:
Address: ____________________________________________________________
Physician/hospital phone number: _______________________________________

Signature of injured party ___________________________ Date ___________

*No medical attention was desired and/or required.

Signature of injured party ___________________________ Date ___________

Return this form to the instructor present with the original to be turned into the Departmental Secretary within 24 hours of incident. The report will be kept in the Incident Report File with a copy to the student’s record.
THIS IS A RELEASE OF LEGAL RIGHTS. READ AND BE CERTAIN YOU UNDERSTAND IT BEFORE SIGNING.

I understand that the education and training of a clinical laboratory scientist, nurse, occupational therapist or physical therapist requires the practicing of physical assessments and treatment modalities. I also understand that meeting the goal of full clinical competency may be intrusive of my privacy as a student or my personal space. Such practice may require that I allow fellow students, faculty or visiting faculty to demonstrate or perform assessment or treatment modalities on me in relation to specific class topics. These may include, but are not limited to, physical examination, palpation, inspection, auscultation, or percussion. I further understand that the performance of these procedures, while designed to foster patient safety and clinical competency, will be conducted in a respectful and professional manner at all times. I consent to have these activities performed on my person. I, the undersigned, for myself and on behalf of my heirs, personal representatives, assigns and anyone acting on my behalf, waive, release, forever discharge, covenant not to sue, agree to hold harmless and indemnify Winston-Salem State University, its Board of Trustees, the Board of Governors of the University System of North Carolina, and their employees from any and all responsibility for any injury that may occur as a result of my participation as a subject for the practice of physical assessments and treatment modalities.

I have read, agree with, and understand the School of Health Sciences’ Guidelines for Participation in Educational Clinical Practices by Fellow Students and Faculty. I fully understand each provision of this waiver and I execute this agreement voluntarily and not on the advice or statement of any person in any way connected with Winston-Salem State University.

______________________________  ____________________________
Student Signature               Date

______________________________
Printed Student Name

______________________________  ____________________________
Witness Signature               Date

______________________________
Witness Printed Name

Approved 2/1/05
Winston Salem State University  
Department of Physical Therapy  

PHOTO & VIDEO RELEASE FORM  

I, ____________________________________________, give Winston-Salem State University permission to use my photograph and video images in any publications, presentations and/or web applications for educational or recruiting purposes. I understand that I may give a written request to withdraw my permission at anytime. I also understand that my name will not be released to any other individual, agency or institution without my written consent.

Signature: _____________________________________ Date: __________

Witness: ________________________________________ Date: _________

Updated: 1/6/13; Approved: 8/31/1999; Revised 8/28/2013
Handbook Acknowledgement

I acknowledge that I have received and read a copy of the Winston Salem State University DPT Student Handbook.

I take responsibility for abiding by all policies and procedures outlined in this handbook.

Signature: ___________________________ Date: __________

Print Name: __________________________

Witness: __________________________ Date: __________

Print Name: __________________________

This page should be signed and returned to Dr. Conner-Kerr as part of the Orientation Day activities. This form will be maintained in the student’s file located in the Department of Physical Therapy.