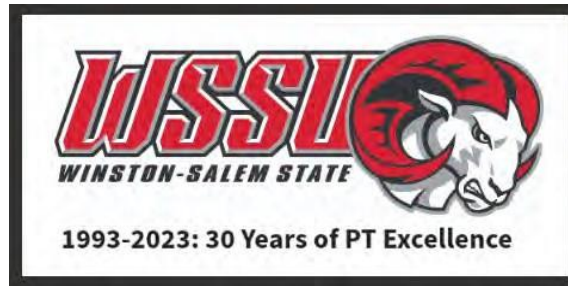




**WINSTON-SALEM**  
STATE UNIVERSITY

*Physical Therapy*

***DPT Student's Handbook  
2025***



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Congratulations to the newest Rams:

We would like to extend to you a special welcome to the Doctor of Physical Therapy Program, here 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 through numerous services and learning activities. You will have access to the latest in human movement analysis equipment in our shared lab with Wake Forest University Baptist Medical, state of the art clinical equipment with our clinical space at the Intergenerational Center of Art and Wellness as well as in our 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.

You will be required to sign several forms acknowledging that you have received, read, and agreed to adhere to the policies and procedures described within this handbook. These forms will be sent to you in a digital format and they will be required to be completed within the first 2 weeks of the program.

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.

***Department of Physical Therapy Faculty and Staff***

**Winston-Salem State University**  
**VISION, MISSION, VALUES AND STUDENT LEARNING OUTCOMES**

**VISION**

Winston-Salem State University Doctor of Physical Therapy program strives to move society towards optimal health by developing and empowering diverse leaders in physical therapy.

**MISSION**

Winston-Salem State University Doctor of Physical Therapy program prepares graduates who are knowledgeable, culturally humble, equity-minded, and service-oriented.

**VALUES**

The WSSU Doctor of Physical Therapy program strives to prepare graduates who will deliver both primary and interdisciplinary health care to diverse populations within a variety of practice settings and healthcare delivery systems. In keeping with the institutional and department missions, the Department of Physical Therapy will develop practitioners who promote its core values of:

- Social and Professional Responsibility
- Integrity
- Cultural Competency and Humility
- Leadership
- Personal and Professional Development
- Scholarship and Evidence-Based Practice
- Interprofessional Practice

**DPT Student Learning Outcomes:**

1.	Students will engage in critical inquiry to address questions related to contemporary physical therapy practice.
2.	Students will be actively engaged in community outreach in medically underserved communities.
3.	Students will successfully master all content areas by passing the Final Comprehensive Exam by the end of the program.
4.	Students will achieve entry-level physical therapy clinical performance in the areas of professionalism, communication, clinical reasoning and overall safety.

## **DEPARTMENTAL DESCRIPTION AND PHILOSOPHY**

### **DPT Curriculum:**

The contemporary practice of Physical Therapy is emphasized within the DPT curriculum using a systems approach that focuses first on the basic foundations of science, moves to the clinical complexities of clinical sciences, and culminates with students as producers of evidence in the research curriculum. Contemporary practice is emphasized in the curriculum by faculty who are ABPTS-certified clinical specialists who teach in their specialty areas and who are engaged in contemporary physical therapist practice. Further, the curriculum within each system area is guided by documents produced by each section or academy, specifically, the Entry Level Competencies for Cardiovascular and Pulmonary Practice, the Compendium for Teaching Professional Level Physical Therapy Neurologic Content, v. 2016, and The Essential Competencies in the Care of Older Adults. Information from these guiding documents is used to direct topics covered within the curriculum to ensure that the curriculum is contemporary and relevant to entry-level practice for each system area.

DPT graduates are autonomous practitioners, leaders and educators who embody the WSSU motto: *“Enter to Learn, Depart to Serve”*.

The program framework builds on the core values of the physical therapy profession:

- Accountability
- Altruism
- Collaboration
- Compassion and Caring
- Duty
- Excellence
- Inclusion
- Integrity
- Social Responsibility

These core values are reinforced through multiple course offerings which permeate the curriculum and as students move from the classroom to the laboratory to the community to the clinic.

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.

## **RESEARCH PHILOSOPHY & FACULTY RESEARCH**

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.

<b>Faculty:</b>	<b>Research Interests:</b>
Dr. Cheyenne Brown	Mentorship and learning, Acute mobility programming, Activity promotion in rural older adults
Dr. Alicia Emerson	Health disparities, Community engagement, Functional implications of pain processing
Dr. Judy Foxworth	Health disparities, Osteoarthritis, Gait and Sport Biomechanics
Dr. Jason Jakiela	Physical activity and sedentary behaviors in knee osteoarthritis; Epidemiology/clinical trial
Dr. Jennifer Martin	Learning styles, Teaching, and Learning
Dr. Sara Migliarese	Falls assessment and prevention, Balance, Vestibular rehab, MS
Dr. Nathan Savage	Advanced neuromuscular evaluation in Orthopedic Physical Therapy practice
Dr. Nancy Smith	Technology to enhance learning, Human simulation
Dr. Colette Waddell	Teaching, Learning, Enhancing the student experience
Mr. Chris Wendt	Sports and exercise biomechanical analysis



## **DEPARTMENTAL RELATIONSHIPS**

### **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 be assigned a research project faculty advisor.

### **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, and other health professionals provide lectures in their area of expertise. These professionals are chosen based on their interest and expertise in state-of-the-art procedures and knowledge in their respective fields.

**FACULTY & STAFF CONTACT INFORMATION**

<b><u>Name</u></b>	<b><u>Office Location</u></b>	<b><u>Office Phone</u></b>	<b><u>Email</u></b>
<b>Cheyenne Brown, PT, DPT, GCS</b> Director of Clinical Education	Rm. 338	(336) 750-2664	<a href="mailto:brownc@wssu.edu">brownc@wssu.edu</a>
<b>Alicia Emerson, PT, DPT, PhD, MS, OCS, FAAOMPT</b> Associate Professor	Rm. 346	(336) 750-3469	<a href="mailto:emersonaj@wssu.edu">emersonaj@wssu.edu</a>
<b>Judy Foxworth, PT, PhD, OCS*</b> Chair and Professor	Rm. 330	(336) 750-2197	<a href="mailto:foxworthj@wssu.edu">foxworthj@wssu.edu</a>
<b>Angela Gibson</b> University Program Specialist	Rm. 333	(336) 750-2190	<a href="mailto:gibsonan@wssu.edu">gibsonan@wssu.edu</a>
<b>Jason Jakiela, PhD</b> Assistant Professor	Rm. 350	(336) 750-2199	<a href="mailto:jakielajt@wssu.edu">jakielajt@wssu.edu</a>
<b>Jennifer Martin, PT, DPT, MS, GCS</b> Clinical Associate Professor	Rm. 344	(336) 750-8602	<a href="mailto:martinjg@wssu.edu">martinjg@wssu.edu</a>
<b>Sara Migliarese, PT, PhD, NCS, MSCS</b> Professor and Assistant Chair	Rm. 331	(336) 750-8968	<a href="mailto:migliaresesj@wssu.edu">migliaresesj@wssu.edu</a>
<b>Nathan Savage, PT, PhD, DPT, OCS, ECS, RMSK</b> Assistant Professor	Rm. 336	(336) 750-8205	<a href="mailto:savagenj@wssu.edu">savagenj@wssu.edu</a>
<b>Nancy Smith, PT, DPT, PhD, GCS</b> Professor	Rm. 340	(336) 750-2198	<a href="mailto:smithna@wssu.edu">smithna@wssu.edu</a>
<b>Colette Waddell, PT, DPT</b> Visiting Assistant Professor	Rm. 348	(336) 750-2194	<a href="mailto:waddellca@wssu.edu">waddellca@wssu.edu</a>
<b>Chris Wendt, MS</b> Instructor and Lab Manager	Rm. 342 HPB Lab	(336) 716-0521	<a href="mailto:wendtcs@wssu.edu">wendtcs@wssu.edu</a>

## **FACULTY BACKGROUND**

<b>Dr. Cheyenne Brown</b>
Director of Clinical Education Clinical Assistant Professor BA - Exercise and Sport Science, University of North Carolina at Chapel Hill, 2015 DPT - University of North Carolina at Chapel Hill, 2018 GCS - Geriatric Clinical Specialist, APTA, 2021
<b>Dr. Alicia Emerson</b>
Associate Professor BA - Biology, Illinois Wesleyan University, 1997 MS - Physical Therapy, University of Indianapolis, 2000 DPT - Governor's State University, 2014 PhD - University of Otago, 2023 OCS - Orthopedic Certified Specialist, 2006; recertified 2016 FAAOMPT - Fellow, American Academy of Orthopedic Manual Physical Therapists, 2007
<b>Dr. Judy Foxworth*</b>
Chair of the Department of Physical Therapy Professor of Physical Therapy BS - Physical Therapy, University of Texas Medical Branch, 1987 License Athletic Training - Rice University, 1989 MS - Physical Therapy, Temple University, 1999 PhD - Human Movement Science, University of North Carolina at Chapel Hill, 2008 OCS - Orthopedic Clinical Specialist, APTA, 1994; recertified 2004, 2014, Emeritus 2024
<b>Dr. Jason Jakiela</b>
Assistant Professor BS - Health Sciences, Furman University, 2013 MS - Health and Exercise Sciences, Wake Forest University, 2015 PhD - Biomechanics and Movement Sciences, University of Delaware, 2023
<b>Dr. Jennifer Martin</b>
Clinical Associate Professor BA - English Literature, University of South Carolina, 1994 MS - Exercise Science, University of South Carolina, 2005 DPT - University of South Carolina, 2005 GCS - Geriatric Certified Specialist, APTA, 2014
<b>Dr. Sara Migliarese</b>
Assistant Chair of the Department of Physical Therapy Professor of Physical Therapy BS - Biology, Texas Woman's University, 1983 MS - Physical Therapy, Texas Woman's University, 1985 PhD - University of North Carolina at Greensboro, 2009 NCS - Neurologic Certified Specialist, APTA, 1995; recertified 2005, 2014 Herdman Vestibular Certification, 2008; Multiple Sclerosis Certification, 2020

<b>Dr. Nathan Savage</b>
Assistant Professor BS - Exercise Physiology, University of Utah, 1997 MS - Physical Therapy, University of Rhode Island, 2000 DPT - University of Kansas, 2009 PhD - Rehabilitation Science, University of Utah, 2013 OCS - Orthopedic Certified Specialist, APTA, 2009; recertified 2019 ECS - Electrophysiologic Certified Specialist, APTA, 2013 RMSK - Board Certified Musculoskeletal Sonography, 2019
<b>Dr. Nancy Smith</b>
Professor of Physical Therapy BA - Psychology, Saint Louis University, 1997 BS - Exercise Science, Saint Louis University, 1998 MPT - Saint Louis University, 2000 DPT - Saint Louis University, 2005 PhD - Curriculum and Instruction, North Carolina State University, 2018 GCS - Geriatric Clinical Specialist, APTA, 2010; recertified 2020
<b>Dr. Colette Waddell</b>
Visiting Assistant Professor BS - Winston-Salem State University, 2012 DPT - Emory University, 2016 Faculty Development Resident - Duke University, 2021-2023
<b>Mr. Chris Wendt</b>
Instructor Lab Manager of the Human Performance and Biodynamics Laboratory BS - Exercise and Sports Science- Exercise Physiology Concentration, East Carolina University, 2012 MS - Kinesiology- Biomechanics Concentration, East Carolina University, 2014

**\*Department Chairperson**

## DPT CURRICULUM

			Semester Hours
FIRST YEAR	Spring Semester (1) (16 Weeks)		
	DPT 6401	Gross Anatomy & Embryology Lecture	4
	DPT 6220	Gross Anatomy & Embryology Lab	2
	DPT 6210	Basic Skills	2
	DPT 6106	Basic Skills Lab	1
	DPT 6201	Professional Foundations	2
	DPT 6101	Clinical Biomechanics	1
	DPT 6102	Evidence-Based Practice	1
	First Year, Spring Semester Total:		13
	Summer Semester (2) (12 Weeks)		
	DPT 6400	Applied Pathophysiology	4
	DPT 6303	Neuroscience Lecture	3
	DPT 6103	Neuroscience Lab	1
	DPT 6207	Physical Agents Lecture	2
	DPT 6105	Physical Agents Lab	1
	First Year, Summer Semester Total:		11
	Fall Semester (3) (16 Weeks)		
	DPT 6203	Orthopedic Physical Therapy I Lecture	2
	DPT 6204	Orthopedic Physical Therapy I Lab	2
	DPT 6202	Kinesiology	2
	DPT 6206	Pharmacology	2
	DPT 6205	Community Clinic	2
	DPT 8212	Administration and Management I	2
	First Year, Fall Semester Total:		12

			Semester Hours
SECOND YEAR	Spring Semester (4) (8 Weeks)		
	DPT 7102	Clinical Education Seminar	1
	DPT 7200	Orthopedic Physical Therapy II Lecture	2
	DPT 7201	Orthopedic Physical Therapy II Lab	2
	DPT 7203	Therapeutic Exercise Lecture	2
	DPT 7103	Therapeutic Exercise Lab	1
	DPT 6304	Life Span Motor Control	3
	DPT 7204	Diagnostic Imaging	2
	Spring Semester (4) (4 Weeks)		
	DPT 7515	Clinical Education 1A	5
	Spring Semester (4) (4 Weeks)		
	DPT 7215	Clinical Education 1B	2
	Second Year, Spring Semester Total:		13 Didactic 7 Clinical Education
	Summer Semester (5) (12 Weeks)		
	DPT 7202	Research Design	2
	DPT 7209	Movement Disorders	2
	DPT 7301	Integumentary Management	3

	DPT 7212	Orthopedic Physical Therapy III, Lecture	2	10
	DPT 7112	Orthopedic Physical Therapy III, Lab	1	
	Second Year, Summer Semester Total:			
	Fall Semester (6) (8 Weeks)			11 Didactic 7 Clinical Education
	DPT 7205	Adult Neuromuscular I, Lecture	2	
	DPT 7206	Adult Neuromuscular, Lab	2	
	DPT 7211	Cardiopulmonary, Lecture	2	
	DPT 7111	Cardiopulmonary, Lab	1	
	DPT 7207	Research II	2	
	DPT 6208	Acute Care	2	
	Fall Semester (6) (8 Weeks)			
	DPT 7702	Clinical Education II	7	
	Second Year, Fall Semester Total:			

			Semester Hours
THIRD YEAR	Spring Semester (7) (16 Weeks)		
	DPT 8201	Adult Neuromuscular II Lecture	2
	DPT 8202	Adult Neuromuscular II Lab	2
	DPT 8303	Differential Diagnosis	3
	DPT 8214	Administration & Management II	2
	DPT 8205	Research III	2
	DPT 7113	Statistics Review	1
	DPT 8204	Pediatrics	2
	Third Year, Spring Semester Total:		14 Didactic
	Summer Semester (8) (10 Weeks)		
	DPT 8101	Health & Wellness	1
	DPT 8203	Geriatrics	2
	DPT 7208	Prosthetics & Orthotics	2
	DPT 8206	Board Prep	2
	Summer Semester (8) (4 Weeks)		
	DPT 8315	Clinical Education 3A	3
	Third Year, Summer Semester Total:		7 Didactic 3 Clinical Education
	Fall Semester (9) (16 Weeks)		
	DPT 8515	Clinical Education 3B	5
	DPT 8802	Clinical Education 4	8
	Third Year, Fall Semester Total:		13 Clinical Education
*Sequence of courses subject to change			Grand Total Credit Hours = 120

**Please Check carefully the yearly plan for starting and ending of the semesters and when planning for vacation time, always check with Ms. Gibson before making travel arrangements.**

Electives		
Spring Semester (7)	DPT 6215 Applied Spanish for Physical Therapists	2 credits
Summer Semester (8)	DPT 7225 Advanced Manual Therapy	2 credits
Summer Semester (8)	DPT 7220 Advanced Vestibular Rehabilitation	2 credits
Summer Semester (8)	DPT 6330 Special Topics: Healthcare Finance and Decision Analysis I	3 credits

## DPT COURSE DESCRIPTIONS

<b>DPT 6401</b>	<b>Gross Anatomy &amp; Embryology Lecture:</b>
Advanced study of the structural and functional aspects of the human body, including the musculoskeletal, cardiopulmonary, integumentary, nervous, and circulatory systems as well as abdominal structures. In addition, essential aspects of human developmental anatomy will be addressed.	
<b>DPT 6220</b>	<b>Gross Anatomy &amp; Embryology Lab:</b>
Use of cadaveric dissection to study the structural and functional aspects of the human body, including the musculoskeletal, cardiopulmonary, integumentary, nervous, and circulatory systems as well as abdominal structures. In addition, essential aspects of human developmental anatomy will be addressed. Some lab activities will be used to illustrate the relationships between the cellular, tissue, organ, and other systems related to the human body in action.	
<b>DPT 6210</b>	<b>Basic Skills:</b>
This course emphasizes the cognitive knowledge underpinning basic, physical therapy clinical evaluation and intervention techniques required for clinical practice. These skills are used throughout physical therapy practice during patient/client evaluations and management. An emphasis is placed on selection and use of appropriate techniques, with a focus on patient safety.	
<b>DPT 6106</b>	<b>Basic Skills Lab:</b>
This lab emphasizes development of psychomotor skills related to basic clinical evaluation and intervention techniques required for patient/client evaluation and management. Emphasis is placed on selection of appropriate techniques and safety of interactions with patient/clients.	
<b>DPT 6201</b>	<b>Professional Foundations:</b>
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, concepts related to professionalism including those related to the delivery of culturally competent physical therapy services and legal and ethical standards of practice. This course will also include a fundamental medical terminology module and will introduce new physical therapist students to the fundamentals of documentation. Lastly this course will include components of team building and leadership.	
<b>DPT 6101</b>	<b>Clinical Biomechanics:</b>
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.	
<b>DPT 6102</b>	<b>Evidence Based Practice:</b>
In this course students explore 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 related to physical therapy. Students judge the strength of the evidence of each paper and draw conclusions regarding its clinical significance in physical therapy practice.	

<b>DPT 6400</b>	<b>Applied Pathophysiology:</b>
This course provides an understanding of all the pathophysiological principles of tissues and systems of the human body commonly found in the practice of Physical Therapy. Special emphasis is focused on the physiology of cardiovascular, musculoskeletal and endocrine systems. In addition, this course will highlight identifying signs and symptoms indicating diminished capacity of these systems due to disease, and/or disability.	
<b>DPT 6303</b>	<b>Neuroscience Lecture:</b>
This course provides lectures that cover the gross anatomical structures, functional relationships, and neuroscience of the normal brain and spinal cord. Published text, brain atlases, 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 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.	
<b>DPT 6103</b>	<b>Neuroscience Lab:</b>
This course provides laboratory studies that cover the gross anatomical structures and relationships of the normal brain and spinal cord. Wet brains and spinal cords published atlases of cross-sections, heuristic models and connectional diagrams are introduced to emphasize the three-dimensional and serial connections, and variety of relationships essential to understanding the development and normal function of the central nervous system (CNS). Frequent clinical correlations and case studies 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.	
<b>DPT 6304</b>	<b>Life Span and Motor Control:</b>
This course provides an understanding of normal human growth, maturation, and aging within the construct of normal motor behavior – motor development, motor control, and motor learning throughout the life span. Emphasis is placed on relationships between the (1) sensori-motor components of movement, (2) acquisition, refinement and adaptation of motor skills, and (3) age-appropriate functional abilities. The course is delivered via lecture and active learning experiences that occur both in and outside the classroom. Reading assignments are critical, and include discussion board interactions. This course is the second of five courses in the Neuromuscular Physical Therapy series, will utilize previously learned material from Neuroscience, and will prepare students for future coursework in Movement Disorders, Neuromuscular PT I and Neuromuscular PT II.	
<b>DPT 6205</b>	<b>Community Clinic:</b>
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.	
<b>DPT 6202</b>	<b>Kinesiology:</b>
This course provides instruction in human movement with various delivery of content including asynchronous on-line lecture and activities, web enhanced delivery of information, synchronous demonstration and discussion via on-line platforms, and applied learning opportunities. 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 motion of the human body as they relate to the practice of physical therapy.	



<b>DPT 6203</b>	<b>Orthopedic Physical Therapy I Lecture:</b>
<p>This course provides lectures, discussions, and case-based learning opportunities related to the orthopedic physical therapy management of a variety of neuromusculoskeletal conditions in the spine and upper extremities. The following body regions are covered in detail: thoracic spine, craniomandibular, cervical spine, shoulder, elbow, and wrist and hand. Application of knowledge will focus on integrating concepts within the framework of examination, evaluation, diagnosis, prognosis, and interventions related to the spine and upper extremities.</p>	

<b>DPT 6204</b>	<b>Orthopedic Physical Therapy I Lab:</b>
<p>This course provides instruction, demonstration, and supervised hands-on practice of a variety of manual examination and intervention techniques related to the orthopedic management of a variety of neuromusculoskeletal conditions in the spine and upper extremities. Application of knowledge will focus on integrating concepts within the framework of examination, evaluation, diagnosis, prognosis, and interventions related to the spine and upper extremities.</p>	

<b>DPT 6207</b>	<b>Physical Agents Lecture:</b>
<p>This course gives an overview of the principles of management of patients using therapeutic modalities including, but not limited to, superficial heating and cold modalities, light therapy, electrical stimulation, ultrasound, manual therapy, massage, vasopneumatic devices, and traction. Pain science, tissue healing, and patient education will form the context for the application of therapeutic agents. The overall emphasis of the course will be learning safe, effective, autonomous practice utilizing therapeutic agents. Students are expected to integrate their knowledge of kinesiology, physics, anatomy, and physiology from previous courses to safely utilize therapeutic agents for patients. Emphasis will be on the care of the patient with orthopedic, neuromuscular dysfunction, and multi-system involvement who require therapeutic agents. The objectives of this course will include goal setting, direct intervention in relation to prescribing and applying therapeutic agents, monitoring response to therapeutic techniques, and the provision of patient education as it relates to therapeutic techniques. Lectures, demonstrations, case studies, required readings, and laboratory activities will reinforce clinical logic and help students learn to apply therapeutic agents primarily to adult patients with various conditions.</p>	

<b>DPT 6105</b>	<b>Physical Agents Lab:</b>
<p>This course gives an overview of the principles of management of patients using therapeutic modalities including, but not limited to, superficial heating and cold modalities, light therapy, electrical stimulation, ultrasound, manual therapy, massage, vasopneumatic devices, and traction. Pain science, tissue healing, and patient education will form the context for the application of therapeutic agents. The overall emphasis of the course will be learning safe, effective, autonomous practice utilizing therapeutic agents. Students are expected to integrate their knowledge of kinesiology, physics, anatomy, and physiology from previous courses to safely utilize therapeutic agents for patients. Emphasis will be on the care of the patient with orthopedic, neuromuscular dysfunction, and multi-system involvement who require therapeutic agents. The objectives of this course will include goal setting, direct intervention in relation to prescribing and applying therapeutic agents, monitoring response to therapeutic techniques, and the provision of patient education as it relates to therapeutic techniques. Lectures, demonstrations, case studies, required readings, and laboratory activities will reinforce clinical logic and help students learn to apply therapeutic agents primarily to adult patients with various conditions.</p>	

<b>DPT 6208</b>	<b>Acute Care:</b>
<p>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.</p>	

<b>DPT 7200</b>	<b>Orthopedic Physical Therapy II Lecture:</b>
This course provides lectures, discussions, and case-based learning opportunities related to the orthopedic physical therapy management of a variety of neuromusculoskeletal conditions in the spine and lower extremities. The following body regions are covered in detail: lumbar spine, hips, knees, ankles, and feet. Application of knowledge will focus on integrating concepts within the framework of examination, evaluation, diagnosis, prognosis, and interventions related to the spine and lower extremities.	
<b>DPT 7201</b>	<b>Orthopedic Physical Therapy II Lab:</b>
This course provides instruction, demonstration, and supervised hands-on practice of a variety of manual examination and intervention techniques related to the orthopedic management of a variety of neuromusculoskeletal conditions in the spine and lower extremities. Application of knowledge will focus on integrating concepts within the framework of examination, evaluation, diagnosis, prognosis, and interventions related to the spine and lower extremities.	
<b>DPT 7102</b>	<b>Clinical Education Seminar:</b>
This course provides lecture, demonstration, case studies, written assignments and student presentation coursework in preparation for Clinical Education 1. 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.	
<b>DPT 6206</b>	<b>Pharmacology:</b>
This course in pharmacology will cover basic principles of pharmacology that may be applied to aspects of wound healing, exercise and other therapies utilized by the physical therapist. The information will be directly related to agents used to treat inflammatory and integumentary diseases, autonomic nervous system and cardiovascular and respiratory dysfunction, nervous system diseases bacterial, fungal, viral infections and cancer.	
<b>DPT 7515</b>	<b>Clinical Education 1A:</b>
DPT 7515 is the initial component of the first clinical education course. This is part of graduate physical therapy students' first full-time clinical experience. This course is the initial course of the clinical education series for Doctor of Physical Therapy Students. To progress in the program, students must pass both components, DPT 7515 and DPT 7215. This 5-week course, offered for 40 hours per week, allows students to integrate and apply the knowledge acquired during the first two years of the DPT program to outpatient clinical settings. Students will show progress towards developing advanced beginner-level skills in physical therapy evaluation and treatment and will progress with clinical reasoning and documentation skills. Students will develop the interpersonal skills necessary to interact with patients, colleagues, and members of the healthcare team and will utilize safe patient interactions and professional behavior in the healthcare environment as they further their understanding of the PT profession.	
<b>DPT 7215</b>	<b>Clinical Education 1B:</b>
DPT 7215 is a continuation of DPT 7515, Clinical Education 1A. This is part of graduate physical therapy students' first full-time clinical experience. This course is the continuation course for DPT 7515. To progress in the program, students must pass both components, DPT 7515 and DPT 7215. This 3-week course, offered for 40 hours per week, allows students to integrate and apply the knowledge acquired during the first two years of the DPT program to outpatient clinical settings. Students will develop advanced beginner-level skills in physical therapy evaluation and treatment and will progress with clinical reasoning and documentation skills. Students will develop the interpersonal skills necessary to interact with patients, colleagues, and members of the healthcare team and will utilize safe patient interactions and professional behavior in the healthcare environment as they further their understanding of the PT profession.	
<b>DPT 7202</b>	<b>Research Design:</b>
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.	

<b>DPT 7203</b>	<b>Therapeutic Exercises:</b>
<p>This course gives an overview of the principles of therapeutic exercise for patients including but not limited to principles of: exercise prescription, resistance exercise, aerobic exercise, aquatic exercise, exercises for medically complex patients, exercises for patients with neurologic involvement, and exercises for special populations. The objective of this course is to provide the student with sound clinical rationale for use of therapeutic exercise and the progression of exercise programs in the management of patient conditions to provide better patient care. Overall emphasis will be learning safe, effective, autonomous practice utilizing the principles of exercise prescription for differing patient diagnoses and patient conditions. Students are expected to integrate their knowledge of kinesiology, biomechanics, safe patient handling, and anatomy and physiology from previous courses to safely prescribe exercise to patients based on patient acuity and other influencing factors. Emphasis will be on care of the patient with orthopedic, neuromuscular dysfunction, and multisystem involvement who require exercise to attain better functional status. The objectives of this course will include goal setting, direct intervention in relation to prescribing and applying exercise, monitoring response to exercise techniques, and the provision of patient education as it relates to exercise 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, and required readings will reinforce clinical logic and help students learn to apply exercise principles primarily to adult patients with various conditions.</p>	

<b>DPT 7103</b>	<b>Therapeutic Exercise Lab:</b>
<p>This course gives an overview of the principles of therapeutic exercise for patients including, but not limited to principles of exercise prescription, resistance exercise, aerobic exercise, aquatic exercise, exercises for medically complex patients, exercises for patients with neurologic involvement, and exercises for special populations. The objective of this course is to allow students to apply the sound clinical rationale for use of therapeutic exercise and the progression of exercise programs in the management of patient conditions to provide better patient care. This course is meant to apply the principles learned in DPT 7203 Therapeutic Exercise Lecture. Overall emphasis will be learning safe, effective, autonomous practice utilizing the principles of exercise prescription for differing patient diagnoses and patient conditions. Students are expected to integrate their knowledge of kinesiology, biomechanics, safe patient handling, and anatomy and physiology from previous courses to safely prescribe exercise to patients based on patient acuity and other influencing factors. Emphasis will be on care of the patient with orthopedic, neuromuscular dysfunction, and multisystem involvement who require exercise to attain better functional status. All course work will be directed towards building sound clinical judgment for evidence-based practice as outlined in the Guide to Physical Therapist Practice. Demonstrations, case studies, required readings, and laboratory activities will reinforce clinical logic and help students learn to apply exercise principles primarily to adult patients with various conditions.</p>	

<b>DPT 7212</b>	<b>Orthopedic Physical Therapy III Lecture:</b>
<p>This course provides lectures, discussions, and complex case-based learning opportunities related to the orthopedic physical therapy management of a variety of neuromusculoskeletal conditions in the spine and extremities. This course includes advanced soft tissue and joint techniques, introduction to advanced neuromusculoskeletal evaluation techniques, and presentation of a variety of specialty topics related to orthopedic physical therapy practice. Application of knowledge will focus on integrating concepts within the framework of examination, evaluation, diagnosis, prognosis, and interventions related to the spine and extremities.</p>	

<b>DPT 7112</b>	<b>Orthopedic Physical Therapy III Lab:</b>
<p>This course provides instruction, demonstration, and supervised hands-on practice of a variety of manual examination and intervention techniques related to the orthopedic management of a variety of neuromusculoskeletal conditions in the spine and extremities. Specific techniques include soft tissue and joint manipulation, dry needling, instrument-assisted soft tissue mobilization, transvers friction massage, therapeutic taping, and diagnostic ultrasound imaging. Application of knowledge will focus on integrating concepts within the framework of examination, evaluation, diagnosis, prognosis, and interventions related to the spine and extremities.</p>	

<b>DPT 7301</b>	<b>Integumentary Management:</b>
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.	
<b>DPT 7204</b>	<b>Diagnostic Imaging:</b>
This course covers basic principles, safety, and the physical therapist's role in using diagnostic imaging modalities in the current healthcare environment. The emphasis is on plain film radiographs, magnetic resonance imaging (MRI), computed tomography (CT), and contrast films. Other types of diagnostic imaging techniques will also be introduced (e.g. nuclear medicine and diagnostic ultrasound).	
<b>DPT 7209</b>	<b>Movement Disorders:</b>
This course is designed to provide doctoral physical therapy students with an overview of various adult and pediatric neurological diagnoses (acquired, genetic, and neuro-degenerative). 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) will be discussed. The clinical manifestation of movement problems related to these diagnoses will be explored in depth.	
<b>DPT 7205</b>	<b>Adult Neuromuscular I Lecture:</b>
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 that impact balance, gait, fall risk, and cognition, including (but not limited to) stroke, multiple sclerosis, and dementia. Parkinson's disease and vestibular rehab (mentioned briefly) will also be introduced and continued through the spring.	
<b>DPT 7206</b>	<b>Adult Neuromuscular I Lab:</b>
This course offers doctoral physical therapy students the necessary clinical skills to accompany their evaluation skills learned in DPT 7205. Demonstration and hands-on guidance will be emphasized in learning the basics of management of patients with stroke, multiple sclerosis, dementia, impaired gait and balance, Parkinson's disease and vestibular disorders through all stages of treatment.	
<b>DPT 7207</b>	<b>Research II:</b>
This course provides experience in the development of an individual research proposal that will be conducted under the supervision of a faculty member in research III.	
<b>DPT 7113</b>	<b>Research Statistics Review:</b>
This course provides continued experience in the development of research, in which basic statistics, including relation of analysis to design and data type, and interpretation of statistical analyses.	
<b>DPT 7211</b>	<b>Cardiopulmonary Lecture:</b>
This course gives an overview of the principles of management of patients with pathologies of the cardiopulmonary systems commonly seen by physical therapists. Emphasis will be on the care of the patient with primary cardiopulmonary dysfunction and multi-system involvement, including examination and evaluation, diagnostic procedures, goal setting, direct intervention concerning prescribing exercise, monitoring exercise tolerance, promoting breathing and airway clearance, and health promotion. All coursework will be directed toward building sound clinical judgment for evidence-based practice as outlined in the Guide to	

Physical Therapist Practice and the Cardiovascular and Pulmonary Entry-Level Practice Guidelines.	
<b>DPT 7111</b>	<b>Cardiopulmonary Lab:</b>
This lab will integrate information from lectures and other assignments, allowing practice of assessment and intervention skill necessary to successful work with patients who have cardiopulmonary dysfunction. Specific components will include 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. These 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.	

<b>DPT 7702</b>	<b>Clinical Education 2:</b>
This is the second full-time clinical experience for graduate physical therapy students and continues the clinical education series. This 8-week course, offered 40 hours per week, allows students to integrate and apply the knowledge acquired during the first two years of the DPT program to various clinical environments. Students will develop intermediate-level skills in physical therapy evaluation and treatment and will progress with clinical reasoning and documentation skills. Students will develop the interpersonal skills necessary to interact with patients, colleagues, and members of the healthcare team and will utilize safe patient interactions and professional behavior in the healthcare environment as they further their understanding of the PT profession.	

<b>DPT 7208</b>	<b>Prosthetics and Orthotics:</b>
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, patient demonstrations, case studies, and laboratory instruction will be used to address the role of the physical therapist in the management of adults and children with prosthetic and orthotic needs.	

<b>DPT 8201</b>	<b>Adult Neuromuscular II Lecture:</b>
This course is the continuation and companion course to adult Neuromuscular I. 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 traumatic brain injury (TBI), spinal cord injury (SCI), and other neurological disorders including (but not limited to) Guillian Barre (GB), Amyotrophic Lateral Sclerosis (ALS), Parkinson's Disease (PD; some covered in fall 2022), Post-polio syndrome (PPS), and dementia. Long COVID will be also reviewed.	

<b>DPT 8202</b>	<b>Adult Neuromuscular II Lab:</b>
This course offers students the necessary clinical skills to accompany their evaluation skills learned in DPT 8201. Demonstration and hands-on guidance will be emphasized in learning the basics of management of patients with TBI, Concussion, SCI, ALS, Dementia, GB, PPS, and other rare neurologic disorders through all stages of treatment.	

<b>DPT 8212</b>	<b>Administration and Management I:</b>
This course will introduce students to the social, political, organizational, and financial development of the US health care system and physical therapy within that system. Students will be prepared with an understanding of the legal, ethical, and professional environments within which today's effective physical therapist must operate. Knowledge of the major forces that influence healthcare delivery will provide students with the tools to be more active and influential participants in the current and future shaping of the profession and to be more effective practitioners. This course reviews healthcare financing, reimbursement, and health informatics.	

<b>DPT 8214</b>	<b>Administration and Management II:</b>
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This course prepares students for administrative and management roles within multiple practice settings of health care. This course will include study of finance, budgeting, facility planning, personnel management, and other topics pertaining to principles of management for the physical therapist.

<b>DPT 8301</b>	<b>Differential Diagnosis:</b>
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<p>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.</p>
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<b>DPT 8204</b>	<b>Pediatrics:</b>
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<p>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.</p>
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<b>DPT 8203</b>	<b>Geriatrics:</b>
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<p>This course gives an overview of the principles of management of patients that are elderly including a survey of normal aging, management of frail elderly, a survey of pathologies present in the older adult, and management of wellness for the older adult. Overall emphasis will be on review of relevant anatomy, physiology and pathology with a view towards learning safe, effective, autonomous practice and effective patient management with geriatric clients. 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 multisystem involvement, musculoskeletal involvement, integumentary involvement, and neurologic 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. Additionally, focus on evidence based measurement tools will be conducted to reinforce assessment and intervention. 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 patient interviews will reinforce clinical logic and help students learn to apply rehabilitation techniques to a geriatric population.</p>
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<b>DPT 8101</b>	<b>Health and Wellness:</b>
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<p>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.</p>
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<b>DPT 8205</b>	<b>Research III (Capstone):</b>
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<p>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.</p>
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<b>DPT 8315</b>	<b>Clinical Education 3A:</b>
DPT 8315 is the beginning of the third clinical rotation for Doctor of Physical Therapy Students. This 3-week course, offered 40 hours per week, allows students to integrate and apply the knowledge acquired during the first two years of the DPT program to various clinical environments. Students must pass DPT 8315 and DPT 8515 to progress within the program. Students will develop advanced -intermediate-level skills in physical therapy evaluation and treatment and will progress with clinical reasoning and documentation skills. Students will develop the interpersonal skills necessary to interact with patients, colleagues, and members of the healthcare team and will utilize safe patient interactions and professional behavior in the healthcare environment as they further their understanding of the PT profession.	

<b>DPT 8515</b>	<b>Clinical Education 3B:</b>
DPT 8515 is the conclusion of the third clinical rotation for Doctor of Physical Therapy Students. This 5-week course, offered 40 hours per week, allows students to integrate and apply the knowledge acquired during the first two years of the DPT program to various clinical environments. Students must pass DPT 8315 and DPT 8515 to progress within the program. Students will develop advanced -intermediate-level skills in physical therapy evaluation and treatment and will progress with clinical reasoning and documentation skills. Students will develop the interpersonal skills necessary to interact with patients, colleagues, and members of the healthcare team and will utilize safe patient interactions and professional behavior in the healthcare environment as they further their understanding of the PT profession.	

<b>DPT 8802</b>	<b>Clinical Education 4:</b>
This is the final full-time clinical experience for graduate physical therapy students. This 10-week course, offered 40 hours per week, allows students to integrate and apply the knowledge acquired during the first two and a half years of the DPT program to various clinical environments. Students will develop entry-level physical therapy evaluation, treatment, and documentation skills, and apply sound scientific rationale by utilizing critical thinking when making clinical decisions. Students will develop the interpersonal skills necessary to interact with patients, colleagues, and members of the healthcare team independently and will utilize safe patient interactions and professional behavior in the healthcare environment.	

<b>DPT 8206</b>	<b>Board Preparation:</b>
This course is designed to prepare third-year 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 enrolled in an online Licensure Examination Preparatory Course. A textbook offered by ScoreBuilders will be used as a guide. The textbook provides sample questions and extensive resource materials to help diagnose students' strengths and weaknesses. Both the course and the assistance of the course instructors and advisors will support the student in developing test-taking skills.	

## ELECTIVES

<b>DPT 7220</b>	<b>Advanced Vestibular Rehabilitation:</b>
This elective course offered during the summer semester of Year Three in the DPT curricular sequence is designed to prepare students for vestibular assessment and treatment beyond entry-level competencies. Course content will compliment vestibular rehabilitation techniques acquired in Adult Neuromuscular I, but will address additional topics beyond entry-level skills, including cervicogenic dizziness, cervical proprioceptive testing, advanced treatment for benign paroxysmal positional vertigo (BPPV) of all semicircular canals, dizziness secondary to head trauma, and the APTA guidelines for best practice in peripheral vestibular hypofunction and BPPV. The course will utilize lecture, lab, case studies, instructor demonstration, and video examples to assist students in mastering vestibular skills.	
<b>DPT 7225</b>	<b>Advanced Manual Therapy Techniques for the Spine and Extremities:</b>
This course provides instruction, demonstration, and supervised hands-on practice of a variety of advanced manual therapy techniques related to the orthopedic management of a variety of neuromusculoskeletal conditions in the spine and extremities. Application of knowledge will focus on integrating concepts within the framework of interventions related to the spine and extremities.	
<b>DPT 6215</b>	<b>Applied Spanish for Physical Therapists:</b>
The course will focus on development a clinical vocabulary comprised of medical and other terminology, phrases and questions necessary for interviewing and assessing a patient. An emphasis will focus on student confidence in using proper language skills to interact with native Spanish speaking patients while providing proper patient care. This course will adopt a hybrid format utilizing online delivery accompanied by application of language skills in a clinic setting.	
<b>DPT 6330</b>	<b>Special Topics: Healthcare Finance and Decision Analysis I:</b>
This course is based on the reality that healthcare executives are held ultimately responsible and accountable for the overall financial, service, and clinical quality of their organizations. To maintain financial quality, healthcare executives must have the ability to produce preemptive financial analyses that estimate financial results in advance of their occurrence, to avoid shortfalls and related consequences (e.g., layoffs, operational cutbacks, service terminations, loss of market share, and quality reductions).	



## **TUITION, FEES, & FINANCIAL AID**

### **Graduate Tuition**

Information on Graduate tuition and fees, payment plans offered by the university, and details of these plans can be found on the [WSSU Student Accounts webpage](#)

### **Financial Aid**

Please refer to the [WSSU Office of Scholarship and Financial Aid webpage](#)

### **Graduate Assistantships**

A limited number of Graduate Assistantships is offered each year. Applications are made through the department each semester. Acceptance of a Graduate Assistantship may entail 5 – 20 hours of work per week depending on the funding 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.

### **External Scholarship Support**

#### **American Physical Therapy Association Scholarship and Financial Award Opportunities:**

You must be a student member of the APTA to qualify for any of the APTA opportunities (*see section on **APTA Membership***). You may purchase **APTA's Resource Guide on Financial Assistance** (includes information on minority scholarships) from APTA's Service Center (1-800-999-2782, ext. 3395) or order from [APTA Online Catalog website](#)

#### **Minority Scholarship Award for Academic Excellence:**

Enrolled Physical Therapist students. Refer to [APTA website](#) for more details:

#### **North Carolina Physical Therapy Association Scholarship and Loan program**

You must be a member of the NCPTA to be eligible. If you are a member of the APTA, then you are automatically a member of the NCPTA. Go to [NCPTA](#) for more information about application process and deadline.

Additional information concerning financial resources are available from:

[Go-to Guide Financial Aid website](#)

[Fastweb Scholarship and Financial Aid website](#)

[US Department of Education website](#)

[IRS Education Tax Credit Information website](#)

[College Parents of America website](#)

[AMBUCS Scholars Program website](#)

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.

[Forgivable Education Loans for Service website](#)

Scholarship Forgiveness loans for those staying in North Carolina (*must be a resident*).

### **APTA MEMBERSHIP**

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

Assignments in your classes throughout the curriculum will require material to be downloaded from the APTA website through the membership portal. In addition, any financial assistance to attend professional development meetings through APTA will only be funded at the early bird student member price.

## **PARKING**

### **Permits**

Valid student parking permits must always be displayed in the vehicle when parked on campus. Parking is restricted to designated student parking areas according to assignments by campus police. There is access to the F.L. Atkins Building 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 parking permits will be available for the upcoming year. Students desiring to park vehicles on the WSSU campus should follow the instructions 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 near the Anderson Center and is open between 8:00 a.m. and 5:30 p.m. Monday through Friday for non-emergency 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.

[Read more](#)

### **Wake Forest University Parking**

During the spring semester of your first year, you will have Anatomy Class at the Wake Forest University School of Medicine in Downton Winston Salem, NC. This facility is located approximately 2 miles from WSSU. You will be able to access the gated lot using your Wake Forest Badge during the spring semester only. **The cost of parking is in addition to parking at WSSU and is the responsibility of the student.** 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.

## REGISTRATION

### Spring Year I:

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 their advisor. **It is the student's responsibility to ensure that you are registered for all classes for the upcoming semester. Failure to do so will delay your graduation date.**

Each student is responsible for self-registration using the web registration process. Prior to registration, you must obtain a registration access pin number (Alternate PIN) from your academic advisor. 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. The Office of Scholarship and Financial Aid also requires that a current FASFA is completed by students who wish to apply for financial aid. Please refer to the financial aid website for more information.

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, please contact the Physical Therapy Department Program Manager at (336) 750-2190.

***NOTE: You are officially registered when you have been validated by the Student Accounts.***

Once you are registered, you may validate (pay) your classes by check/credit or with available financial aid. You will need to ensure your account is validated by the last day of add/drop as outlined on the university calendar, or your courses will "purged from the system" (deleted). Students who register after the early registration date will be charged a "Late Registration Fee" Students who are purged due to not being validated, may be charged this fee as well.

## **HEALTH REQUIREMENTS**

### **Immunizations**

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
- Influenza

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 and in some instances influenza vaccine. 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 services on an appointment basis. However, injuries or illness that require 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

[Read More....](#)

### **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.

### **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.

### **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 the 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. 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. The link is obtainable through the Student Blue at (<http://studentbluenc.com/#/wssu> ) to complete an on- line 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.

**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

**Clinics Hours and Appointments**

**Ram and Insurance card/s are REQUIRED for each visit**

**Appointments:**

Please make appointment using the WSSU Online Student Health Portal. Enrollment is required before making an appointment.

**Wellness Center/Student Health Operational Clinic Hours:**

Monday - Friday: 8:00 a.m. - 5:00 p.m.

Saturday & Sunday: Closed

**Injection Clinic:**

Tuesday & Wednesday - 9:00 a.m. - 11:00 a.m. and 1:30 p.m. - 3:00 p.m.

**HIV/STD Testing:**

Monday, Thursday & Friday (by appointment only)

Make appointments through the WSSU Online Student Health Portal. POSSE also tests in the dorms! Watch your student email or call for a schedule.

**Post injection observation:** 15-30 minutes.

Make appointments through the WSSU Online Student Health Portal. POSSE also tests in the dorms! Watch your student email or call for schedule.

### **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.

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.

Fee 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: (<https://www.wssu.edu/student-life/university-wellness-center/health-services/>)

For general illness or medical questions after normal hours of operation, calls are forwarded directly to the Health Link Nurse-On-Call or you may call Health Link 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.

*Note: Special hours are observed during holidays; please read all university generated emails to stay informed.*

## **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. Following 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.

### **Service Requirement:**

All students are **required** to participate in "volunteer" activities throughout the year, with a minimum hours per semester. Hours required per semester are identified on the Portfolio schedule. During some semesters the hours will be reduced, while hours may need to be expanded at other times. Activities should be documented and confirmed by the advisor. Examples of applicable activities include, but are not restricted to, community care clinic, health fairs, student club service activities, service to the NCPTA or APTA.

**Priority should be given to Community Care Clinic, MSFit, and other programmatic priorities.**

## **CLASS OFFICERS**

Class officers are elected late in the Spring term of the first year of the DPT Program. Elections are held and run by upper classman. 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

*(continued on next page)*



**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 Manager 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 (secret) ballot.
3. Ballots will be collected by the Grad II class President and counted by the Grad II Class President and 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.

To access WSSU's student e-mail system, navigate to the **Microsoft Outlook Web** App.

- Log into **Microsoft 365** and sign-on with RAMID@rams.wssu.edu.
- To learn more about how to use Microsoft 365 visit the **Frequently Asked Questions**

### **Student Lockers:**

Lockers are available for students on a limited basis. There are not enough lockers for all students, so you must share and cannot leave your items on a permanent basis. 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.

### **Group Chat:**

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 group chat so that students can be notified quickly if the need arises. A faculty member or the department administrator will contact the class president who will initiate the group chat to pass along information in a timely manner.

### **Cell Phones:**

See policy on the use of electronics for more detailed information. Cell phones 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.

### **CLINICAL EXPERIENCES**

Students will begin integration into the WSSU pro bono clinics starting in Year One, semester three. These clinical experiences will include supervised evaluation and treatment of patients at the Community Care Center (CCC), Reache Clinic, and MSFit clinic. These experiences will be supervised and assessed as part of the DPT curriculum and will have assignments associated with them as outlined in the pertinent course syllabi. Experiences at CCC will begin in Year One and experiences at Reache and MSFit will begin in Year Two. During these experiences, students will provide evaluation and interventions, and document treatment in the clinic electronic medical record system while being supervised by licensed physical therapists. During these program experiences, students are expected to dress clinically including a Ram polo shirt. Please contact your advisor if this presents a financial hardship for you.

## **POLICIES AND PROCEDURES**

**Winston-Salem State University  
Department of Physical Therapy  
Academic Integrity Policy**

**Policy:**

The Physical Therapy Department adheres to the Winston Salem State University Academic Work Standards which can be found online in the [WSSU Graduate Catalog webpage](#) for 2023-2024

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 Catalog.
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:	11/16/2008
Updated:	12/14/2010
Updated:	09/12/2016, Reaffirmed 05/2023

**Winston-Salem State University  
Department of Physical Therapy  
Professional Conduct Guidance Policy**

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. Professional behaviors are regularly addressed by the faculty and will be discussed with each advisor. Individuals not meeting the requirements for professional development, as identified, will be subject to disciplinary action.

The skills related to professionalism are also addressed in the Essential Functions. As noted on page 55 of the student handbook, failure to meet the essential functions is addressed in a progressive manner. Repeated failure to meet professional behavior expectations, as identified by the Core Values and the Essential Functions, may result in dismissal from the program.

**PROFESSIONALISM IN PHYSICAL THERAPY: CORE VALUES**

Seven core values were identified during a consensus-based conference that further defined the critical elements that comprise professionalism. The core concepts of professionalism are identified on the APTA web page identified below. Additionally, a document identifying the core values in detail is available through this page.

- 1. Altruism**
- 2. Excellence**
- 3. Caring**
- 4. Ethics**
- 5. Respect**
- 6. Communication**
- 7. Accountability**

**Available at:**  
[APTA Ethics and Professionalism webpage](#)

Reaffirmed: 05/2023

**Winston-Salem State University  
Department of Physical Therapy  
Adverse Weather Policy**

During adverse weather/emergency closures, suspension of non-mandatory operations for those instances which are not truly emergency but reflect conditions on campus that compromise safety are explained below. Questions regarding the policies should be directed to Laretta Baldwin.

**Communications**

When any of the conditions below are applied the communications methods that follow will be utilized to communicate to the campus.

- Ram ALERT (e-mail & text), WSSU website and the WSSU weather phone lines are the most reliable sources for information regarding adverse weather for WSSU. Most of the television stations and their websites do not allow details for adverse weather conditions.
- Employees who do NOT receive Ram ALERT text messages MUST use one of the following resources for details regarding the WSSU adverse weather plan:
  - Your WSSU email
  - WSSU Home page
  - WSSU weather phone line 336-750-3456

If no condition is communicated, then all business operations will follow the normal schedule.

**Adverse Weather and Emergency Closings webpage**

**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  
Updated: 09/12/2016  
Updated: 09/19/2017; Reaffirmed 05/2023

**Winston-Salem State University**  
**School of Health Sciences**  
**Department of Physical Therapy**

**CRIMINAL BACKGROUND CHECKS POLICY**

**Policy:**

All students are required to complete clinical background checks prior to the entrance into the program, and before clinical experiences.

**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 a specifically identified provider.
- 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 required by request of selective clinical sites.
- These CBCs will be conducted by Castlebranch.
- Only the Director of Clinical Education (DCE) or a designated representative has access to on-line results of the CBC.
- 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 Castlebranch 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 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.
- 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
Updated	September 19, 2017; Reaffirmed 05/2023

**Winston-Salem State University  
Department of Physical Therapy  
Clinical Education**

Students are required to complete four full-time clinical rotations as part of their Clinical Education portion of the curriculum. Clinical Education requirements and policies are identified in detail in the Clinical Education Handbook. All Clinical Education rotations are the financial obligation of the student. Please refer to the Clinical Education Handbook for more details on student responsibilities. All students must review the policies and procedures for Clinical education and are required to complete all forms as requested, and maintain appropriate, timely communication with the Clinical Education office.

**Typical Schedule of Clinical Rotations**

<i><b>Term</b></i>	<i><b>Year/Internship</b></i>	<i><b>Length</b></i>
Spring	Year II/Clin Ed I	8 weeks
Fall	Year II/Clin Ed II	8 weeks
Summer	Year III/Clin Ed III	10 weeks
Fall	Year III/Clin Ed IV	10 weeks

**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:**

**First Comprehensive Examination**

1. In the summer of year 2, all students will be required to take an integrated comprehensive examination (1<sup>st</sup> 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 . If a student does not pass the exam, the student will follow 5 or 6 depending on their GPA
5. A student who scores below 70% on the 1st Comp Exam and has a **GPA of 3.35 or greater** must complete the following process:
  - a. In consultation with the student's academic advisor, the student should self-reflect and identify gaps in knowledge and review test-taking skills.
  - b. The student should develop an action plan to address identified knowledge gaps and address any needed test taking skills. The student should plan to meet bimonthly with their advisor throughout the semester following the comprehensive exam to discuss the progress on the action plan.
6. A student who scores below 70% on the 1st Comp Exam and has a **GPA of less than 3.35** must complete the following process:
  - a. The student will be in academic warning status.
  - b. In consultation with the student's academic advisor, the student should self-reflect and identify gaps in knowledge and review test-taking skills.
  - c. The student and the academic advisor will develop a learning contract to address knowledge gaps and/or test taking skills. This plan will be forwarded to the Departmental Chairperson for review and kept in the student's academic file.
  - d. The student should plan to meet bimonthly with their advisor throughout the semester following the comprehensive exam to discuss the progress on the learning contract.

**Final Comprehensive Examination**

The Final Comprehensive Exam (Final Comp) is a test administered through a national licensure preparation program and reflects the content that is contained in the licensure test, and within the program. All students are required to pass the Final Comp exam with a score of 70% or greater.

1. During the Board Preparation class, students complete a series of exams at set intervals. Between each exam, students must self-reflect on knowledge gaps and identify a study plan and present it to their academic advisor.

2. During the course, any test attempt on the series of exams in which the student scores 70% or greater will be counted as successfully completing their Final Comp.
3. Students must complete the series of tests within the Board Preparation course in order to complete the Board Preparation course objectives.
4. A student who fails to score a 70% or greater on the Final Comp Exam and has a **GPA of 3.35 or greater** must complete the following process:
  - a. The student will receive an in progress (IP) grade in the board preparation class. The IP must be cleared within one year according to graduate school policy. Any IP that is not cleared will be converted into a failing grade.
  - b. In consultation with the student's academic advisor, the student should self-reflect and identify gaps in knowledge and review test-taking skills.
  - c. The student should develop an action plan to address identified knowledge gaps or needed test taking skills.
  - d. Complete the PEAT Exam with a scaled score of > 600 by the end of Fall, year 3. When a score of > 600 is achieved on the PEAT the IP will be changed to a Satisfactory grade.
  - e. The cost of purchasing the PEAT is borne by the student.
5. A student who scores below 70% on the Final Comp Exam and has a **GPA of less than 3.35** must complete the following process:
  - a. The student will be in academic warning status.
  - b. The student will receive an IP in the board preparation class. The IP must be cleared within one year according to graduate school policy. Any IP that is not cleared will be converted into a failing grade.
  - c. In consultation with the student's academic advisor, the student should self-reflect and identify gaps in knowledge and review test-taking skills.
  - d. The student and the academic advisor will develop a learning contract to address knowledge gaps or test-taking skills. This plan will be forwarded to the Departmental Chairperson for review and kept in the student's academic file.
  - e. Complete the PEAT Exam with a score of >600 by end of Fall, year 3. When a score of >600 is achieved on the PEAT the IP will be changed to a Satisfactory grade.
  - f. All costs to purchase the PEAT will be borne by the student.
6. A requirement for graduation is successfully passing the Final Comp or PEAT test . If a student is not successful after 1 year the IP will convert to an Unsatisfactory Grade (U) and the student will be dismissed from the program.
7. Any student dismissed from the program, has the right to appeal and should follow the graduate school policy for grade appeal.

<b>Approved</b>	<b>5/06/04</b>
<b>Revised</b>	<b>3/12/08</b>
<b>Revised</b>	<b>11/16/08</b>
<b>Revised</b>	<b>12/14/10</b>
<b>Revised</b>	<b>12/08/11</b>
<b>Revised</b>	<b>9/12/13</b>
<b>Revised</b>	<b>08/29/19</b>
<b>Revised &amp; approved</b>	<b>01/26/23</b>

**Winston-Salem State University**  
**Department of Physical Therapy**  
**Confidentiality Policy**

**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 Manager maintains these files and is primarily responsible for ensuring the 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. To protect the privacy of student's personal information, Winston Salem State University issues random identification numbers to all students. The Physical Therapy Department Manager will reveal these numbers to the students during the first semester. To protect student's confidentiality, grades will only be entered in Canvas 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 student's 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	12/14/2010
Revised	08/28/2013; Reaffirmed 05/2023

**Winston-Salem State University  
Department of Physical Therapy  
School of Health Sciences  
Digital Media Policy and Procedure**

**Policy on Use of Technology in the Classroom**

The use of technology in the 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 handheld 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, handheld 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 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 a 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 Physical Therapy Department.

**Winston-Salem State University  
Department of Physical Therapy  
School of Health Sciences  
Social Media Policy**

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 using 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, dingo, 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; Reaffirmed 05/2023



**Winston Salem State University  
Department of Physical Therapy  
Disability Services Policy**

The Services for Students with Disabilities is here to assist you with any barriers you may encounter while you are a student at Winston-Salem State University.

Registration with Services for Students with Disability Services is a separate process from applying for admission to Winston Salem State University. Interested students should contact SSD by phone at 336-750-8658 or email at [DDS@wssu.edu](mailto:DDS@wssu.edu). Services and accommodations cannot be provided until the student has registered and provided the appropriate documentation to SSD.

No accommodations can be given to students without a letter of notification from the Department of Disability Services. Students are required to register for services each semester.

For more information visit the Department of Disability Services: [https://www.wssu.edu/about/offices-and-departments/departments-of-disability-services/](https://www.wssu.edu/about/offices-and-departments/departments/departments-of-disability-services/)

**Office Location: Thompson, Suite 300**

**Office number: 336-750-8658**

**Email: [DDS@wssu.edu](mailto:DDS@wssu.edu)**

**Winston Salem State University  
Department of Physical Therapy  
Essential Functions Policy**

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 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 knowledge and importance of these essential functions. This will be part of the digital forms sent to to sign.

### **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
- Observe patient response to exercise or therapeutic procedure (grimacing, change in skin color, breath control, etc.)
- Assess open wounds and skin integrity
- Monitor, read, and interpret information received from multiple sources
- 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 to 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, care givers 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 or Discern breath, and heart sounds with a stethoscope
- Perform assessments of vital signs, pain, strength, coordination, cranial and peripheral nerves, balance, movement patterns, posture, sensation, endurance, joint motion, reflexes, skin integrity, wound status, soft tissue restrictions, cognitive mental status, developmental stages
- Fit and teach the use of assistive devices, prosthetics and orthotics
- Administer and teach balance training, cardiopulmonary resuscitation, bed mobility, transfers, facilitation and inhibition techniques, coordination training, joint mobilization, wound care, electrotherapy, traction, taping, draping, neurosensory techniques, modalities, developmental activities, massage and soft tissue mobilization, relaxation techniques, manual therapy techniques
- Manipulate tools used in evaluation and treatment (goniometer, equipment dials, sphymomanometer, etc.)
- Accurately read and record data obtained from instruments utilized in clinical assessment
- Safely protect and guard patients in all phases of care-examination, evaluation, interventions, and

patient education

**Intellectual/Conceptual:**

**The student will be able to problem solve, to rapidly learn and reason, and to integrate, analyze, and synthesize data concurrently in a multitask setting.**

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

- Complete all classroom and clinical coursework in the proper sequence and achieve required passing grades.
- Comprehend three-dimensional relationships and understand the spatial relationships of structure.
- Design and participate in a scientific inquiry process.
- Apply evidence-based physical therapy practices.

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

- Demonstrate ability to apply universal precautions
- Synthesize and integrate relevant aspects of the patient history and examination findings to develop safe and effective treatment programs
- Perform physical therapy differential diagnoses
- Develop diagnoses and prognoses for patients in various settings
- Interpreting patient responses to treatment interventions
- Make appropriate modifications to assessment and treatment plans
- Recognize the psychological impact of dysfunction and disability
- Integrate needs of patient and caregivers into a plan for caregivers
- Develop research hypothesis, conduct research, and perform statistical analysis
- Perform clinical problem solving by synthesizing relevant patient information
- Perform literature searches and apply evidence-based medicine

**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)

- 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
- 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 interactions.**

**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 practical's, 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)

- Establish appropriate professional and social demeanor and respect with faculty, staff, classmates, health-care colleagues, and with patients and their families
- Exhibit APTA Core Values in classroom and clinical settings
- Identify accurately the cognitive and emotional needs of self and others
- Exhibit appropriate flexibility and adaptability for the ambiguities in professional life, especially in pursuing the well-being of patients
- Exhibit appropriate verbal and non-verbal communication with all persons regardless of age, gender, race, creed or sexual orientation
- Interact effectively with individuals, families, groups from a variety of social, emotional, cultural, and intellectual backgrounds
- Maintain mature and professional demeanor when physically and emotionally fatigued
- Maintain cleanliness of classrooms
- Demonstrate responsibility for lifelong professional growth and development

**Policy 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 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. An 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. The Dean's decision is final.

Approved:	01/12/2004
Modified:	11/18/2009
Modified:	11/16/2011
Modified:	11/12/2013; Reaffirmed 05/2023
Modified:	12/10/2024

**Winston-Salem State University  
Department of Physical Therapy  
Dress Code Policy**

**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. Instructors may identify specific requirements

Guest Speaker, Student Presentations, Practical Exams:

Professional dress is expected. This means no jeans, shorts, t-shirts, warm-ups, sweat-pant 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; Reaffirmed 05/2023

**Winston-Salem State University**  
**School of Health Sciences**  
**Department of Physical Therapy**  
**Drug Testing Policy**

Policy:

WSSU Department of Physical Therapy has zero tolerance for drug use. 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 Castlebranch or another 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 Castlebranch 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 to 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 to 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; Reaffirmed 05/2023



**Winston-Salem State University**  
**School of Health Sciences**  
**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 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 after a remediation period 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 appeal the decision to dismiss by following the grievance policy.

**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
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**Unsatisfactory/Satisfactory Courses:**

S=	70 or greater	U=	<70
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**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 decide with the instructor(s) to complete all assignments within the 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.

A 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.

<b>Approved</b>	<b>11/10/2003</b>
<b>Updated</b>	<b>12/11/2010</b>
<b>Revised</b>	<b>09/09/2013</b>
	<b>Revised 2/21/24</b>

**Winston-Salem State University**  
**School of Health Sciences**  
**Department of Physical Therapy**  
**Policy and Procedures on Academic Progression and Graduation Requirements**

**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 Intervention System” for the student, support successful student remediation 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”, will be used to calculate the GPA (see DPT Student Handbook Grading Policy and Procedures).

**Academic Progression:**

1. 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. 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 (course grade below B-).
3. At the end of each semester, the Cumulative GPA will be calculated for each student.
4. Students with a cumulative GPA of 3.35 or better will be considered in “Good Academic Standing”:
5. Students with a cumulative GPA  $< 3.35$  but  $> 3.2$  will be in Academic Warning and should follow the steps below.
  - a. The student will receive a letter of academic warning from the Department Chair and a copy will be placed in the student’s file
  - b. The student’s advisor will be notified.
  - c. The student in consultation with the faculty advisor will assess content gaps and develop a remediation plan.
  - d. The student should meet with his/her faculty advisor monthly to share progress.

6. Students with a cumulative GPA  $< 3.2$  but  $> 3.0$  will be in Academic Probation and should follow the steps below.

- a. The student will receive a letter of academic probation from the Department Chair and a copy will be placed in the student's file.
- b. The student's advisor will be notified.
- c. The student in consultation with the faculty advisor will assess content gaps and develop a remediation plan.
- d. The student must complete study strategy and test taking training.
- e. The student will meet with his/her advisor every 2 weeks to report on progress.
- f. The remediation plan should be updated each semester until the student is no longer in Academic probation.

7. If the Cumulative GPA of a student falls below 3.0 at any time following the first semester, the student may be dismissed from the program, in accordance with Graduate school policy (303.14).

**Special considerations:** The first semester of the DPT program is considered a probationary period. If the GPA drops below a 3.0 at the conclusion of the first semester, the faculty will consider each case separately regarding retention vs dismissal from the program. An important factor in this determination is the mathematical probability of the student's ability to raise the cumulative GPA in the program back to a 3.0 by the end of the first year. If the decision of the faculty is for retention, then the student will follow the academic probation guidelines.

#### **Dismissal from the program:**

If a student is dismissed from the program, then the following steps will be taken:

- a. A letter of dismissal from the Department Chair will be sent to the student and his/her advisor. A copy of this letter will be placed in the student's file.
- b. 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.
- c. If the appeal is successful, the student will be permitted to reenter the program with the next entering class/cohort and repeat one lowest grade (Graduate School policy) The faculty may identify a suggested preparation plan prior to reentering the program.
- d. 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.
- e. A copy of the reinstatement letter will be placed in the student's file.
- f. If the student appeal is unsuccessful, the student will not be permitted to reenter the program.

#### **Conditions of Readmission:**

1. The student must present evidence of the completion of the readmission conditions outlined in the reinstatement letter.
2. If the cumulative GPA of a reinstated student falls below 3.0 at any time for any reason, the student may be dismissed according to the Graduate School policy.

#### **Withdrawal from the program:**

1. Any student who chooses to withdraw for academic, personal and/or medical reasons, whether on academic probation or not, may reapply for admission directly through the office of the Chair of the Department of Physical Therapy.
2. DPT 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.
3. The faculty members will vote to accept or decline the application and communicate their recommendation to the Department Chair.
4. The department chair and student advisor/faculty member will communicate the decision to the student.
5. Students have the right to appeal the decision of the faculty by following the graduate school policy.

Approved	11/10/2003
Updated	12/14/2010
Updated	12/12/2011
Updated & approved	12/03/2013
Updated	08/25/2016
Approved	09/01/2016
Updated	08/29/2019
Revised & approved	01/26/2023

**Winston-Salem State University**  
**School of Health Sciences**  
**Department of Physical Therapy**  
**Policy and Procedures for taking the National Physical Therapy Exam**

**Policy:**

Students must pass a national licensure exam to practice Physical Therapy in any state. All graduates of the WSSU DPT program will be eligible to take the National Physical Therapy Exam (NPTE). The Exam is currently given 4 different times (January, April, August, October) throughout the year. Graduates are encouraged to complete all steps to take the exam as soon after graduation in December as possible. Although the faculty feel strongly that clinical education is an important component of the physical therapy curriculum, there is a mechanism to apply to take the NPTE early.

**Procedures for taking the exam in January after graduation:**

1. Complete all WSSU graduation requirements.
2. Complete all requirements to register for the exam as outlined on the Federation of State Boards of Physical Therapy (<https://www.fsbpt.org/Our-Services/Candidate-Services/Exam-Registration-Payment>).

**Procedure for Taking the Exam prior to graduation (October date).**

1. Be a student in good standing.
2. Score greater than 75% on the Final Comprehensive Exam.
3. Purchase The Practice Exam and Assessment Tool (PEAT) from FSBPT (<https://www.fsbpt.org/Our-Services/Candidate-Services/Practice-Exam-Assessment-Tool-PEAT>).
4. Student will take the PEAT no more than 2 times.
5. Pass the PEAT with a score of 600 or greater.
6. Complete application to take the NPTE early and submit documentation (Comp Exam score and PEAT score to the Department Chairperson no later than August 1.
7. Department chairperson certifies students to sit for October testing date.
8. Complete all requirements to register for the exam as outlined on the Federation of State Boards of Physical Therapy (<https://www.fsbpt.org/Our-Services/Candidate-Services/Exam-Registration-Payment>).

**Approved: 05/11/2023**

## Early Licensure Exam Application

Full Name: \_\_\_\_\_

I would like to apply to take the licensure exam on the October Test Date.

I attest to the following (please initial each one):

\_\_\_\_\_ I have completed the WSSU Final Comprehensive exam with a score of 75% or greater.  
(Attach scoring summary)

\_\_\_\_\_ I have completed the Practice Exam and Assessment Tool (PEAT) from the Federation of  
State Board of Physical Therapy Examiners with a score of 600 or greater. (Attach full report).

\_\_\_\_\_ I attest that I did not use any outside resources while completing the PEAT testing.

\_\_\_\_\_ I attest that I did not exceed the maximum of 2 attempts on the PEAT exam.

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Not approved (Not in good standing, Comp Exam test score, PEAT test score)

\_\_\_\_\_  
Department Chairperson Signature

\_\_\_\_\_  
Date

**Winston-Salem State University  
School of Health Sciences  
Department of Physical Therapy  
Grievance Policy**

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 are 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**

**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 follow 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**  
**School of Health Sciences**  
**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 always respected. 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 number. Each workstation includes a state-of-the-art downdraft dissection table, as well as 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. **First Aid and Safety:**

- Be Careful! Scalpels are sharp!
- Place all used blades in the sharp's 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.

4. **General Lab Etiquette:**

- Lab coats/gowns, gloves, and ID tags must be always worn 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.

5. **Cadaver Etiquette:**

- It is your responsibility to keep your cadaver and dissected organs moist and always covered 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.
- 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.

**6. 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. Chris York.

Approved      01/12/2004  
Revised      09/20/2017; Reaffirmed 05/2023

**Winston-Salem State University  
School of Health Sciences  
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 the 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 department administrator so that another name badge can be ordered. The student will be financially responsible to replace the name badge.
5. The department program administrator 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 always wear a name badge 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      01/12/2004; Reaffirmed 05/2023

**Winston-Salem State University**  
**School of Health Sciences**  
**Department of Physical Therapy**  
**Non-Degree Seeking Students Policy and Procedure**

**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. 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.
7. 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.
8. 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.
9. 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.

Approved        11/2005  
Updated        12/14/2010; Reaffirmed 05/2023

**Winston-Salem State University**  
**School of Health Sciences**  
**Department of Physical Therapy**  
**Research and Capstone**

**Capstone Policy:**

All DPT students will participate and complete graduate research as part of their graduate requirements. The research will be chaired by DPT faculty and is in alignment with the respective faculty driven research agenda. The student presentation and capstone (written paper and other products as required by course syllabi) should represent the culmination of graduate level research activities. The research is meant to contribute to the field of physical therapy and can be in any of the domains of critical inquiry identified by Boyer. These include the Scholarships of: Discovery, Integration, Application, and Teaching and Learning.

**Research Curriculum:**

Students will progress through a series of research courses designed to help them learn the concepts of research design, conduct, analysis and dissemination. This includes development of a research proposal, data acquisition and analysis, and culminates in a written capstone, as well as a verbal presentation of the final research product. Students will not receive a final grade in the last research course until they have successfully presented the research in a formal setting and submitted an approved copy of the final written document.

**Project Assignment and Partners:**

Faculty will present research topics to each cohort the semester prior to initiation of the research sequence. Students will be given the opportunity to select their top 3 topic choices, following which the faculty member in charge of the initial Research Design (I) course will assign students to faculty research groups. When possible, a student will be given one of their choices. If too many students identify the same choice, then students will be randomly assigned to a research topic. Students and faculty will be notified of the research group assignments prior to the start of Research Design (I).

Student research groups are required to meet with the research project advisor (Research Chair) at the beginning of the research process to identify individual responsibilities. Students will complete a Research Partnership Contract, which will be reviewed and approved by the Research Chair. The final copy will reside with the Research Design instructor. Should a student fail to meet the identified responsibilities, it is up to the Research Chair to work with the student to identify objective guidelines for follow-up. During the 2<sup>nd</sup> and 3<sup>rd</sup> Research courses, individual faculty are responsible for identifying requirements for the students, which should be written in the course syllabus. A student who fails to meet identified guidelines or does not produce quality work for any of the semesters may fail for the respective course. If a student is left without a partner, they will be allowed to complete the project independently and will work with the Research Chair to identify a revised plan for completion.

**Committee:**

Each project will be chaired by a faculty member, with a second faculty member serving as a committee member. The project chair will be responsible for identifying the second committee member. The committee will work together to support the student researchers in a cohesive manner.

**Student Research Requirements:**

All student researchers and faculty must complete the university required Institutional Training for Research with Human Subjects (CITI Training) prior to submission of a research proposal. All research involving human subjects MUST be submitted to the WSSU Institutional Review Board (IRB) using the appropriate forms. Researchers may not start any part of the subject contact or testing until written approval is obtained from the IRB. Any changes to the research protocol MUST be submitted and approved prior to implementation of the change. Researchers who fail to comply with federal regulations related to research with human subjects will be subject to disciplinary measures through the PT department and through the WSSU Office of Compliance. The disciplinary measure is dependent upon

the nature of the offense and may include a failing grade in the respective research course, dismissal from the program, and any sanctions deemed appropriate by the National Research Protection Agency.

### **Presentation and Publication**

As the Research Chair generated the original concept, that individual is considered the primary author of the research project. Thus, his/her name should be on any presentation or publication associated with the research. Authorship should include parties, as long as the parties remain involved in the post-graduation writing process. It is recommended that publication authorship meet national recommendations that all authors have contributed significantly to conception and design or analysis and interpretation, drafting or revision of the manuscript, and final approval of the manuscript. All those involved in the research should discuss authorship prior to the completion of the project, and submission. The accepted standard is that the Research Chair is the first author or presenter, unless otherwise agreed upon (students are often identified as the first authors for presentation at the state meeting).

### **Research Ownership**

All components of the research project are property of Winston-Salem State University and must be kept within the program. This includes, but is not limited to research data, consent forms, electronic copies of the capstone, presentations, and all research related photos. When a student leaves the program, all materials **MUST** be turned over to the Research Chair. Any equipment or unused supplies also remain the property of the program and must be returned.

Approved      06/2017; Reaffirmed 05/2023

**Winston-Salem State University  
School of Health Sciences  
Department of Physical Therapy  
Authorship Agreement Form (Optional)**

**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.*

	<b>Initials</b>	<b>Date</b>
<b>1<sup>st</sup> Author:</b> _____	_____	_____
<b>2<sup>nd</sup> Author:</b> _____	_____	_____
<b>3<sup>rd</sup> Author:</b> _____	_____	_____
<b>4<sup>th</sup> Author:</b> _____	_____	_____
<b>5<sup>th</sup> Author:</b> _____	_____	_____

**Acknowledgements:**

<b>1<sup>st</sup></b>	_____	_____	_____
<b>2<sup>nd</sup></b>	_____	_____	_____
<b>3<sup>rd</sup></b>	_____	_____	_____
<b>4<sup>th</sup></b>	_____	_____	_____

**Winston-Salem State University**  
**School of Health Sciences**  
**Department of Physical Therapy**  
**Substance Abuse Policy**

**Policy:**

The WSSU DPT program adheres to the University policy regarding substance abuse. Misuse or overuse of legal or illegal substances: The WSSU DPT faculty will be responsible for appropriately identifying and referring students who are abusing substances (e.g., misuse/overuse of alcohol or un-prescribed 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.

**Procedure:**

**A. Drug Screening Program**

- 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 in (Definitions). Such individualized reasonable suspicion may be based on information from any source deemed reasonable by the faculty member, including but not limited to:
    1. Observed possession or use of substances that reasonably appear to be illegal drugs; observed misuse or overuse of legal drugs or alcohol.
    2. Conviction for a criminal offense prior to enrollment related to the possession, use or trafficking in drugs.
    3. 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 A). 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 designer.

**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 subject to disciplinary actions.
2. Upon the first instance of substance abuse (legal or illegal) the penalty may range from written warning with probationary status to expulsion from the program.
  - 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 or an approved 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.
3. If there are multiple (2 or more) instances of substance abuse (legal or illegal substances), the student will be 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.

Revised: 08/29/19; Reaffirmed 05/2023



## **INFORMED CONSENT FORMS**

**Notice of Drug Testing**

To: \_\_\_\_\_  
(Name of Student)

To: \_\_\_\_\_  
(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

\_\_\_\_\_ on \_\_\_\_\_  
*(facility)* *(Date and time)*

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. Judy Foxworth, Chair**  
WSSU-DPT  
331 F.L. Atkins  
601 M.L.K Jr. Drive  
Winston-Salem, NC 27110

\_\_\_\_\_  
Signature of DPT Student

\_\_\_\_\_  
Date and Time

\_\_\_\_\_  
Signature of Clinical Faculty

\_\_\_\_\_  
Date and Time

**WSSU PT Student Volunteer Service Log**

Student Name: \_\_\_\_\_  
Semester: \_\_\_\_\_

Date	Organization	Activity	Time In	Time Out	Total Hours	Contact Person Signature

## **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

---

Witness

**Winston-Salem State University  
Department of Physical Therapy  
Academic Integrity Pledge**

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

Approved      01/12/2004  
Approved      04/2007  
Updated        12/14/2010  
Reaffirmed 05/2023

**Winston Salem State University**  
**Department of Physical Therapy**  
**Essential Functions Affidavit for the DPT**

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 :	Students 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 read the above-described **Essential Functions** for the DPT Program at Winston-Salem State University for admission, retention and graduation and I declare:

\_\_\_\_\_ 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.

Date \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_  
this \_\_\_\_\_

\_\_\_\_\_  
Printed Name of Applicant

\_\_\_\_\_  
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

---

Student 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.**

**Winston-Salem State University  
Department of Physical Therapy  
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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone Number (s): \_\_\_\_\_

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 Manager within 24 hours of incident. The report will be kept in the Incident Report File with a copy to the student's record.



**Winston-Salem State University**  
**Department of Physical Therapy**  
**Informed Consent for Participation in Educational Clinical Practice**  
**by Fellow Students and Faculty**

**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 always conducted in a respectful and professional manner. 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.

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Student Signature

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Date

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Student Printed Name

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Witness Signature

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Date

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Witness Printed Name

Approved      02/01/2005

**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 any time. I also understand that my name will not be released to any other individual, agency or institution without my written consent.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness Printed Name

Approved      08/31/1999  
Updated       01/06/2013  
Revised       08/28/2013

## **Guide for Advising in the First Semester & Form**

### Preparing to Meet Your Advisor

Students should proactively contact their academic advisors to schedule a 30-minute meeting. This should be done before Spring Break (mid-March) and again before the end of first semester OR in the first 3 weeks of second semester. Send your advisor a meeting request in Outlook for your calendars.

To prepare for advising, reflect on three areas known to be especially challenging for students in the first year of a program: making the transition to graduate education, academic experience, and self-care habits. See below for prompts in each area to help turn your gears.

In general, you should ask yourself: What's working, and what's not? Where am I confident and where could I use some help? What do I want to look/feel like in each area and how do I accomplish that? What specific resources, support, or guidance do I think I need to turn the ship?

When you meet, you'll discuss your academic experience so far. Reflect on the past semester and think about how your study habits have and have not 'worked' for you. Review your LASSI pretest score report and select an area where you scored in the 50<sup>th</sup> percentile range that seems most important for you to focus on. Use the prompts below to guide your thinking, and come up with a general idea of how you want to adapt your study habits.

Complete the Advising Form by making notes for your advisor on each section as you reflect. Save a copy of this form.

#### Prior to Your Meeting

At least 1 week prior: Share a copy of your LASSI score report and your completed Advising Form. The day before: Review your completed Advising Form and your LASSI score report. Be prepared to lead the conversation with your advisor and take notes.

#### After Your Meeting

No more than 1 week after: Send a summary of the meeting to your academic advisor, and as to set a follow up meeting.

### **AREAS FOR REFLECTION and DISCUSSION:**

#### Transitioning into Grad Program

Have you had any issues on campus still not resolved? Have you experienced any challenges in the classroom and why? How are you adjusting to/managing the volume and intensity of the program? How do you work to find balance between learning and living?

#### Academics

To prepare for your advising meeting, review your LASSI score report. The bar graphs indicate scores for each scale. Scores below the 50th percentile mark are areas that you should focus on in order to improve your habits and strategies. Each scale is related to an aspect of self-regulated learning, and improvements should translate into better study habits and learning strategies. Select the most important scale area you want to focus on, and ask yourself:

1. Why did I choose this scale? Why do I think this area is important for me to develop?
2. How does this scale area look for me currently? -- what am I doing or not doing, how do I (not) manage this well, how have I tried to work on this before, what worked and what hasn't worked?
3. What (as specifically as possible) do I want to accomplish/How will I know when I've accomplished it?

### Self-Care

(eating, sleeping, being active, social support, self-care, stress coping) Graduate education brings new challenges to your time and stress management. You may experience anxiety for the first time (or the millionth?) and find you are not coping well. Are you eating and sleeping well? Are you able to be as active as you want/need to be? Do you have good social support or do you need more academic support?

### **Advising Form Questions:**

Name: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

1. Transitioning into Grad Program (discuss: problems, issues on campus, challenges in classroom, what's working, how to move forward)
2. Academics (discuss: LASSI profile, target area, strategy)
3. Self-Care (discuss: eating, sleeping, being active, social support, self-care, stress coping)

**Winston-Salem State University  
Department of Physical Therapy  
Handbook Acknowledgment Form**

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.

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Student Signature

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Date

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Student Printed Name

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Witness Signature

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Date

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Witness Printed Name

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