Doctorate Program in Physical Therapy

STUDENT HANDBOOK
2023-2024
Contents

Welcome .................................................................................................................................................................................. vi

University of North Georgia DEPARTMENT OF PHYSICAL THERAPY Organizational Chart .................................................. vii

UNG DPT Program Calendar ................................................................................................................................................ viii

Doctorate in Physical Therapy Program Purpose Statement ........................................................................................................ 1

Doctorate in Physical Therapy Program Vision Statement ........................................................................................................ 1

Doctorate in Physical Therapy Program Mission Statement & DEI Statement ........................................................................ 2

Doctorate in Physical Therapy Program Strategic Plan Goals ................................................................................................... 2

Teaching ................................................................................................................................................................................ 2

Service .................................................................................................................................................................................. 2

Research ............................................................................................................................................................................... 2

Program Philosophy and Values ................................................................................................................................................ 4

APTA Core Values .................................................................................................................................................................. 4

Professional Expectations of Students in the DPT Program ......................................................................................................... 5

Professional Organization Memberships ................................................................................................................................... 5

American Physical Therapy Association (APTA) www.apta.org .............................................................................................. 5

Georgia State Board of Physical Therapy: Practice act, rules and provisions ........................................................................ 7

APTA Georgia https://aptageorgia.org/ ................................................................................................................................ 7

Student Special Interest Group and Student Assembly ........................................................................................................... 7

American Academy of Physical Therapy (AAPT) www.aaptnet.org .......................................................................................... 7

Curriculum .................................................................................................................................................................................. 8

UNG DPT Heuristic Curricular Model ...................................................................................................................................... 8

Curriculum ................................................................................................................................................................................ 9

Curricular Themes .................................................................................................................................................................. 9

Program Level Student Learning Outcomes .......................................................................................................................... 10

Class Scheduling .................................................................................................................................................................. 10

Plan of Study Class of 2023 ....................................................................................................................................................... 11

Curriculum Resources/Textbooks ............................................................................................................................................. 14

Required Personal Reference Library ...................................................................................................................................... 14

UNG Library Technology Center ................................................................................................................................................. 14

Online Research Resource as a member of APTA ...................................................................................................................... 14

Commonly Used Bibliographic Databases ................................................................................................................................ 14

Course Evaluation and Outcomes Assessment .......................................................................................................................... 15

Models of Learning .................................................................................................................................................................. 15
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-Based Practice</td>
<td>15</td>
</tr>
<tr>
<td>Guide to Physical Therapist Practice 2/ International Classification of Functioning, Disability, and Health (ICF)</td>
<td>17</td>
</tr>
<tr>
<td>Clinical Education</td>
<td>18</td>
</tr>
<tr>
<td>Clinical Education Dress Code</td>
<td>19</td>
</tr>
<tr>
<td>Liability and Health Insurance</td>
<td>19</td>
</tr>
<tr>
<td>Health and Immunization Requirements</td>
<td>20</td>
</tr>
<tr>
<td>OFFICIAL PROFESSIONAL COMMUNICATION STANDARDS</td>
<td>20</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>20</td>
</tr>
<tr>
<td>Class Attendance Policy</td>
<td>21</td>
</tr>
<tr>
<td>Grading Policy and Academic Performance Requirements for DPT Program</td>
<td>20</td>
</tr>
<tr>
<td>Academic and Professional Conduct Requirements</td>
<td>20</td>
</tr>
<tr>
<td>Grade Requirements</td>
<td>20</td>
</tr>
<tr>
<td>Failures and Remediations</td>
<td>20</td>
</tr>
<tr>
<td>Professional Behaviors</td>
<td>20</td>
</tr>
<tr>
<td>Procedures</td>
<td>20</td>
</tr>
<tr>
<td>Potential Outcomes for Academic and Professional Conduct Violations</td>
<td>20</td>
</tr>
<tr>
<td>Grade Appeal Policy</td>
<td>20</td>
</tr>
<tr>
<td>Professional Attire Guidelines</td>
<td>25</td>
</tr>
<tr>
<td>Plagiarism / Academic / Intellectual Integrity</td>
<td>27</td>
</tr>
<tr>
<td>UNG Alcoholic Beverages &amp; Drug Policy</td>
<td>28</td>
</tr>
<tr>
<td>Student Grievance Process</td>
<td>27</td>
</tr>
<tr>
<td>Student Services</td>
<td>27</td>
</tr>
<tr>
<td>Faculty Advisement / Consultation</td>
<td>27</td>
</tr>
<tr>
<td>Computer Usage</td>
<td>28</td>
</tr>
<tr>
<td>Student E-mail</td>
<td>29</td>
</tr>
<tr>
<td>Social Media Policy</td>
<td>29</td>
</tr>
<tr>
<td>Video / Picture Usage</td>
<td>30</td>
</tr>
<tr>
<td>Use of Common Facilities</td>
<td>30</td>
</tr>
<tr>
<td>Student Accessibility Services</td>
<td>32</td>
</tr>
<tr>
<td>UNG Physical Therapy Essential Functions Policy (Refer to Appendix A)</td>
<td>33</td>
</tr>
<tr>
<td>Student Counseling Office Student Counseling Services</td>
<td>33</td>
</tr>
<tr>
<td>Health Services</td>
<td>33</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>33</td>
</tr>
<tr>
<td>Student Fundraising</td>
<td>34</td>
</tr>
<tr>
<td>Poster and Banners</td>
<td>34</td>
</tr>
<tr>
<td>Student Center &amp; Student Activities Contact Information</td>
<td>34</td>
</tr>
<tr>
<td>Student Representation</td>
<td>34</td>
</tr>
<tr>
<td>Faculty Committees</td>
<td>34</td>
</tr>
<tr>
<td>Rho Tau Honor Society</td>
<td>34</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Student Governance</td>
<td>34</td>
</tr>
<tr>
<td>Physical Therapy Convocation</td>
<td>35</td>
</tr>
<tr>
<td>Commencement</td>
<td>35</td>
</tr>
<tr>
<td>Appendices</td>
<td>36</td>
</tr>
<tr>
<td>Essential Functions</td>
<td>34</td>
</tr>
<tr>
<td>Professional Behaviors(Essential Functions)</td>
<td>37</td>
</tr>
<tr>
<td>Copyright Policy</td>
<td>53</td>
</tr>
<tr>
<td>Confidentiality Agreement</td>
<td>54</td>
</tr>
<tr>
<td>AudioVisual Release Form</td>
<td>55</td>
</tr>
<tr>
<td>Accident/Incident Report Form</td>
<td>56</td>
</tr>
<tr>
<td>Readiness for Clinical Education</td>
<td>57</td>
</tr>
<tr>
<td>Attestation of Competency (if applicable)</td>
<td>57</td>
</tr>
<tr>
<td>AFFIDAVIT - Essential Functions Doctorate in Physical Therapy UNG</td>
<td>59</td>
</tr>
<tr>
<td>AFFIDAVIT – PROFESSIONAL BEHAVIOR DOCTORATE PROGRAM IN PHYSICAL THERAPY UNIVERSITY OF NORTH GEORGIA</td>
<td>60</td>
</tr>
<tr>
<td>Substance Abuse Policy – Declination Form UNIVERSITY OF NORTH GEORGIA</td>
<td>61</td>
</tr>
<tr>
<td>TURNITIN.COM UNIVERSITY OF NORTH GEORGIA</td>
<td>62</td>
</tr>
<tr>
<td>University of North Georgia Department of Physical Therapy Gross Anatomy Lab Policy</td>
<td>63</td>
</tr>
<tr>
<td>Student Grievance Policy</td>
<td>64</td>
</tr>
<tr>
<td>HANDBOOK ACKNOWLEDGEMENT FORM</td>
<td>66</td>
</tr>
</tbody>
</table>
Welcome

Dear DPT Class of 2026,

Welcome to the Doctor of Physical Therapy (DPT) Program at the University of North Georgia (UNG). We are committed to a creative and scholarly culture focused on developing innovative human movement specialists who are prepared to develop unique solutions to movement restrictions in society.

The program offers a unique pathway that allows students to work collaboratively with faculty on the design and development of rehabilitation solutions for people with movement restrictions. In this program, you will also have the opportunity to study with expert faculty using the latest and most advanced human motion analysis, balance assessment, virtual reality technology, and cellular and tissue analysis labs.

As part of our program commitment to inter-professional education, you will enjoy the privilege of participating in joint human patient simulations in our virtual hospital. Students also have the option to be involved in inter-professional clinical service-learning experiences locally and abroad.

Our program is committed to community advocacy and service. All students provide pro bono clinical services through the student-run therapy clinic (STAR). This clinic provides much needed community service while allowing students the opportunity to work alongside our expert faculty to develop clinical practice and management skills.

This handbook provides you with a description of the program faculty, curriculum, policies and procedures. It is essential that you familiarize yourself with these policies and procedures. It is your responsibility to know and to follow the policies and procedures of this handbook and those of the university.

You will find forms that must be completed and signed in the back portion of the handbook. These forms will be collected and housed in your student files.

Again, we welcome you to the UNG DPT family and look forward to working with you as you matriculate through our program.

Sincerely,

Kimberly H. Castle, PT, PhD, PCS
Department Head
UNG DPT Program
## UNG DPT Program Calendar
### Summer Semester 2023

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>08</td>
<td>CHSP Faculty</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Classes begin for PT II</td>
</tr>
<tr>
<td></td>
<td>15-19</td>
<td>PT I Orientation</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Classes Begin PT I, III, ppDPT</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>June</td>
<td>10</td>
<td>White Coat Ceremony DPT II</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Juneteenth Holiday</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>End Summer A for PT IIs, IIIs and ppDPT</td>
</tr>
<tr>
<td></td>
<td>26-Aug 04</td>
<td>Clinical Education I (PT II) (6 weeks)</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Begin Summer B for PT Is, IIIs and ppDPT</td>
</tr>
<tr>
<td>July</td>
<td>03-07</td>
<td>Midterm Break PT Is, IIIs and ppDPT</td>
</tr>
<tr>
<td>August</td>
<td>04</td>
<td>Independence Day Holiday</td>
</tr>
<tr>
<td></td>
<td>08</td>
<td>Grades Due</td>
</tr>
</tbody>
</table>

### Fall Semester 2023

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>TDB</td>
<td>DPT Faculty Retreat</td>
</tr>
<tr>
<td></td>
<td>TDB</td>
<td>CHSP Retreat</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Begin Fall Classes for PT I, II, III and ppDPT</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Clin Ed Institute</td>
</tr>
<tr>
<td>September</td>
<td>05</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Job Fair, Dahlonega, GA PT III, II, I, ppDPT</td>
</tr>
<tr>
<td></td>
<td>23-24</td>
<td>NPTE Course Review. DPT III and ppDPT</td>
</tr>
<tr>
<td>October</td>
<td>02-Dec 08</td>
<td>Education Leadership Conference (Philadelphia, PA)</td>
</tr>
<tr>
<td></td>
<td>13-15</td>
<td>Clin Ed II for PT III’s (10 wks)</td>
</tr>
<tr>
<td>November</td>
<td>20-24</td>
<td>Fall Break for Students</td>
</tr>
<tr>
<td></td>
<td>23-24</td>
<td>Thanksgiving Holiday (faculty &amp; staff)</td>
</tr>
<tr>
<td>December</td>
<td>08</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>Final Exams for PT I’s, II’s &amp; ppDPT</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>PT III: Debrief and PEAT #1</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Grades Due</td>
</tr>
<tr>
<td></td>
<td>18-Jan 07</td>
<td>Winter Holidays for Students (PT I, II, ppDPT)</td>
</tr>
<tr>
<td></td>
<td>18-29</td>
<td>Winter Holidays for Students PT III</td>
</tr>
<tr>
<td></td>
<td>21-29</td>
<td>Winter Break for Faculty/Staff (use of vacation days required)</td>
</tr>
</tbody>
</table>

### Spring Semester 2024

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>01</td>
<td>New Year’s Day</td>
</tr>
<tr>
<td></td>
<td>01-April 19</td>
<td>Clinical Education III (PT III’s)</td>
</tr>
<tr>
<td></td>
<td>TBD</td>
<td>Dept Retreat</td>
</tr>
<tr>
<td></td>
<td>TBD</td>
<td>CHSP retreat</td>
</tr>
<tr>
<td></td>
<td>08</td>
<td>Begin Spring Classes (PT I, PT II &amp; ppDPT)</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>MLK Holiday</td>
</tr>
<tr>
<td>February</td>
<td>15-17</td>
<td>CSM (Boston, MA)</td>
</tr>
<tr>
<td></td>
<td>TBD</td>
<td>PTAG PT Capitol Day: Gold Dome, Atlanta, GA</td>
</tr>
<tr>
<td>March</td>
<td>11-16</td>
<td>Spring Holidays</td>
</tr>
<tr>
<td>April</td>
<td>TBA</td>
<td>Spring PTAG ImPacT 2024 Meeting</td>
</tr>
<tr>
<td></td>
<td>24-25</td>
<td>1st offering NPTE</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>last day of classes</td>
</tr>
<tr>
<td>April-May</td>
<td>29-03</td>
<td>FINAL EXAMS</td>
</tr>
<tr>
<td></td>
<td>29-03</td>
<td>PT III’s return to campus</td>
</tr>
<tr>
<td></td>
<td>TBD</td>
<td>Research Day: All cohorts</td>
</tr>
<tr>
<td></td>
<td>06</td>
<td>Grades Due</td>
</tr>
</tbody>
</table>
Dates for DPT program 2023-2024 calendar year are subject to change. The UNG DPT calendar is a combination of university and departmental dates. Before planning to take time off, please refer to this calendar and the DPT policy on class attendance and the course managers’ approval prior to making time-off arrangements.
Doctorate in Physical Therapy Program Purpose Statement

The purpose of this Doctorate in Physical Therapy (DPT) Student Handbook is to inform the student of our departmental mission, policies, and procedures. Graduate students are also expected to review the policies and procedures outlined in the University of North Georgia (UNG) Graduate Catalog [UNG Graduate Catalog]. The University of North Georgia is a campus full of rich and unique traditions; therefore, graduate students in the DPT program are expected to carefully explore these traditions through the UNG Student Handbook & Planner.

On October 14, 2009, the Board of Regents approved UNG to offer the DPT and on December 8, 2009, the Southern Association of Colleges and Schools (SACS) approved UNG to formally offer doctorate degrees. The Doctor in Physical Therapy is the first doctorate degree offered at UNG.

On April 2020, the Commission on Accreditation in Physical Therapy Education (CAPTE) awarded a reaffirmation of accreditation to UNG until April 2030.

Doctorate in Physical Therapy Program Vision Statement

The UNG PT Department will develop Doctors of Physical Therapy who are movement system experts and leaders in teaching, research, practice, and service.
Doctorate in Physical Therapy Program Mission Statement
The UNG PT Department develops DPTs who through innovation and integration of research, education, service and clinical care, optimize movement and function across the life span in diverse populations.

UNG and Doctorate in Physical Therapy Program DEI Statement
The University of North Georgia and PT department prepares students to lead in a diverse and global society. Essential to this mission is an environment that is welcoming, respectful, and inclusive of individuals and groups from a range of social, economic, and cultural backgrounds—an environment that embraces varied perspectives, values and unique experiences. Diversity and Inclusion

Doctorate in Physical Therapy Program Strategic Plan Goals

Teaching
UNG Department of Physical Therapy will produce highly competent entry-level practitioners who are innovative, problem-solving movement specialists that practice autonomously, in an ethical, evidence-based, and inter-professional manner.

Objectives
1. To educate critical and innovative thinkers by integrating problem-oriented learning experiences throughout the professional curriculum.
2. To prepare students to become competent movement specialists who are capable of understanding, preventing and treating movement dysfunctions.
3. To prepare students to practice in a collaborative health delivery model through active, inter-professional learning experiences.
4. To ensure student achievement and clinical competency through attainment of a 90% or greater ultimate pass rate on the national licensure exam.

Service
UNG Department of Physical Therapy will provide meaningful opportunities for faculty, staff, and students to engage, promote, and support the well-being of the community and PT profession.

Objectives
1. Complete a needs assessment with our community partners to identify and address health needs.
2. Encourage and promote service within the profession by providing three experiences for local (e.g., Pro Bono Clinical Practice), national, or international clinical service with faculty and student participation.

Research
UNG Department of Physical Therapy will establish a nationally and internationally recognized research agenda.

Objectives
1. Provide mentoring of faculty through the establishment of journal clubs and research seminars conducted four times annually.
2. Form faculty interdisciplinary collaboration groups with local and international clinicians and researchers to establish communication and share ongoing research
3. Allocate faculty development time and resources for research.
4. Facilitate student involvement in research through assistantships, clinical research participation, research lab observation, and conference attendance.
Program Philosophy and Values

UNG is a public university in the University System of Georgia that has historic roots in military education, community engagement and service in rural northeast Georgia. The UNG PT program faculty believes that the program prepares physical therapist graduates to deliver high quality, innovative, and culturally inclusive care to North Georgians and beyond.

In keeping with the mission of UNG, the DPT program is committed to developing physical therapists that demonstrate excellence, integrity, critical thinking, innovation, and active community service and engagement in their professional lives. The DPT program will provide an environment that fosters students to become:

- Collaborative team members
- Critical decision makers
- Life-long learners
- Progressive and innovative leaders
- Contemporary entry-level DPT practitioners
- Innovative thinkers
- Culturally and globally aware citizens
- Community health care advocates
- Pioneers in PT practice
- Human movement specialists

Furthermore, the UNG PT program faculty is committed to advancing the physical therapy profession through the generation of new knowledge. By advancing the frontiers of physical therapy, the faculty is well positioned to create innovative approaches in physical therapy education and patient care. The UNG PT program faculty is dedicated to enhancing inter-professional communication and collaboration that culminates in a clearer understanding of physical therapists as human movement specialists.

APTA Core Values

The faculty recognize and support the APTA core values. In 2013, the House of Delegates of the APTA adopted APTA’s Vision Statement for the Physical Therapy Profession which is supported by the Guiding Principles to Achieve the Vision. The core document on physical therapy practice, education and research entitled Professionalism in Physical Therapy: Core Values, was approved by the APTA Board of Directors in 2003. Those values are foundational to our Code of Ethics and expected professional behavior. They will be examined carefully early in the curriculum and applications of their use will be considered throughout the curriculum. All students are expected to join the faculty in recognizing, owning and practicing these values in all professional interactions and activities. These values include:

1. Accountability
2. Altruism
3. Compassion / Caring
4. Excellence
5. Integrity
6. Professional Duty
7. Social Responsibility
Professional Expectations and Requirements of Students in the DPT Program

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

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

Health Insurance and Information

Health insurance is mandatory throughout all portions of the UNG DPT program. As a requirement to attend the program, health information must be updated on a timely annual basis. This requires, at the minimum, an annual physical examination, laboratory work, and a tuberculin test or chest x-ray. Drug screens and background checks are required to participate in clinical experiences. Immunizations must be current. The cost for any health care (emergency or otherwise) required by a student while at a clinical facility is the responsibility of the student. It is also the student’s responsibility to ensure that these requirements are uploaded to EXXAT prior to the stated deadline. Failure to keep current in these requirements will result in the immediate suspension of the ability to attend class or clinical experiences.

Professional Liability Insurance

Professional Liability Insurance is a requirement throughout the entire curriculum. The information for professional liability insurance is provided prior to the start of the program. Students must have an active policy no later than the first day of class of the first year and maintain it throughout the program. Details of coverage are uploaded to EXXAT website.

Professional Organization Memberships

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

American Physical Therapy Association (APTA) www.apta.org

This national organization includes student members from every state. They work in coordination with licensed physical therapy clinicians, administrators, educators, and assistants to promote student interests in issues of importance in the field of physical therapy and to stimulate an understanding of organization and profession. The APTA provides many privileges/advantages to student members, some of which are listed below:
a. Subscription to professional journals and magazines such as the *Physical Therapy Journal*
b. Financial assistance for graduate and postdoctoral work
c. Career Planning
d. Reduced rates and discounts on books and conferences
e. Annual convention "experience"
f. Legislative voice
g. Student health, liability and malpractice insurance
h. Access to sections for clinical specialization
i. Networking opportunities
j. Access to mentorship opportunities

*Read the Georgia State Board of Physical Therapy: Practice Act rules and provisions by clicking here.*
APTA Georgia  [https://aptageorgia.org/](https://aptageorgia.org/)

This organization is the state chapter of the APTA. Students of the UNG program are expected to participate actively in this organization. We are members of Local Area Network (LAN) 1 of APTA Georgia.

**Student Special Interest Group and Student Assembly**

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

**American Academy of Physical Therapy (AAPT)**

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

1. Promoting new and innovative programs in health promotion, health delivery systems and disease prevention.
2. Encouraging minority students to pursue careers in Allied Health Professions.
3. Performing clinical research directly related to health conditions found within minority communities.

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

1. Scholarships
2. “Early Professional Socialization Experience” (mentoring program)
3. “Students Addressing Minority Issues in Physical Therapy” (Student Special Interest Group)
4. Professional Networking

**Other Organizations offering support and assistance to students in minoritized populations include (not exhaustive):**

- Latino/Asian/Native Peoples  [APTA DEI](https://www.aptahpa.org/page/DEI)
- Disability Justice & Anti-Ableism Catalyst Group  [https://www.aptahpa.org/page/HPACatalystGroups](https://www.aptahpa.org/page/HPACatalystGroups)
- National Association for Black Physical Therapist  [NABPT](https://www.nabpt.org/)
- Minority Scholarship Award  [APTA scholarship](https://www.aptahpa.org/page/Scholarships)
- PT Proud Catalyst Group  [https://www.aptahpa.org/page/PTProud](https://www.aptahpa.org/page/PTProud)
UNG DPT graduates are uniquely educated to be innovative movement specialists. Student educational development progresses through four physiologic systems: cardiopulmonary, musculoskeletal, neuromuscular, and integument. The program builds core values of the Physical Therapy profession throughout the curriculum. Graduates will be critical thinkers, who practice with integrity, autonomy, inter-professional skills, in contemporary evidence-based practice as innovators, health advocates, and global citizens.
Curriculum

The UNG DPT Curriculum is focused on the development of human movement specialists in the contemporary practice of physical therapy. The curriculum is built on a solid foundation of basic and applied sciences including anatomy & physiology, biomechanics, motor control, neuroscience, pathology and pharmacology progressing to the clinical sciences. Clinical sciences embody the four recognized practice areas of musculoskeletal, neuromuscular, cardiopulmonary and integumentary management.

The curriculum is based on a hybrid model that includes didactic, case-based, and problem-oriented methodologies. The model progresses from a didactic focus with early basic and applied sciences to a mixed, case and/or problem-oriented format in the clinical science courses. Students actively engage in experiential learning by participating in clinical simulations, practice in the student-led therapy clinic and clinical internships. Students also learn to work in teams and to practice their professional roles and responsibilities including clear communication and documentation in inter-professional simulations.

Students learn evidence-based rating methods and apply these methods throughout the curriculum. These skills are actively utilized during case and problem-oriented tutor groups. Students also use these skills during the development of their research project and clinical affiliations to justify their treatment approaches.

Curricular Themes

- Human Movement Specialist
- Critical Decision Makers
- Advocates
- Contemporary Practitioners
- Global Citizen
- Collaboration/Team
- Progressive and Innovative Leaders

Program Level Student Learning Outcomes

DPT Student Learning Outcomes (SLO’s)

1. Provide services to medically underserved individuals who have experienced declines in physical function and health status.
   a. Measurable Outcome/Metric - At least 90 percent of the students will receive a rating of “meets expectations” in service delivery as rated by their departmental star clinic supervisor.
      Assessment Method – CIET or check-off list
      Assessment Interval – Endpoint of semester
      Person Responsible – Clinical Faculty
      Data maintained by Faculty Clinical Directors

2. Participate in inter-professional education (IPE) learning experiences to gain an awareness of inter-professional practice/work.
   a. Measurable Outcome/Metric – Greater than 90 percent of DPT students engage in course IPE simulations and the college level IPE mock disaster event. Students
report understanding the role of other providers in care delivery.
Students will participate in an innovative/scholarly project over the course of their matriculation.

a. Measurable Outcome/Metric – 100 percent of students will participate in an innovative/scholarly project over the course of their matriculation.
   Assessment Method – Development of a project prospectus and final presentation at public forum
   Assessment Interval – Matriculation of the student
   Person Responsible – Faculty mentors and Department Director of Research.
   Data maintained by faculty mentors and Department Director of Research

<table>
<thead>
<tr>
<th>SLO’s</th>
<th>Curricular Themes</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 above</td>
<td>Community Engagement</td>
<td>Community health care advocates</td>
</tr>
<tr>
<td>2 above</td>
<td>IPE</td>
<td>Collaborative team members</td>
</tr>
<tr>
<td>3 above</td>
<td>Innovative experiences</td>
<td>Innovative thinkers</td>
</tr>
</tbody>
</table>

**Class Scheduling**
The curriculum occasionally incorporates clinical faculty lectures and integrated clinical experiences that require a flexible schedule. Additionally, exposure and attendance to professional socialization experiences (e.g., professional association meetings, continuing education courses, etc.) is an expectation of the program. Although the faculty will make every effort each term to provide a class schedule that is as accurate as possible, it is a given fact that scheduling changes will occur. Therefore, students are required to be available for day, evening or weekend classes/activities in the event of extenuating circumstances, such as inclement weather, conferences, etc. The faculty advises all students to avoid outside interference during this DPT curriculum such as weddings, extended family trips, etc. as this may delay your timely progression through the program.
UNG Physical Therapy professional education curriculum requires students to complete a total of 143 semester credits of classroom and clinical experience during nine consecutive semesters, including three summer terms.

<table>
<thead>
<tr>
<th>CrsPfx / No</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
</table>

**SEMESTER 1 - SUMMER, YEAR I**
- NDPT 7111 Human Anatomy & Histology: 8
- NDPT 7121 Medical Terminology/Documentation: 2
- NDPT 7411 Professional Socialization I: Introduction: 3 (13)

**SEMESTER 2 - FALL, YEAR I**
- NDPT 7141 Physiology: 4
- NDPT 7101 Biomechanics: 3
- NDPT 7311 Patient Care Skills I: Examination: 4
- NDPT 7512 Research I: Statistics & Design: 4
- NDPT 7161 Kinesiology: 3 (18)

**SEMESTER 3 - SPRING, YEAR I**
- NDPT 7151 Therapeutic Exercise: 4
- NDPT 7191 Pathophysiology: 3
- NDPT 7171 Neuroscience I (Neuroanatomy): 4
- NDPT 7522 Evidence Based Learning: 2
- NDPT 7321 PCS II: Teaching & Learning: 4
- NDPT 7711 Integrated Clinical Experience (ICE) I: 1 (18)

**SEMESTER 4 - SUMMER, YEAR II**
- NDPT 7632 Clinical Problems: Cardiopulmonary: 4
- NDPT 7181 Neuroscience II: 3
- NDPT 7212 Pharmacology for Physical Therapists: 2
- NDPT 7712 Clinical Education I (8 weeks): 8 (17)

**SEMESTER 5 - FALL, YEAR II**
- NDPT 7332 Patient Care Skills III: Interventions: 3
- NDPT 7523 Research III: Research/IDEA Project: 1
- NDPT 7213 Diagnostics for Physical Therapists: 2
- NDPT 7722 Integrated Clinical Experience (ICE) II: 1
- NDPT 7663 Clinical Problems: Neuromuscular I (Adult): 5
- NDPT 7612 Clinical Problems: MSK I: LQ: 5 (17)

**SEMESTER 6 - SPRING, YEAR II**
- NDPT 7192 Psychosocial Issues in Health Care: 3
- NDPT 7653 Clinical Problems: Neuromuscular II (Peds): 5
- NDPT 7524 Research IV: Research/IDEA Project: 1
- NDPT 7732 Integrated Clinical Experience (ICE) III: 1
- NDPT 7622 Clinical Problems: MSK II UQ: 5
- NDPT 7643 Clinical Problems: Integumentary: 2 (17)
### SEMESTER 7 - SUMMER, YEAR III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDPT 7342</td>
<td>Clinical Problems: Prosthetics &amp; Orthotics</td>
<td>2</td>
</tr>
<tr>
<td>NDPT 7813</td>
<td>Elective I</td>
<td>2</td>
</tr>
<tr>
<td>NDPT 7713</td>
<td>Integrated Clinical Experience (ICE) IV</td>
<td>1</td>
</tr>
<tr>
<td>NDPT 7535</td>
<td>Research V: Research/IDEA Project</td>
<td>1</td>
</tr>
<tr>
<td>NDPT 7673</td>
<td>Clinical Problems: The Complex Patient</td>
<td>2</td>
</tr>
<tr>
<td>NDPT 7683</td>
<td>Clinical Problems: Geriatrics</td>
<td>2 (10)</td>
</tr>
</tbody>
</table>

### SEMESTER 8 - FALL, YEAR III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDPT 7423</td>
<td>Professional Socialization II: Management</td>
<td>3</td>
</tr>
<tr>
<td>NDPT 7536</td>
<td>Research VI: Research/IDEA Project</td>
<td>1</td>
</tr>
<tr>
<td>NDPT 7823</td>
<td>Elective II</td>
<td>2</td>
</tr>
<tr>
<td>NDPT 7723</td>
<td>Clinical Education II (10 weeks)</td>
<td>10 (17)</td>
</tr>
</tbody>
</table>

### SEMESTER 9 - SPRING, YEAR III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDPT 7733</td>
<td>Clinical Education III (16 weeks)</td>
<td>16 (16)</td>
</tr>
</tbody>
</table>

*All courses are subject to change as revised by the UNG DPT curriculum committee and approved by the department head of physical therapy.*

143 Credits
Curriculum Resources/Textbooks
The booklist for students is found through the UNG bookstore. New books may be adopted for classes and the list may change periodically. Each student is expected to purchase all textbooks and utilize the additional resources associated with these textbooks. Textbooks are valuable study guides for the NPTE. https://ung.bncollege.com/

UNG Library Technology Center
http://ung.edu/libraries/index.php
Circulation & Access Services   706-864-1889

The library maintains a Physical Therapy subject guide containing commonly used databases, search strategies and links to top ranked professional journals and web resources: https://libguides.ung.edu/physicaltherapy

Online Research Resource as a member of APTA
www.apta.org
APTA Magazine
https://www.apta.org/apta-magazine
APTA and APTA Academies
Journals

Course Evaluation and Outcomes Assessment

A requirement of the student’s professional education in Physical Therapy at the University of North Georgia is the active participation in the on-going process of faculty and course evaluation. At the end of each semester, the student is expected to evaluate faculty and courses through the University of North Georgia Banner system. These evaluations are crucial to maintain CAPTE accreditation.

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

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

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

We will contact you at various intervals following graduation. Likewise, we would encourage you to let us know how you have continued to contribute to the profession. Sackett EL, Rosenberg WMC, Gray JAM, Haynes RB, Richardson WS, Evidence-based medicine: What it is and what it isn’t. BMJ 1966; 312:71-2

Models of Learning

The curriculum model for the UNG PT program utilizes a hybrid model. These models include:

1. Traditional: the curriculum begins with basic science, followed by clinical science and then physical therapy science
2. Case-based: the curriculum utilizes patient cases as unifying themes throughout the curriculum.
3. Modified problem-based model: the curriculum uses the problem-based model in the later stages, but the early courses (primarily foundational sciences) are presented in the more traditional format of lecture and laboratory.

Evidence-Based Practice

Evidence-Based Practice (EBP) is “…conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients.” Said in another way, it is the art and skill of applying in practice those interventions, treatment techniques and theory which have been determined by clinical experience, patient beliefs, available resources, and search of the scientific literature to be efficacious, beneficial, reliable and valid.
Guide to Physical Therapist Practice 4.0/ International Classification of Functioning, Disability, and Health (ICF) ³

The “Guide” is a consensus document developed through the APTA with a multitude of expert clinicians and educators. It is based upon the concepts of the disablement process and the integration of prevention and wellness strategies into physical therapy interventions. It describes the scope of physical therapist practice and includes practice patterns involving the four major systems of the body. The Guide and the adapted practice patterns are used mainly for the education of students of physical therapy. The ICF, developed by the World Health Organization, provides a description of situations with regard to human functioning and disability and serves as a framework to organize information. The “Guide” may be referenced in classes as appropriate. The ICF will be incorporated throughout the curriculum along with the concept of EBP.

² http://www.apta.org/Guide/
Clinical Education Experiences

Clinical education occurs in the classroom, in the STAR clinic, early mobility program in the local hospitals, and remote clinical experiences. These experiences are interspersed through the curriculum and capped by a continuous sixteen-week clinical experience during the final semester. Students are expected to abide by the policies and plans for this integral and important part of professional education. See the UNG DPT Clinical Education Handbook.

Students on Academic or Conduct remediation plans may not be eligible for clinical education experiences. Students must complete the required elements of their remediation plan prior to the clinical education experience. Additionally, students on Academic or Conduct probation may not be eligible depending on their infraction and stipulations of the sanction.

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

Students should maintain a professional appearance at all times during their clinical experiences. Professional dress consists of a clean, neatly pressed white long-sleeved fingertip length lab coat over clean, neatly pressed, and properly fitting blouse/shirt and slacks. A nametag, provided by UNG, is to be worn on the upper left side of the lab coat. Shoes should be clean, flat, closed-toe style with appropriate hosiery or socks. Jewelry should be kept to a minimum and not interfere with patient treatments. A watch with a second hand or digital timer is required. Hairstyle should be neat and not interfere with patient care. Hair will be well-groomed and not obstruct eyesight. Hair color and hairstyle should be reasonably natural looking and not extreme. Shoulder length hair, or longer, should be tied back with a simple clip, barrette or band. Faces should either be cleanly shaven or beards/moustaches/goatees, etc. should be neatly trimmed to 5 mm or less than one quarter inch from the face. Nails should be trimmed and short, without polish. Artificial nails should not be worn in a clinical setting. Tattoos should be covered. Cologne/Perfume should not be worn.  In cases where the clinical site dress is different from UNG's standard, please follow the directive of your site standards for clinical dress.

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

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

Evidence of various immunizations required at admission to the program must be maintained. The student is responsible for uploading current evidence of all requirements for any clinical experience to EXXAT. Students will be required to provide proof of these immunizations and freedom from infectious diseases prior to each clinical experience. If the student is found deficient in any requirement while in their clinical experience, they have one business day to upload required documents or will be removed from the clinical experience. Failure to do so by the given deadline will result in being dropped from the Clinical Education course.

OFFICIAL PROFESSIONAL COMMUNICATION STANDARDS

Student E-mail: Upon admission to the University of North Georgia, each student is provided with a student e-mail account. Student e-mail is the official channel of communication between the University and its students. It is the responsibility of the student to consistently monitor their student e-mail account and be aware of the information sent by the University. Timely responses to university emails are required. All correspondence to faculty should be done through the UNG student email account. Lack of knowledge that results from failure to monitor University e-mail communications will not excuse students from complying with university policies, procedures and/or deadlines and will not be considered grounds for appeal for relief from those policies, procedures and deadlines. These deficiencies may result in professional conduct sanctions. The email systems are web-based and can be accessed from any computer capable of accessing the web page. Students may also use the system to communicate with remote sites/individuals for the purposes of academic requirements.

All uses of these email systems must conform to the Computer and Network Usage Policy at UNG, all applicable federal, state and local statutes, and ethical and professional standards. These email services are available only as long as the student is enrolled in the DPT Program at UNG.

Academic Policies

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

The faculty requires that class attendance must be both regular and punctual to provide the necessary academic experiences and develop the habits of responsibility required of a physical therapy professional. In this curriculum, many learning experiences are predicated upon group and partner activities. Thus, each student shares responsibility for the success/failure of others.

The University of North Georgia 3.7.1 Student Attendance Policy will be followed with the following modifications:

The University of North Georgia, and specifically the UNG Physical Therapy faculty, expect students to attend all regularly scheduled classes for instruction and examination. When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the Administrative Staff (Ms. Tammy Paal, Ms. Staci Youngblood, Ms. Leslie Brock) AND the course manager for each class missed. The student is responsible for all material presented in class and for all announcements and assignments.

The decision to permit students to make up work that is required in any missed class resides with the course manager. Students who stop attending class may be administratively withdrawn (with or without academic penalty). The University attendance policy is in effect, stating: if a student misses greater than 10% of all class time meetings, virtual or on campus, the student may be automatically withdrawn from the course. For online meetings: not participating fully in online class meetings, i.e. functioning webcam and microphone, constitutes a class absence. A grade of WF will be assigned when students stop attending after the midpoint. Individual course managers may have attendance policies stricter than that of the university, as long as the policies are stated in the class syllabus. Students who are absent because of university or program sponsored activities as approved by the DPT department head will be permitted to make up any work missed during the absence. “University-sponsored activities” include activities related to performance groups, university athletic teams, the Corps of Cadets, the Student Government Association, academic course field trips, as well as other university-sponsored activities approved by department head. The UNG DPT Department supports participation in professional meetings (i.e., Combined Sections, Capitol Day, and Professional Career Fair). Student participation is expected. Approval of such absences will be granted only if the course manager receives advance notice in writing from the student including information from the person or association sponsoring the activity.

Extreme emergency situations such as death of a family member or your hospitalization, will be discussed with your course manager of classes/events missed so that a plan of action can be discussed. Written verification of this extreme emergency may be required by the course manager.

Any absence problems which cannot be resolved between the course manager and the student are referred immediately to the department head, and, if necessary, to the Promotion and Retention Committee. The department head is the final arbiter in all absence disputes.

Due to the importance of professional behaviors to the physical therapy profession, any aspect of professional behaviors that is not demonstrated by the student, does not meet the APTA core values or the UNG professional behavior policy can be subject to grade reduction, academic sanction, or professional conduct sanction.
Grading Policy and Academic Performance Requirements for DPT Program

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

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

Pass /Satisfactory (80% or greater)  P
Fail /Unsatisfactory (less than 80%)  F

Academic and Conduct Requirements

A. Grade requirements
   a. Students must maintain a GPA of 3.0 or above to remain in Good Standing.
   b. If the GPA falls below 3.0, the student is placed on Academic Probation for the following semester.
      i. ONE TIME ONLY: The student on Academic Probation for a GPA below 3.0 will be allowed the following semester to recover the GPA to 3.0 or above.
      ii. If the student raises the GPA to 3.0 or above, they will be returned to Good Standing.
      iii. If GPA is not recovered to 3.0 or above, then the student will be dismissed from the program.
   c. Any final course grade of C in more than 2 classes throughout the program will place the student on academic probation. A third C will result in immediate dismissal from the program.
   d. Any final course grade of D or F will result in immediate dismissal from the program.

B. Failures and remediations
   a. Only THREE failures or remediations (of any type) TOTAL will be allowed across the full curriculum. Three TOTAL may include a combination of failures of OSCEs, major course components, and professional conduct.
      i. Remediation is at the discretion of the course manager.
      ii. Remediation history will be recorded by the advisor and P&R Committee.
   b. Failure of OSCE
      i. A grade of less than 80% constitutes the failure of an OSCE.
      ii. Failure to remediate a failed OSCE to 80% will result in immediate dismissal from program.
      iii. Maximum grade of 80% will be recorded following remediation.
   c. Failure of a major course component
      i. A major course component (examples: exam, paper, project, final course grades, etc) will be designated by the course manager in the course syllabus.
      ii. A grade of less than 70% constitutes the failure of a major course component.
      iii. Maximum grade of 70% will be recorded following remediation.
C. Professional Behavior

Principles and Core Assumptions

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

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

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

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

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

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

7. Failure to exhibit the expected professional behavior and violations of the Conduct Policy in any form will be grounds for programmatic sanctions including conduct remediation, probation, suspension or dismissal from the program.

Professional behavior violations that are alleged or observed should be reported to the Department Head and/or P&R Committee by any faculty, staff member, student, or observer. Professional behavior is required of students at all classrooms, clinical sites, department-sanctioned functions and any digital communications. All reports of professional behavior violations will be reviewed by the P&R Committee Chair. If the behavior is considered serious, the violation(s) will be reviewed by the P&R Committee, and recommendation for actions, if any, reported to the Department Head.
Examples of Professional Behavior Violations are student actions that are in violation of the following practices:

- Honor Code (UNG and DPT)
- Professional Behavior: APTA Code of Ethics and Professional Behaviors Policy, APTA Core Values; and GA Physical Therapy Licensing Board
- Cheating
- Lying
- Interpersonal conduct (e.g., discrimination, harassment, bullying)
- Professional attire and appearance
- Plagiarism
- Alcoholic beverages and drug policy

## Procedures

### A. Letters of Warning

#### a. Letter of Notice

- **Academic** - following successful remediations one and two.
- **Conduct/Professional behavior** - following a conduct infraction.

#### b. Letter of Final Warning

- **Academic**
  1. Letter issued following third successful remediation.
  2. Students are placed on Academic Probation until successful remediation is approved by the Department Head.
  3. Student loses Good Standing status with department until successful remediation is approved by Department Head.

- **Conduct/Professional behavior**
  1. Letter issued following repeated conduct violations.
  2. Student placed on Conduct Probation until successful remediation is approved by Department Head.
  3. Student loses Good Standing status with department until successful remediation is approved by Department Head.

#### c. Letter of Dismissal

- **Academic**
  1. Students who receive a final course grade of D or F,
  2. GPA below 3.0 for two consecutive semesters,
  3. Failure to remediate an OSCE,
  4. Failure of any major course component following three prior remediations across the curriculum.

- **Conduct/Professional Behavior**
  - Student displays a continued pattern of unprofessional behaviors.

### B. Meeting with advisor

#### a. Each semester for routine advisement

#### b. After any letter of Notice or Warning
C. Meeting with P&R Chair and/or Committee  
   a. After Letter of Final Warning  
   b. After Letter of Dismissal  

D. Meeting with Department Head  
   a. After Letter of Final Warning  
   b. After Letter of Dismissal  

Potential Outcomes for Academic and Conduct Violations  
   a. Letters of Notice (Academic or Conduct)  
   b. Letter of Final Warning (Academic or Conduct)  
   c. Academic or Conduct Probation and Student Not in Good Standing  
      indicates that the student is not eligible for department funded travel, extracurricular training,  
      clinical placement, or approval for early NPTE testing.  
   d. Failure of major Course Component (examination, paper, or project)  
   e. Dismissal from an individual course  
   f. Dismissal from DPT Program  

Student Appeals  

Grade Appeal Policy  
   A. Students have the right to appeal all academic sanctions. Appeals must be submitted in writing.  
   B. Issues within individual courses must be submitted to the instructor of record or course manager.  
      If issues cannot be resolved at this level, the student must follow the chain-of-command in the  
      department, college, and university.  
   C. Problems that are programmatic in scope may be submitted to the Promotion and Retention (P&R)  
      Committee via the Department Head.  
   D. If a student wishes to appeal beyond the departmental level, the student may submit an appeal  
      following the grade appeal process outlined in the UNG Graduate Catalog.  

Professional Conduct Appeal Policy  
   A. Students have the right to appeal all Conduct Sanctions. The appeal process is addressed on the  
      UNG website Graduate Catalog.  
   B. Academic and professional integrity appeals by students in the Physical Therapy program at UNG  
      will follow the appeal process addressed on the UNG Dean of Students Website: https://ung.edu/dean-  
      of-students/appeals-process.php  

Professional Attire Guidelines  
   In all program activities, classroom, clinic or whenever representing the program whether on  
   campus or off, the student must maintain a level of grooming and dress that demonstrates the
professional nature of the physical therapy program. The physical therapy program has the strong expectation that our students will be trendsetters in the field, and exhibit the highest levels of professionalism in dress and behaviors. Any attire that may impede safe, effective clinical practice will not be allowed. Clothing, jewelry, hair and nails must comply with departmental accepted standards as described below. Additionally, the student must comply with the specific regulations of any clinical placement as described for Clinical Education on previous pages. There may be accommodations to the dress and grooming standards that follow based on religious or cultural requirements, following consultation with the Chair of the P & R Committee.

1. **Classroom (non-laboratory) Attire**
   A. Business casual attire is required in all non laboratory sessions. Sessions include but are not limited to lectures, tutorial sessions, research meetings.
   B. No overtly provocative or sloppy clothing or excessive jewelry. All clothing should be laundered and pressed. Tattoos should be covered. Shoes must be worn at all times that meet professional and OSHA standards. Hats or caps are not permitted except when part of a uniform or for cultural/religious reasons.
   C. **Specific examples of acceptable classroom(non-laboratory) attire include:** Dresses, skirts, capris, and slacks. All clothes should be appropriate for bending, stooping, and reaching. Blouses or shirts may be short or long sleeved. No backless or strapless tops are permitted. No cropped shirts, shirts with spaghetti straps, or large “cut out arm holes” are to be worn.

2. **Acceptable Laboratory Attire**
   A. In order to provide a positive learning experience for you and to show consideration for your laboratory partner, students are required to wear lab attire. If the student comes to laboratory improperly attired, the student will be expected to change into appropriate clothing prior to participating in the laboratory session. Laboratory attire may vary, depending upon the course. Consult your syllabus for additional details.
   B. **All:** Shorts, preferably made of a thin fabric that allows free movement and adequate coverage of undergarments, sweat suits, or athletic attire. Occasionally, laboratory exercises may require you to wear a swimsuit or similar attire. Consult with your instructor for details.
   C. **ALL:** Tops may be required to have open backs and strapless as stated in the course syllabus.

3. **Professional Attire: Business** casual and professional attire will be required in multiple classes.

4. **Personal Protective Equipment (PPE)** as required by College of Health Professions Protocol. The PPE is dependent on the UNG and CDC guidelines. Please consult the course syllabus for instructions.
Hairstyle should be neat and not interfere with patient care. Hair will be well-groomed and not obstruct eyesight. Hair color and style should be professional and not extreme or distracting. Shoulder length hair, or longer, should be tied back with a simple clip, barrette, or band. Faces should either be cleanly shaven or beards/mustaches/goatees, etc. should be neatly trimmed to within 5 mm or less than one quarter inch from the face. Nails should be clean and clipped close. Artificial nails should not be worn in a clinical setting. The student should wear no jewelry other than a watch, small rings, and non-dangling necklaces and earrings.

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

Plagiarism / Academic / Intellectual Integrity

UNG’s Honor Code states, “On my honor, I will not lie, cheat, steal, plagiarize, evade the truth, or tolerate those who do” reflects the institution’s commitment to academic and professional integrity.

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

The unauthorized use of AI is prohibited and will be subject to code of conduct sanctions.

The following standards appear in the current UNG Student Handbook under Student Code of Conduct. These standards define the concept of academic integrity and should be useful in determining standards and attitudes appropriate for optimal intellectual functioning.

Honor Code and Conduct Standards

1. The Honor Code at the University is: A Student will not lie, cheat, steal, plagiarize, evade the truth, conspire to deceive, or tolerate those who do.

2. The Conduct Standards below identify behavior that is prohibited: https://ung.edu/student-integrity/conduct-policies/student-code-of-conduct-policy.php
UNG Physical Therapy Student Handbook 2023-24
Academic dishonesty in any form will not be tolerated in the Department of Physical Therapy.

UNG Alcoholic Beverages & Drug Policy
UNG Alcoholic Beverages and Drug Policy is covered in the UNG Student Handbook (Student Code of Conduct). Infractions of this policy will be reported to the Dean of Students.

Drug screens and background checks are required to participate in clinical experiences. Within the Department of Physical Therapy, the program policy also deems the following:

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

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

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

3. The Department Head, Chair of P & R Committee, faculty member and student will meet within three business days after the results of the drug testing are returned to the DCE, faculty member and department head, to discuss the results of the specimen and/or behavioral changes.

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

5. The student has the right to appeal the decision according the UNG Student Handbook.
Student Grievance Process

The University of North Georgia (UNG) Department of Physical Therapy (PT) is committed to respecting all members of the university community and providing a quality educational experience for physical therapy students. The student grievance process ensures that the concerns and complaints of the students of Physical Therapy are addressed fairly and are resolved promptly. The student grievance process can be found at: https://ung.edu/dean-of-students/policies/student-grievance-policy.php

Student Services

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

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

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

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

Please refer to UNG Information Technology webpage for details, resources, and links to USG IT handbook and policies.

https://ung.edu/information-technology/index.php

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

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

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

UNG has several fully equipped computer labs available for student use throughout the daytime and evening hours. Computers in all student computer laboratories are connected to the UNG network, which allows the student to conduct research via the Internet, complete class assignments and term papers, and utilize email services provided by the institution. All physical therapy students must familiarize themselves early with services provided via this network and the locations of terminals and computer labs provided for student use.
While students are encouraged to have and use their own computers at home, the University is concerned about the transmission of computer viruses to UNG computers. Each UNG owned computer is equipped with anti-virus software. Students using memory devices to transport data between different computers, particularly computers located off-campus, should be aware of the possibility of transporting viruses as well and should routinely utilize the anti-virus software to scan for viruses.

**Student E-mail**

Upon admission to the University of North Georgia, each student is provided with a student e-mail account. Student e-mail is the **official channel of communication** between the University and its students. It is the responsibility of the student to consistently and routinely monitor their student e-mail account and be aware of the information sent by the University. All correspondence to faculty should be done through the UNG student email account. Lack of knowledge that results from failure to monitor University e-mail communications **will not excuse** students from complying with university policies, procedures and/or deadlines and will not be considered grounds for appeal for relief from those policies, procedures, and deadlines. The email systems are web-based and can be accessed from any computer capable of accessing the web page. Students may also use the system to communicate with remote sites/individuals for the purposes of academic requirements.

All uses of these email systems must conform to the Computer and Network Usage Policy at UNG, all applicable federal, state and local statutes, and ethical and professional standards. These email services are available only as long as the student is enrolled in the DPT Program at UNG.

**Social Media Policy**

Students enrolled in the DPT program **shall not** use social media networks [Facebook, Twitter, Snapchat, etc.] to disseminate **any** information regarding the DPT Program, including Policies/Handbook information, academic schedules, or DPT course related materials [syllabus, learning content, articles for tutorial, etc.]. Social media behavior that does not meet the DPT professional conduct standards will be reported to the P&R committee. All material placed on social networking sites is subject to the University of North Georgia’s Appropriate Usage (Computer/ Telecommunications) Policy, the DPT Student Conduct Policy, and the College’s Harassment and Grievance Procedures.

The University of North Georgia recognizes the value of social media as a significant tool for the creation and dissemination of news and information about the university.

UNG has assembled the guidelines on this page to help you use social media platforms effectively. The university expects everyone participating in social media on behalf of the university to understand and follow these guidelines. These guidelines evolve as social media evolves.

Also, be sure to familiarize yourself with the UNG social media [https://ung.edu/social-media/index.php](https://ung.edu/social-media/index.php). If questions, contact [socialmedia@ung.edu](mailto:socialmedia@ung.edu).
Video / Picture Usage

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

Use of Common Facilities

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

1. The use of all tobacco/e-cig/vaping products is prohibited on the UNG campus.
2. At the discretion of the course manager and facilities manager, drinks or food, may be consumed during class time.
3. Books and journals should never be removed from the departmental tutorial room area. Any necessary photocopying may be performed on the student photocopy machine located in that area. All used print or video resource items must be properly re-shelved following use.
4. Each student user is responsible for restoring equipment and furniture to their proper places, assessing the area before leaving, and be sure the door is closed and locked in order to protect the resources made available in this area.
5. Students are responsible for maintaining the orderliness of furniture, equipment and supplies in the various teaching facilities employed by UNG PT. For both Clinical Labs (HNS 309 & 311), research labs and for the Gross Anatomy Lab (HNS 315), each cohort of students will select its own clean-up crew(s) and post appropriate duty schedules for laundry and general clean-up each term.
6. Students will be assigned a locker with padlock, which is located on the third floor of the Health & Natural Sciences building. Please respect the use of lockers; honor code violations may result from inappropriate use.

Student Accessibility Services

Student Accessibility Services at

UNG E-Mail: accessibility-dah@ung.edu

The University of North Georgia (UNG) is committed to the full inclusion of individuals with disabilities and to the principle of individual rights and responsibilities. To that end, the policies and procedures of UNG reasonably ensure that a person with a disability is not, on the basis of that disability, denied full and equal access to and the enjoyment of academic programs and co-curricular activities or otherwise is subjected to discrimination in such programs and activities.
The policies for access by individuals with disabilities at UNG are designed to ensure full compliance with all pertinent federal and state legislation, specifically to include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The procedures for requesting accommodations are as follows. Process for Filing Disclosure of Disability and obtaining Program Modifications

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

A student has the legal responsibility to request necessary accommodations in a timely manner and to provide the institution with appropriate, current documentation of the disabling condition. Sufficient advanced notice of a request for accommodation is required in order to give Disability Services a reasonable period of time to evaluate the request and documentation. A student may submit a request and documentation any time during his/her enrollment at the University of North Georgia, but no action based on the request and documentation is retroactive.

Students who believe they have experienced discrimination on the basis of a disability can seek resolution through grievance procedures established by the University of North Georgia. These procedures are clearly outlined in section nine of the student disability services guidelines.

**UNG Physical Therapy Essential Functions Policy (Refer to Appendix A)**
The purpose of this policy is to ensure that all physical therapy students are able to provide swift, safe and competent evaluation and treatment to patients. All students will be held to the same standards and must be able to perform the essential functions of their positions with or without reasonable accommodation.

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

**Health Services Student Health Services**
E-M ail: stuhealth@ung.edu
Health Services Clinic Hours: Please refer to website
UNG Physical Therapy Student Handbook 2023-24

Student Fundraising:
Every class within the Doctorate in Physical Therapy Program must submit a brief proposal to Dr. Kimberly Castle (Kimberly.castle@ung.edu) and Ms. Tammy Paal (tamara.paal@ung.edu) and request to be added to the agenda of the next scheduled Faculty Meeting. The proposal must include:

a. event title  
b. event date  
c. event location  
d. brief synopsis of how the event will be conducted  
e. summary of estimated funds to be collected  
f. a copy of flyers or advertisements related to the fundraiser

The appropriate class officers must be in attendance at the faculty meeting to answer questions. All events must be initiated through this process. Upon faculty approval, any off-campus fundraiser events may commence.

If the fundraiser event is scheduled to occur on campus, approval must be received by the Office of Student Involvement and must be provided to the Department Head.

Poster and Banners
Recognized student organizations may post signs and banners in the HNS Building and the Student Center under the following guidelines:

Student Center & Student Activities Contact Information:
E-Mail: involvement-dah@ung.edu

Student Representation

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

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

Student Governance
Physical Therapy students have a strong history of service and are always encouraged to participate as elected representatives to the Student Government Association and the Graduate Student Senate. Participation in these committees enriches the department commitment to the College of Health Sciences & Professions and the University of North Georgia.
Physical Therapy Convocation
A formal celebration of the acquisition of professional status is traditionally held the day prior to or after Spring Commencement. This ceremony does not substitute for nor replace commencement. Physical Therapy Convocation is designed for the professional community, family, and friends to salute your professional degree completion. The class convocation committee must consult with the department head concerning all activities and programming planned for the convocation event.

Commencement
The Commencement is the ceremony designed for the academic community to recognize your accomplishments. The curriculum of the Graduate Program in Physical Therapy is designed such that students complete the nine consecutive semesters in May of Year III of the program. Successful candidates are expected to participate in the Spring Semester Commencement ceremonies and be hooded at that time by a department faculty member.
Appendix A-UNG Physical Therapy Essential Functions Policy

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

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

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

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

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

Every interviewed/accepted applicant must complete the affidavit attesting to his/her ability to fulfill the Physical Therapy Department Essential Functions. A copy of the affidavit is printed on page 53 of this policy description.

Questions about the accommodation process may be directed to the Coordinator of Student Accessibility Services, accessibility-dah@ung.edu (706-867-2782).

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

<table>
<thead>
<tr>
<th>OBSERVATION:</th>
<th>This list provides examples - it is not exhaustive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independently, the student must be able to observe a patient accurately.</td>
<td>Assess gait deviation of patient 10 feet away. Observe client response; diagnosis, pallor, grimacing. Determine pressure ulcer stage and depth. Read degrees of motion on a goniometer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNICATIONS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize verbal, non-verbal and written communication with client and caregivers.</td>
<td>Elicit information from client and caregivers for history. Explain treatment procedures. Demonstrate exercise programs. Establish rapport with client, care givers and colleagues. Apply teaching, learning theories and methods in health care and community environments.</td>
</tr>
</tbody>
</table>

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

- Determine the physical therapy needs of any patient with a dysfunction.
- Demonstrate ability to apply universal precautions.
- Identify cause and effect relationships.
- Perform physical therapy differential diagnosis.
- Interpret client responses.
- Make appropriate modifications to evaluations/treatment.
- Recognize psychological impact of dysfunction and disability.
- Integrate needs of the client/care giver into a plan of care.
- Develop hypothesis; Perform literature searches, clinical research and statistical analysis.
- Develop discussion and conclusion.

### JUDGMENT:
The student must be able to practice in a safe, ethical and legal manner. The student must be able to respond to emergencies. The student must demonstrate management skills including planning, organizing, supervising and delegating.

- Practices, maintains and values personal honesty in all interactions.
- Complies with the American Physical Therapy Association Code of Ethics.
- Abides by the University of North Georgia Policy on Academic Integrity.
- Complies with the State Board of Physical Therapy’s rules and regulations.
- Modifies procedures in a manner that is appropriate to the patient’s status and desired goals.

### BEHAVIOR/SOCIAL:
Students must possess the emotional health required for full use of their intellectual abilities, exercise good judgment and the prompt and safe completion of all responsibilities. They must be able to adapt to change, to display flexibility, and to learn to function in the face of uncertainty and stress. The student must possess empathy, compassion and respect for all individuals.

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

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

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

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

Professional Behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills but are nevertheless required for success in the profession. The quality of professional behavior expected of program graduates is exemplified by ten Physical Therapy specific professional behaviors and the three levels of associated behavioral criteria. Satisfactory progress is demonstrated by exhibiting Beginning Level Criteria by the end of the first year, Intermediate Level Criteria by the end of the second year and Entry Level Criteria by the end of the final 16-week clinical internship. Additionally, the Professional Behaviors Assessment Tool will be used as an effective tool by each student to learn accurate self-assessment and appropriate behavioral modification in the process of developing the expected professional behaviors.
### Professional Behaviors

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

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

3. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
### Professional Behaviors Policy

#### Beginning Level:
- Recognizes problems
- States problems clearly
- Describes known solutions to problems
- Identifies resources needed to develop solutions
- Uses technology to search for and locate resources
- Identifies possible solutions and probable outcomes

#### Intermediate Level:
- Prioritizes problems
- Identifies contributors to problems
- Consults with others to clarify problems
- Appropriately seeks input or guidance
- Prioritizes resources (analysis and critique of resources)
- Considers consequences of possible solutions

#### Entry Level:
- Independently locates, prioritizes and uses resources to solve problems
- Accepts responsibility for implementing solutions
- Implements solutions
- Reassesses solutions
- Evaluates outcomes
- Modifies solutions based on the outcome and current evidence
- Evaluates generalizability of current evidence to a particular problem

#### Post Entry Level:
- Weighs advantages and disadvantages of a solution to a problem
- Participates in outcome studies
- Participates in formal quality assessment in work environment
- Seeks solutions to community health-related problems
- Considers second and third order effects of solutions chosen

---

### Interpersonal Skills

The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

#### Beginning Level:
- Maintains professional demeanor in all interactions
- Demonstrates interest in patients as individuals
- Communicates with others in a respectful and confident manner
- Respects differences in personality, lifestyle and

#### Intermediate Level:
- Recognizes the non-verbal communication and emotions that others bring to professional interactions
- Establishes trust
- Seeks to gain input from others
- Respects role of others
- Accommodates differences in

#### Entry Level:
- Demonstrates active listening skills and reflects back to original concern to determine course of action
- Responds effectively to unexpected situations
- Demonstrates ability to build partnerships
- Applies conflict management

#### Post Entry Level:
- Establishes mentor relationships
- Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others
### Professional Behaviors Policy

<table>
<thead>
<tr>
<th>Learning styles during interactions with all persons</th>
<th>Learning styles as appropriate</th>
<th>Strategies when dealing with challenging interactions</th>
<th>During the interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Maintains confidentiality in all interactions</td>
<td>✓ Recognizes the emotions and bias that one brings to all professional interactions</td>
<td>✓ Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th><strong>Beginning Level:</strong></th>
<th><strong>Intermediate Level:</strong></th>
<th><strong>Entry Level:</strong></th>
<th><strong>Post Entry Level:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates active listening skills</td>
<td>Critiques own performance accurately</td>
<td>Independently engages in a continual process of self-evaluation of skills, knowledge and abilities</td>
<td>Engages in non-judgmental, constructive problem-solving discussions</td>
</tr>
<tr>
<td>Assesses own performance</td>
<td>Responds effectively to constructive feedback</td>
<td>Seeks feedback from patients/clients and peers/mentors</td>
<td>Acts as conduit for feedback between multiple sources</td>
</tr>
<tr>
<td>Actively seeks feedback from appropriate sources</td>
<td>Utilizes feedback when establishing professional and patient related goals</td>
<td>Develops and implements a plan of action in response to feedback</td>
<td>Seeks feedback from a variety of sources to include students/supervisors/peers/supervisors/Patients</td>
</tr>
<tr>
<td>Demonstrates receptive behavior and positive attitude toward feedback</td>
<td>Incorporates specific feedback into behaviors</td>
<td>Provides constructive and timely feedback</td>
<td>Utilizes feedback when analyzing and updating professional goals</td>
</tr>
<tr>
<td>Maintains two-way communication without defensiveness</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Beginning Level:</strong></th>
<th><strong>Intermediate Level:</strong></th>
<th><strong>Entry Level:</strong></th>
<th><strong>Post Entry Level:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Professional Behaviors Policy

<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>Comes prepared for the day’s activities/responsibilities</th>
<th>Utilizes effective methods of searching for evidence for practice decisions</th>
<th>Uses current best evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identifies resource limitations (i.e. information, time, experience)</td>
<td>Recognizes own resource contributions</td>
<td>Collaborates with members of the team to maximize the impact of treatment available</td>
</tr>
<tr>
<td></td>
<td>Determines when and how much help/assistance is needed</td>
<td>Shares knowledge and collaborates with staff to utilize best current evidence</td>
<td>Has the ability to set boundaries, negotiate, compromise, and set realistic expectations</td>
</tr>
<tr>
<td></td>
<td>Accesses current evidence in a timely manner</td>
<td>Discusses and implements strategies for meeting productivity standards</td>
<td>Gathers data and effectively interprets and assimilates data to determine plan of care</td>
</tr>
<tr>
<td></td>
<td>Verbalizes productivity standards and identifies barriers to meeting productivity standards</td>
<td>Identifies need for and seeks referrals to other disciplines</td>
<td>Utilizes community resources in discharge planning</td>
</tr>
<tr>
<td></td>
<td>Self-identifies and initiates learning opportunities during unscheduled time</td>
<td></td>
<td>Adjusts plans, schedule etc. as patient needs and circumstances dictate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Meets productivity standards while providing quality care</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Utilizes community resources in discharge planning</td>
</tr>
</tbody>
</table>

### Stress Management

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Level:</strong></td>
<td>Recognizes own stressors</td>
</tr>
<tr>
<td></td>
<td>Recognizes distress or problems in others</td>
</tr>
<tr>
<td></td>
<td>Seeks assistance as needed</td>
</tr>
<tr>
<td><strong>Intermediate Level:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Entry Level:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Post Entry Level:</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

**UNG Physical Therapy Student Handbook, 2022-2023**
**Appendix B – Professional Behaviors Policy**
Appendix B – Professional Behaviors Policy

- Maintains professional demeanor in all situations
- Maintains balance between professional and personal life
- Accepts constructive feedback and clarifies expectations
- Establishes outlets to cope with stressors
- Prioritizes multiple commitments
- Reconciles inconsistencies within professional, personal and work/life environments
- Demonstrates ability to defuse potential stressors with self and others
- Approach to stress management
- Establishes support networks for self and others
- Offers solutions to the reduction of stress
- Models work/life balance through health/wellness behaviors in professional and personal life

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

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

The University of North Georgia adheres to the practices and policies set forth by the University System of Georgia Board of Regents and federal copyright laws.

As prescribed by the USG, for each proposed use of a copyright-protected work,¹ a fair use analysis is to be performed, dated, and retained by the user for future reference, “to establish a reasonable and good faith attempt at applying fair use.”² This mandate includes and applies to students as well as faculty and staff.

Visit the UNG Libraries Copyright Services (https://ung.edu/libraries/copyright-services/index.php) page for more information or contact the Copyright Officer if you would like help interpreting or using the Fair Use Checklist.

Terri E. Bell
Copyright Officer
University of North Georgia Libraries ~ Copyright Services
(706) 973-0146
tebell@ung.edu

For further reading on Fair Use:

USG Fair Use Checklist

University System of Georgia - The Fair Use Exception


¹ Copyright-protected works do not include Public Domain or Federal Government content (unless created by a third party), or content which by its nature is not copyrightable such as facts or ideas. See Introduction to the Fair Use Checklist for a list of threshold questions, which can help initially, determine if a work is protected by copyright.

² Per the USG Fair Use Checklist, “Complete and retain a copy of this checklist for each “fair use” of a copyrighted work in order to establish a “reasonable and good faith” attempt at applying fair use should any dispute regarding such use arise.”
Appendix D - Confidentiality Agreement
UNG Department of Physical Therapy

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

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

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

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

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

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

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

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

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

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

Signature of Student
Printed Name
Date
Appendix E Audio-Visual Release Form

Instructions

An audiovisual release form will be read and signed by all individuals including, but not limited to students, faculty, volunteers, research participants, and patients prior to any audiovisual material (pictures or videos) are acquired. If requested by the individual, identity will be concealed through electronic editing for the purpose of maintaining privacy and confidentiality as requested. (See Audiovisual Release form below)

Audio-Visual WAIVER AND RELEASE

I, ____________________________, hereby agree to give consent without compensation to participate with the Board of Regents of the University System of Georgia by and on behalf of the University of North Georgia (“University”) and its Doctorate Physical Therapy Program (“Unit”) in the making of audiovisual materials to be used in classrooms, workshops, meetings, or publications for health care professionals. This includes, but is not limited to slides, prints, video tapes, films, audio/sound tracks, printed materials, and other formats, designed for use in the education and continuing education of physical therapists (“Work”).

I consent to allow the University, the Unit, and all persons associated with the Work to use all or parts of the Work. The University, its successors, and/or assignees, shall own all rights, title and interest, including copyright, in and to the Work, to be used and disposed of without limitation as the University and Unit shall in its sole discretion determine.

I agree that the Work can be presented in any way, time or place. I agree that the Work may be edited and otherwise altered at the sole discretion of the University and the Unit and used in whole or in part for any and all broadcasting, non-broadcasting, audio/visual, promotion, exploitation, commercial, noncommercial, and/or exhibition purposes in any manner or media, in perpetuity, throughout the world. This includes online streaming distribution, but may include any distribution mode available in the future.

I understand these materials may also be used in subsequent years.

I desire to be, am willing, and able to participate in this Work. I all assume all related risks, known and unknown with regards to participation and hereby waive any and all rights, claims, or causes of action of any kind arising out of participation in this Work.

I do hereby release and forever discharge the State of Georgia and the Board of Regents of the University System of Georgia by and on behalf of the University of North Georgia, including their officers, agents, and employees, from any and all claims, demands, and causes of action rising out of actions that may be brought by me or by any other person (including, but not limited to, my estate, family, successors, heirs, representatives, administrators, and/or assigns), including all liability for damages arising out of or related to my participation in this Work, whether caused by the University’s negligence or otherwise, to the fullest extent permitted by law and assume all risks of personal injuries suffered by me as a result of such Work.

I ACKNOWLEDGE THAT I HAVE CAREFULLY READ THIS WAIVER AND RELEASE AND UNDERSTAND THAT IT IS A RELEASE OF LIABILITY AND OWNERSHIP RIGHTS IN THE WORK.

______________________________
Signature of Participant or Parent/Guardian

______________________________
Date

______________________________
Address

______________________________
City, State, Zip

______________________________
Phone Number

______________________________
Witness (Course Instructor)

______________________________
Date
Appendix F-Accident/Incident Report Form

Date of incident: ____________ Time: ____________ AM/PM

Name of injured person: __________________________________________

Address: ________________________________________________________

Phone Number(s): ___________________________ Date of Birth: ____________

Male __________ Female: ___________ Type of injury: _________________

Details of incident: ______________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Injury requires physician/hospital visit? Yes No

Name of physician/hospital: ________________________________________

Address: __________________________________________________________

Physician/hospital phone number: ______________________________________

Signature of injured party: __________________________________________

No medical attention was desired and/or required:

__________ (initials): __________________________

__________________________________________  ________________________
Signature of injured party  Date of Injury

*Return this form to the instructor present with the original to be turned into the Departmental Admin. within 24 hours of incident. A copy of this report will be provided to the student. The report will be kept in the Incident Report File
Appendix G - STUDENT READINESS FORM CLINICAL EDUCATION

Clinical Rotation #: DPT Class of 2024

Student Name: ___________________________ Date: __________

The purpose of this form is to obtain faculty consensus on the preparation level of each physical therapy student for participation in Clinical Education Internships. Each faculty member must indicate on this form whether the students listed at the bottom of the form are ready for entry into the clinic or whether remediation is needed prior to this internship. Please complete the Remediation Recommended section of this form, if you recommend student assistance. The DCE will review and retain this form for each student and contact advisors as needed.

- Ability to Accept Instruction
- Communication
- Critical Thinking/Problem Solving
- Didactic Preparation
- Ethical/Legal Behavior
- Professionalism
- Safety

Remediation Recommended (if applicable)

Please list the specific needs from the list above, along with your signature in the space provided below.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Faculty Approval

By signing below, you agree the above list of students are clinically ready to attend their Clinical Education Affiliations. If the students' name is listed in the Remediation Recommended section, they are exempt from this approval section.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix H-Attestation of Competency Form

COURSE MANAGER: Please complete the following information to verify that a student has successfully met the requirement for remediation after obtaining a grade of less than 70% on the comprehensive final examination or 80% on the OSCE in your course.

**Semester:** Spring  Summer  Fall  20____

**Course Number:** NDPT __

**Course Title:**

**Course Manager:** ______

**Student Name:** ______

**Grade on Final Examination (prior to remediation):** ______

**The student:**

1. met with me to develop a plan of action for remediation: Yes  No
2. completed the required plan of action for remediation: Yes  No
3. has demonstrated competency through the plan of action: Yes  No

I, hereby, verify that the above-mentioned student has completed all required activities and has satisfactorily demonstrated, at least minimal competence in this course. I have/have not adjusted the final course grade in response to the student’s failure to achieve the minimum score on the final examination.

______________________________  ____________

Signature  Date
AFFIDAVIT - ESSENTIAL FUNCTIONS

DOCTORATE PROGRAM IN PHYSICAL THERAPY

UNIVERSITY OF NORTH GEORGIA ADMISSION, RETENTION, PROMOTION AND GRADUATION

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

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

(Check **all** that apply):

- [ ] I am able to meet the Department of Physical Therapy’s Essential Functions without accommodations.
- [ ] I have already submitted a Voluntary Disclosure of Disability form and Request for Services and Accommodations form to the Division of Learning Support Services.
- [ ] I have not yet submitted a Voluntary Disclosure of Disability form and Request for Services and Accommodations form to the Division of Learning Support Services.
- [ ] I have a disability that necessitates accommodation to meet the Department of Physical Therapy’s Essential Functions. In accordance with the Procedural Policies, I will submit to the Director of the Division of Learning Support Services documentation of the disability, a request for a reasonable accommodation, and a copy of this affidavit.

______________________________
Printed Name of Applicant

______________________________
Signature of Applicant

______________________________
Date
AFFIDAVIT – PROFESSIONAL BEHAVIOR
DOCTORATE PROGRAM IN PHYSICAL THERAPY
UNIVERSITY OF NORTH GEORGIA
ADMISSION, RETENTION, PROMOTION AND GRADUATION

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

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

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

Printed Name of Applicant

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

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

__________________________________________
Printed Name of Applicant

__________________________________________  __________________________
Signature of Applicant                        Date
I (please print name) agree that by taking Doctorate in Physical Therapy courses all required papers and/or project reports may be subjected to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

______________________________
Printed Name of Applicant

______________________________
Signature of Applicant

______________________________
Date
University of North Georgia

Department of Physical Therapy

Gross Anatomy Lab Policy

I have read and understand the importance of all this policy regarding the human 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 anatomy lab director or Department head, to abstain from taking any photos or videos in the lab, and to perform the daily cleaning and maintenance of my dissection table and its surrounding area, as stipulated above.

Student Signature ___________________________ Date _____________

Printed Name _______________________________

The original signed agreement will be maintained by the Gross Anatomy Professor. A copy of this signed agreement will be placed in the student’s file.
Student Grievance Policy

General Student Grievances
A process exists for students to address grievances of a general nature. Each grievance (complaint) will be considered carefully and individually, and every effort will be made to resolve issues to the mutual satisfaction of all parties.

Students who have grievances should address them to a Dean of Students who will give guidance and provide the student with information and direction for pursuing a resolution. Students who are unsure how to utilize the grievance procedures or are uncomfortable addressing issues with the appropriate person should contact the Dean of Students.

Steps for resolution of a complaint will likely include:
1. Address the concern directly with the person or office with whom you have a complaint. If you do not know which person or office is responsible, the Dean of Students can assist you with identification.
2. Address the concern with the supervisor of the person or office with whom you have a complaint. If you do not know which person or offices is responsible, Dean of Students can assist you with identification.
3. After making every effort to resolve your complaint, please submit a written complaint (using university e-mail is appropriate) to the office of the appropriate vice president. In this complaint, please explain the details of your situation, including the names of those involved. Please indicate the steps you have taken to remedy the situation yourself.
4. The appropriate vice president will investigate the complaint, seek a resolution, and inform you of the outcome.
5. The appeal of a decision made by a vice president (except grades) should be made in writing to the Student Grievance Committee through the Vice President of Student Affairs.

The student ombudsperson may also be a resource with whom you wish to discuss the complaint process.

Please note that the following are not classified as student grievances. Specific policies and procedures have been developed to deal with these concerns. The ultimate responsibility and authority for such concerns lie with the office listed next to the policy.

- Student Grade Complaints unrelated to Academic Integrity Issues – Office of the Provost
- Violations of the Code of Conduct – Office of the Dean of Students
- Violations of the Policy on Sportsmanship – Athletics
- Issues with the Corps of Cadets – Utilize the Cadet Chain of Command or visit the Office of the Commandant
- Student Policy Issues – Office of the Vice President for Student Affairs
- Parking violations – Parking Services

Student Grievance Procedures

1. **Purpose** - To hear the grievances of any University of North Georgia student who has exhausted all other normal channels up to the appropriate Vice President but has not received an agreeable resolution. At any point in the grievance process, the student and the complainant may utilize alternative dispute resolution strategies to reach a solution to the disagreement. The Vice President for Student Affairs will specifically discuss this as an alternative to the use of the Grievance Committee.

2. **Limitations** - This Committee will handle questions related to the University of North Georgia campuses, facilities, and all university-sponsored activities on or off the campuses.

Procedures for Requesting a Hearing
Within thirty (30) calendar days after becoming aware of the grievance, the complainant shall file a written request for a hearing with the Vice President for Student Affairs (and in situations of discrimination or sexual harassment complaints, the Affirmative Action Officer) including the following information:

1. **Email should contain:**
   1. Date, time, and place
   2. Names of any witnesses
   3. The facts of the complaint
2. The Committee should be composed of (a.) the Vice President for Student Affairs, (b.) three faculty members appointed by the Provost or designee (c.) a staff member appointed by the staff council and (d.) three students appointed by the VPSA.

3. The parties concerned shall be given written notice of the time and place of the hearing at least ten (10) calendar days while school is in session, in advance thereof. Such notice may be delivered by hand or by certified or registered mail, return receipt requested, to the complainant’s last known address.

Hearing Guidelines
All student grievance hearings shall be conducted according to the following general guidelines:
1. All hearings normally shall be conducted in private.

2. The Complainant, accused individual/group and their advisors, if any, shall be allowed to attend the entire portion of the hearing at which information is received (excluding deliberations). Admission of any other person to the hearing shall be at the discretion of the Student Grievance Committee.

3. The Complainant and the Accused individual/group have the right to be assisted by an advisor they choose, at their own expense. The advisor must be a member of the University community and may not be an attorney. The Complainant and/or the Accused individual/group is responsible for presenting his or her own information, and therefore, advisors are not permitted to speak or to participate directly in any hearing before a Student Grievance Committee. Both parties should select as an advisor a person whose schedule allows attendance at the appointed date and time for the hearing because delays will not normally be allowed due to the scheduling conflicts of an advisor.

4. The Complainant and the Accused individual/group may arrange for witnesses to present pertinent information to the hearing. Witnesses will provide information to and answer questions from the Student Grievance Committee.

5. Pertinent records, exhibits, and written statements may be accepted as information for consideration during the hearing at the discretion of the Student Grievance Committee chairperson.

6. All procedural questions are subject to the final decision of the chairperson of the Student Grievance Committee.

7. The determination shall be made on the basis of a preponderance of the evidence if a grievance is warranted.

8. Formal rules or process, procedure, and/or technical rules of evidence, such as applied in criminal or civil court, are not used in Student Grievance Committee proceedings.

There shall be a single verbatim record, such as a tape recording, of all student grievance committee hearings (not including deliberations). Deliberations should not be recorded. The record shall be the property of the University.

Appeals must be made in writing to the University President within 10 calendar days. The President’s decision in a formal grievance matter may be appealed to the Board of Regents in accordance with Section 8 of the Bylaws of the Board of Regents of the University of Georgia

Note: Public statements and publicity about the grievance should be avoided. The Complainant should not be harassed or penalized for utilizing the grievance procedures.

https://ung.edu/dean-of-students/policies/student-grievance-policy.php

DPT Student Name (Print)

DPT Student Name (Signature) Date Signed
HANDBOOK ACKNOWLEDGEMENT FORM

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

Additionally, I have signed the following forms and submitted to PT Administrative Staff or designee.

Confidentiality Agreement  Applied Learning
Audio/Visual Consent to Release  Release of Records
Essential Functions  FERPA
Professional Behaviors  Turnitin.com
Substance Abuse
Gross Anatomy Lab Policy
Student Grievance Process
Clinical Education Handbook

________________________________________________________
Student Name (PLEASE PRINT)

________________________________________________________
Student Signature  Date