Doctorate Program in Physical Therapy

STUDENT HANDBOOK
2020 - 2021
Dear DPT Class of 2023,

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 interprofessional 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 interprofessional 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,

Susan G. Klappa  
Susan G. Klappa PT, MPT, PhD, MA  
Department Head  
UNG DPT Program
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University of North Georgia
DEPARTMENT OF PHYSICAL THERAPY
Organizational Chart

DPT Committee

<table>
<thead>
<tr>
<th>Committee</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>Kimberly Castle</td>
</tr>
<tr>
<td>Alumni Affinity</td>
<td>Rachael Walton-Mouw</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Sue Ann McCall</td>
</tr>
<tr>
<td>IDEA4Rehab</td>
<td>Dre Przybyla</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Reza Nourbakhsh</td>
</tr>
<tr>
<td>Promotion &amp; Retention</td>
<td>Don Walsh</td>
</tr>
<tr>
<td>Research</td>
<td>Stan Solnik</td>
</tr>
<tr>
<td>Scholarship &amp; Awards</td>
<td>Don Walsh</td>
</tr>
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</table>
**Summer Semester 2020**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>May</td>
<td>14</td>
<td>DPT Faculty Retreat</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Begin Summer Classes for PT II’s, III &amp; ppDPT</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>PT I Orientation</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Begin Summer Classes for 'New' PT I's</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>June</td>
<td>3-6</td>
<td>NEXT APTA Conference (Phoenix, AZ)</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Amicalola Falls Hike</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>White Coat Ceremony</td>
</tr>
<tr>
<td></td>
<td>24-26</td>
<td>Final Exams for PT II</td>
</tr>
<tr>
<td>July</td>
<td>29-Aug 21</td>
<td>Clinical Education I (PT II) (8 weeks)</td>
</tr>
<tr>
<td>July</td>
<td>3</td>
<td>Independence Day Observed</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>End Summer semester</td>
</tr>
<tr>
<td>August</td>
<td>3-5</td>
<td>Final Exams PT I, III and ppDPT</td>
</tr>
<tr>
<td></td>
<td>Aug 7</td>
<td>Grades Due</td>
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</table>

**Fall Semester 2020**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August</td>
<td>12-13</td>
<td>DPT Faculty Retreat</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>CHSP Retreat</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Begin Fall Classes for PT I, III and ppDPT</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Begin Fall Classes for PT II</td>
</tr>
<tr>
<td>September</td>
<td>7</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Clin Ed Institute NPTE Course Review</td>
</tr>
<tr>
<td>October</td>
<td>1</td>
<td>Job Fair, Dahlonega, GA PT IIIs, IIs and I</td>
</tr>
<tr>
<td></td>
<td>05-Dec 11</td>
<td>Clin Ed II for PT III's(10 wks)</td>
</tr>
<tr>
<td></td>
<td>15-18</td>
<td>Education Leadership Conference (Milwaukee, WS)</td>
</tr>
<tr>
<td>November</td>
<td>5-7</td>
<td>National Student Conclave (Austin, TX)</td>
</tr>
<tr>
<td></td>
<td>23-27</td>
<td>Fall Break for Students</td>
</tr>
<tr>
<td>December</td>
<td>4</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td></td>
<td>7-11</td>
<td>Final Exams for PT I’s, II’s &amp; ppDPT</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Grades Due</td>
</tr>
<tr>
<td></td>
<td>14-Jan 5</td>
<td>Winter Holidays for Students</td>
</tr>
<tr>
<td></td>
<td>19-Jan 1</td>
<td>Winter Break for Faculty/Staff (use of vacation days required)</td>
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**Spring Semester 2021**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>January</td>
<td>4-April 23</td>
<td>Clinical Education III (PT III’s)</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Begin Spring Classes (PT I, PT II &amp; ppDPT)</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>MLK Holiday</td>
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<tr>
<td>February</td>
<td>24-27</td>
<td>CSM(Orlando,FL)</td>
</tr>
<tr>
<td></td>
<td>TBD</td>
<td>3:00-5:00p Mock disaster Exercise Kick off Event.(Hoag)</td>
</tr>
<tr>
<td></td>
<td>TBD</td>
<td>9:00am-5:00pm Mock disaster Day.</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>PTAG PT Capitol Day: Gold Dome, Atlanta, GA</td>
</tr>
<tr>
<td>March</td>
<td>15-20</td>
<td>Spring Break for Students</td>
</tr>
<tr>
<td></td>
<td>TBA</td>
<td>Spring PTAG imPacT 2021 Meeting</td>
</tr>
<tr>
<td>April</td>
<td>28</td>
<td>1st offering NPTE</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>last day of classes</td>
</tr>
<tr>
<td>May</td>
<td>3</td>
<td>PT III’s return to campus</td>
</tr>
<tr>
<td></td>
<td>3-7</td>
<td>Final Exams PT I, II &amp;ppDPT</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Research Day DPT III</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Grades Due</td>
</tr>
<tr>
<td></td>
<td>TBA</td>
<td>Convocation/Commencement Ceremony</td>
</tr>
</tbody>
</table>

**Dates Subject to Change.** All DPT students must refer to this calendar and respective course managers prior to making time-off arrangements. Please refer to the DPT Policy on Class Attendance before planning an absence.
The purpose of this 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 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 2011, the Commission on Accreditation in Physical Therapy Education (CAPTE) awarded a reaffirmation of accreditation to UNG until April 2020. The program is currently undergoing its reaccreditation process which will grant another ten years of accreditation, through April 2030.

Vision
The UNG PT Department will develop Doctors of Physical Therapy who are movement system experts and leaders in teaching, research, practice and service.
**Mission**
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.

**Strategic Plan Goals**

**Teaching**

3 Year Goal: *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**

3 Year Goal: *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**

3 Year Goal: *The Department of PT at UNG 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 among members and others.
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 of Students in the DPT Program

We expect students in this program to adopt the professional values and goals professed in the program and its curriculum. Students will be introduced to a method of self-assessment to develop individual academic and professional goals in terms of behavioral abilities. Developing self-assessment skills using the professional behaviors, will provide a powerful resource that will allow 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.

Professional Organization Memberships

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

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

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

a. Subscription to professional journals and magazines 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

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

Physical Therapy Association of Georgia (PTAG) [www.ptagonline.org]
This organization is the state chapter of the APTA. Students of the UNG program are expected to participate actively in this organization. We are members of District 9 of PTAG.

Student Special Interest Group and Student Assembly
UNG physical therapy students have the opportunity and are encouraged to participate in both the state and national student organizations for physical therapy students. The Student Special Interest Group (SSIG), founded at UNG in 1994, is a component of PTAG, has representatives from each class of every physical therapy school in Georgia, and elects officers from those representatives to serve the interests of physical therapy students across the State. As founders, UNG physical therapy students have been prominent in providing leadership over the intervening years including 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 make input through their organization to the APTA.

American Academy of Physical Therapy (AAPT) [www.aapt.net.org]
The American Academy of Physical Therapy is a not-for-profit national organization whose mission is to provide for minority students by:
1. Promoting new and innovative programs in health promotion, health delivery systems and disease prevention.
2. Encouraging minority students to pursue careers in Allied Health Professions.
3. Performing clinical research directly related to health conditions found within minority communities.

Any student currently enrolled in an accredited Physical Therapy program is invited to become a student member of the AAPT. The AAPT supports its student members through various programs, special projects and activities, including but not limited to:
1. Scholarships
2. “Early Professional Socialization Experience” (mentoring program)
3. “Students Addressing Minority Issues in Physical Therapy” (Student Special Interest Group)
4. Professional Networking
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, interprofessional 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. It 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. The 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 during clinical affiliations to justify their treatment approaches.

Curricular themes include:

- 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 – CPI 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.
      Assessment Method – Inter-professional Activity Experience Survey
Assessment Interval – Once per year  
Person Responsible – Department Head  
Data maintained by Department Head

3. Students will participate in an innovative/scholarly product 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, and Department Director of Innovation.  
      Data maintained by faculty mentors, Department Director of Research, and Department Director of Innovation.

<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. In the event of any outside conflicts with individual student scheduling, refer to the class attendance policy and course syllabus.
UNG Physical Therapy Student Handbook, 2020-2021

University of North Georgia
Doctorate Program in Physical Therapy*
Plan of Study Class of 2023

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>
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<tr>
<th>CrsPfx/No</th>
<th>Course Title</th>
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<tbody>
<tr>
<td><strong>SEMESTER 1 – SUMMER, YEAR 1 STARTS HERE</strong></td>
<td>2</td>
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<tr>
<td>NDPT 7121</td>
<td>Medical Terminology/Documentation</td>
<td>2</td>
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<td>NDPT 7141</td>
<td>Physiology</td>
<td>4</td>
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<tr>
<td>NDPT 7512</td>
<td>Research I: Statistics &amp; Design</td>
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<td>NDPT 7411</td>
<td>Professional Socialization I: Introduction</td>
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<td><strong>SEMESTER 2 – FALL, YEAR 1</strong></td>
<td>8</td>
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<tr>
<td>NDPT 7111</td>
<td>Human Anatomy &amp; Histology</td>
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<td>NDPT 7101</td>
<td>Biomechanics</td>
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<td>NDPT 7311</td>
<td>Patient Care Skills I: Examination</td>
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<td>NPDT 7161</td>
<td>Kinesiology</td>
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<td><strong>SEMESTER 3 – SPRING, YEAR 1</strong></td>
<td>Return to normal curriculum</td>
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<td>NDPT 7151</td>
<td>Therapeutic Exercise</td>
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<td>NDPT 7191</td>
<td>Pathophysiology</td>
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<td>NDPT 7171</td>
<td>Neuroscience I (Neuroanatomy)</td>
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<tr>
<td>NDPT 7632</td>
<td>Clinical Problems: Cardiopulmonary Care</td>
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<td>NDPT 7522</td>
<td>Research II: EBP</td>
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<td>NDPT 7711</td>
<td>Integrated Clinical Experience (ICE) I</td>
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<td><strong>SEMESTER 4 – SUMMER, YEAR 2</strong></td>
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<tr>
<td>NDPT 7321</td>
<td>Patient Care Skills II: Teaching &amp; Learning</td>
<td>4</td>
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<td>NDPT 7181</td>
<td>Neuroscience II (Motor Control)</td>
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<tr>
<td>NDPT 7212</td>
<td>Pharmacology for Physical Therapists</td>
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<tr>
<td>NDPT 7712</td>
<td>Clinical Education I (Last 8 weeks)</td>
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<td><strong>SEMESTER 5 – FALL, YEAR 2</strong></td>
<td>2</td>
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<tr>
<td>NDPT 7332</td>
<td>Patient Care Skills III: Interventions</td>
<td>3</td>
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<tr>
<td>NDPT 7523</td>
<td>Research III: Research Project/IDEA Project</td>
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<tr>
<td>NDPT 7213</td>
<td>Diagnostics for Physical Therapists</td>
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<tr>
<td>NDPT 7722</td>
<td>Integrated Clinical Experience (ICE) II</td>
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<td>NDPT 7663</td>
<td>Clinical Problems: Neuromuscular I (Adult)</td>
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<td>NDPT 7612</td>
<td>Clinical Problems: Musculoskeletal I: LQ</td>
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<td>NDPT 7192</td>
<td>Psychosocial Issues in Health Care</td>
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<td>NDPT 7653</td>
<td>Clinical Problems: Neuromuscular II (Pediatrics)</td>
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<td>Research IV: Research Project/IDEA Project</td>
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<td>Clinical Problems: Musculoskeletal II UQ</td>
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<td>NDPT 7643</td>
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**SEMESTER 7 – SUMMER, YEAR 3**

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<tr>
<td>NDPT 7342</td>
<td>Clinical Problems: Prosthetics &amp; Orthotics</td>
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<td>NDPT 7813</td>
<td>Elective Ia, Ib, Ic</td>
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<td>NDPT 7713</td>
<td>Integrated Clinical Experience (ICE) IV</td>
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<td>NDPT 7535</td>
<td>Research V: Research Project/IDEA Project</td>
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<td>NDPT 7673</td>
<td>Clinical Problems: The Complex Patient</td>
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<tr>
<td>NDPT 7683</td>
<td>Clinical Problems: Geriatrics</td>
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**SEMESTER 8 – FALL, YEAR 3**

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<tr>
<td>NDPT 7423</td>
<td>Professional Socialization II: Management</td>
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<td>NDPT 7536</td>
<td>Research VI: Research Project/IDEA Project</td>
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<td>NDPT 7823</td>
<td>Elective Ia, Ib, Ic</td>
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<td>NDPT 7723</td>
<td>Clinical Education II (Last 10 weeks)</td>
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**SEMESTER 9 – SPRING, YEAR 3**

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<tbody>
<tr>
<td>NDPT 7733</td>
<td>Clinical Education III (16 weeks)</td>
<td>16 (16)</td>
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</table>

Total Credits 143 Credits

*All courses re subject to change as revised by the UNG DPT curriculum committee and approved by the department head of physical therapy.*
Curriculum Resources/Textbooks
The booklist for students will be distributed each semester by the department staff associate. New books may be adopted for classes and the list may change periodically. Books that are included in the Personal Reference Library are required for all new students entering the Program.

Required Personal Reference Library
APTA Guide to PT Practice, (www.apta.org) (electronic version is available after student membership for APTA is acquired)

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
PTNow (www.ptnow.org)
APTA and APTA section journals

https://libguides.ung.edu/physicaltherapy
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.

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.

Models of Learning

The curriculum model for the UNG PT program utilizes a hybrid model. This is a combination of two or more models. These models include:

1. Traditional: the curriculum begins with basic science, followed by clinical science and then by 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 literature to be efficacious, beneficial, reliable and valid.
Guide to Physical Therapist Practice\(^2\) / 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 a 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.


Clinical Education

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

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

The Director of Clinical Education (DCE) makes clinical assignments after receiving input from the students and faculty (student readiness form for clinical education - Appendix G). Students will not be assigned to a facility in which they have any contractual agreement, or past employment. While some of the facilities have lodging suitable for students, this cannot be counted on for all facilities, and should not be a limiting factor in requesting a clinical education site assignment. The student is responsible for transportation, room, and board expenses during clinical education courses.

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

During clinical education experiences, students are expected to adhere to the administrative and personnel policies of the clinical facility to which they are assigned. Contacting the Center Coordinator for Clinical Education (CCCE) or Clinical Instructor prior to any unscheduled absence or tardiness is expected. If a planned absence is requested, the student must make arrangements with the CCCE / CI and notify the Faculty (see Policy for Class Attendance) to make up the missed time in an acceptable and appropriate manner. Students may be withdrawn from the clinical experience for failure to comply with the rules of the facility and the Academic Department.

Successful completion of each clinical education course is required for progression to the next clinical experience. The CI of the facility recommends to the DCE a grade of satisfactory or unsatisfactory based upon the student’s performance in the clinical experience. The determination of the final grade for each clinical education course is the responsibility of the DCE.

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

The capstone clinical education experience of the curriculum is the 16-week Clinical Education III. This experience has been designed to provide each student with the opportunity to progress from the typical student clinician roles to those roles and activities expected of entry-level practitioners. The student is expected to identify appropriate learning issues necessary to complete the stated curricular objective at the performance level of an entry-level clinician. 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, UNG's standards are to be followed unless the student receives permission from the DCE. Any changes to the dress code, such as scrubs as suggested by the CCCE or CI, must be approved by the DCE or the Department Head.

**Liability and Health Insurance**

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

Additionally, every student is required to maintain personal health insurance that includes hospitalization and accidental injury protection. If you already have private health insurance you must verify "equivalency" with the University System of Georgia (USG) required health coverage, or, purchase the required USG health policy at the time of registration for classes. During the final stages of admission every student will be provided information regarding the process for verifying "equivalency." If 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 the 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 re-certification 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. 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 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 his/her 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. Finally, because these email services are available only as long as the student is enrolled in the DPT Program at UNG, students may wish to establish a separate personal email account with an internet-based mail service such as Gmail, Hotmail, Yahoo, etc. after graduation.

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. Lynn Youngblood, Ms. Staci Youngblood), 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); a grade of W may be assigned when students fail to attend 10% of any class meetings prior to the midpoint of the term; 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-sponsored activities that are approved by the provost or vice president for student affairs 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 the provost or vice president for student affairs. Participation in professional meetings (i.e., Combined Sections, Capitol Day, and Professional Career Fair) is expected and falls into this category. 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:

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<tr>
<td>100 - 90</td>
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<td>89 - 80</td>
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<td>69 - 60</td>
<td>D</td>
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<tr>
<td>&lt; 60</td>
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**Academic Requirements**

For purposes of retention and promotion in the DPT Program, students must maintain:

A minimum Cumulative Grade Point Average (Cum GPA) of 3.0 or greater within the professional curriculum. A cumulative GPA is calculated by the average of all courses in which final grades were assigned. Students who do not maintain this level of performance will be allowed to temporarily progress in the curriculum. Students must return their cumulative grade point average to a level of 3.0 or greater by the end of the subsequent semester. Failure to achieve this level will result in dismissal from the program.

In addition, students who receive a final course grade of D or F [or U] in any course will not be allowed to progress in the curriculum and will be immediately dismissed.

**Written Examinations and Assignments**

All scheduled examinations and course assignments are expected to be performed / submitted at the scheduled time. The decision to permit students to make up work that is required in any missed class resides with the course manager. Students who, for legitimate and verifiable reason(s), are unable to meet these requirements, may be provided suitable opportunity to make-up missed work with no penalty. However, work not completed by the end of the term in which the missed work was assigned will result in a grade of *Incomplete* or *In Progress*. If the missed work is not completed by a negotiated date within the following term, the grade of Incomplete or In Progress will be replaced by a grade of F or U and will result in automatic dismissal from the program.
Objective Structured Clinical Examinations (OSCE)

In most clinical skills courses (patient care skills, musculoskeletal, neuromuscular, etc.), students will take Objective Structured Clinical Exams in the lab portions of those courses to demonstrate mastery of the specific clinical skills learned. Our program is obligated to ensure each student is safe to administer evaluative tests and treatment interventions prior to clinical experiences. Therefore, each student is expected to earn a minimum score of 80% on every OSCE in order to "pass" the course and be eligible to proceed in the curriculum or begin a clinical education experience.

Those who do not earn a score of 80% on an OSCE, even though having strong performance in all other components of the course, will be given an arranged OSCE re-exam (thus, counting as a remediation). Immediately following a deficient performance on an OSCE, the course manager will:

1. Provide a letter to the student stating clearly that the student was deficient with the initial attempt
2. The student must meet with advisor and course manager, and that a remediation plan of action needs to be developed.
3. All OSCE re-exams will be videotaped.
4. If the OSCE re-assessment is successfully completed, the final recorded OSCE grade will be no higher than 80%.
5. Students who are unsuccessful in ultimately achieving a minimum OSCE score of 80% through the re-exam process will receive a course grade of F and be dismissed from the program.

Departmental Examination [Testing] Policies

1. Students need to address personal comforts/privileges prior to beginning a test as no one will be allowed to visit restrooms once testing procedures have begun, unless authorized by course manager.
2. No cell phones, watches, or eyeglasses that receive text messages and internet connections are allowed during the test. Book bags will be placed at the back of the room.
3. Without the explicit permission of the course manager, students are prohibited from requesting or receiving notes for class assignments [take home assignments; tutorial learning issues, etc.], quizzes, and exams from previous classes or current classmates. Any violation will be considered a breach of academic integrity and will likely result in dismissal from the program.
4. At no time are any tests allowed to be copied in any format, i.e. written, photographed, or by any other means and/or shared with others. Any violation of this will likely be considered as a breach of academic integrity and breach of ethical conduct which could result in dismissal from the program.
5. Sharing of any course information such as, but not limited to tests, quizzes, OSCEs, cases and articles between the classes – 1st, 2nd, and 3rd years or prior graduates is strictly prohibited unless approved by the course manager.
Academic Retention and Remediation Plan

Principles & Core Assumptions

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

Remediation Policy:

1. It is the responsibility of each student enrolled in the DPT program at UNG to ensure their own academic success. With respect to this statement, the faculty expects students to contact appropriate course managers at the first sign of difficulty with mastery of academic material.
2. Each individual identified as receiving a grade, in any assignment (course component), below the required standard (80%) will be required to meet with their course manager(s) and advisor to determine an action plan to assist the student in gaining mastery of that material. Suggested activities and strategies to be used for remediation include, but are not limited to:
   a. Information Sessions and individualized tutoring;
   b. Additional reading and appropriate activities to enrich the content such as clinic time with an instructor
   c. Advisement concerning appropriate study habits and learning resources.
3. Only at the discretion of the course manager, can a student be retested on a course component in which initial evaluation yielded deficient performance. A course component is defined as any assignment or exam (or quiz) that is graded within a given course.
4. MAJOR EXAMINATION or COMPREHENSIVE FINAL EXAMINATION: Each individual identified as receiving a major examination or comprehensive final examination score below the required 70% standard will be required to meet with their course manager(s) and advisor to determine an action plan to assist the student in gaining mastery of that material.
Suggested activities and strategies to be used for remediation include, but are not limited to:

a. Information Sessions and individualized tutoring
b. Additional reading; Appropriate activities to enrich the content such as clinic time with an instructor
c. Counseling concerning appropriate study habits and learning resources.

Remediation [re-examination] may not result in a change in course letter grade.

Following successful remediation, the faculty course manager is expected to complete the Attestation of Competency Form and place in the student’s record.

5. FINAL COURSE GRADE: If a final course grade is less than 80%, a student may be provided a cumulative COURSE final reexamination, and only at the discretion of the course manager. Only three course re-examinations total will be allowed throughout the nine-semester curriculum. The student must achieve an 80% or higher on a course re-exam. Once the student retakes the course re-exam and achieves 80% or higher, the resulting overall course grade may not be higher than 80%. In addition, if a student’s cumulative GPA falls below the required 3.0, the student will be suspended or dismissed from the program.

6. Course managers will report to the P & R committee, in writing, the student’s name, course name, and specific course re-examination.

CONSISTENT REMEDIATIONS

If consistent remediation (3) is required for multiple courses (course components, exams, OSCEs, etc.) across the curriculum, the student’s ability to successfully become a competent member of the profession of physical therapy must be considered. The student’s advisor should refer the student for P & R committee consideration of appropriateness of continued enrollment in the program.

Academic Sanctions for DPT Program

Graduate physical therapy students of the UNG DPT Program whose academic performance is or has been unsatisfactory will be subject to the following academic sanctions:

1. Academic Letter of Notice: Students who earn a grade of C in any course and who have been afforded the opportunity to take a course component remediation by the course manager will be provided a Letter of Notice from the respective course manager. The intent of the letter is to remind the student that a maximum of three course component remediations are allowed across the curriculum.

2. Academic Letter of Final Warning: Students who have taken three course component remediations approved by course managers across the curriculum or fail to keep a cumulative GPA of 3.0 or higher, will be formally evaluated by the P&R committee and provided a Letter of Final Warning as appropriate indicating that no additional re-examinations will be allowed hence forward.

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

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

Conduct and Professional Behavior Policy

Professional Behavior

Inappropriate behavior toward one’s classmates, academic and clinical faculty, staff (UNG or at any clinical site), or patients will not be tolerated. Alleged or observed violations of the standards for Professional Behavior will be handled first by the course manager or student’s adviser giving the student feedback. If behavior modifications are not observed, then the student adviser will contact the University Student Integrity Office and be presented directly to the Department Head, P & R Committee, or indirectly to these individuals through the duly elected student liaisons to the faculty from each class.

Respect for the dignity and worth of the individual is paramount, and integrity should rule in all interactions. Ethical professional behavior, CORE Values and the Physical Therapy Code of Ethics will be presented and thoroughly explored in the Professional Socialization series of courses. Therefore, students must adopt and demonstrate the standards of professional behavior as represented within Professionalism in Physical Therapy: Core Values and embodied and applied in the APTA Code of Ethics at: APTA Code of Ethics and the Georgia State Board of Physical Therapy at: GA State Board of PT

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. 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 approval by the Chair of the P & R Committee.

1. Acceptable Classroom Attire
   A. Women: Dresses, skirts, capris, khakis/twill pants, or slacks. Dresses, skirts and tops should be appropriate for bending, stooping, and reaching. Blouses or shirts may be short or long sleeved. No backless or strapless tops are permitted. Also, no cropped shirts or shirts with spaghetti straps are acceptable attire.
   B. Men: Slacks or khakis/twill pants with shirt (short or long sleeved); may have necktie, Polo-style shirts with collar or similar collared shirts. Faces should either be cleanly
shaven or beards/moustaches/goatees etc. should be neatly trimmed to within 5 mm or less than one quarter inch from the face.

C. All: No overtly provocative or sloppy clothing or excessive jewelry. All clothing should be laundered and pressed. Tattoos should be covered, if possible. Shoes must be worn at all times. No flip-flops. Hats or caps are not permitted except when part of a uniform, then guidelines of military protocol will be followed.

2. Acceptable Laboratory Attire
   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. It is recommended that students keep clean laboratory clothing in their lockers so that they will always be prepared for class. Laboratory attire may vary, depending upon the course. Consult your syllabus for additional details.
   B. All: Shorts, preferably made of a thin fabric that allow free movement and adequate coverage of undergarments, sweat suits, or athletic attire. Occasionally, laboratory exercises may require you to wear a swimsuit or similar attire. Consult with your instructor for details.
   C. Women: Halter top, bathing suit top, or sports bra for purposes of exposing the body parts to be assessed.
   D. All: Loose short or long-sleeved T-shirt to provide cover if the student becomes cold.

Hairstyle should be neat and not interfere with patient care. Hair will be well-groomed and not obstruct eyesight. Hair color and style should be reasonably natural looking and not extreme. Shoulder length hair, or longer, should be tied back with a simple clip, barrette, or band. Faces should either be cleanly shaven or beards/moustaches/goatees, etc. should be neatly trimmed close to the face. Nails should be clean and clipped close with no nail polish. 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 is required. Teaching experiences are occasionally located in patient service areas. When you are in these areas, your dress and behavior are expected to be professional.

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. 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.

**DPT Professional Conduct Procedures**

1. Observed violations of the standards for Academic or Professional Behavior should be presented to the involved student’s advisor directly or indirectly via a student or faculty member. Subsequently, the professional behavior issue will be reported to the University Student Integrity Office. https://ung.edu/student-integrity/

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

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

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

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

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

Plagiarism / Academic / Intellectual Integrity

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 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

2. 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.

3. The Conduct Standards below identify behavior that is prohibited: [https://ung.edu/student-integrity/conduct-policies/student-code-of-conduct-policy.php](https://ung.edu/student-integrity/conduct-policies/student-code-of-conduct-policy.php)

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.

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 to the UNG Student Handbook.
Code of Conduct Sanctions for DPT Program

Academic & Professional Integrity

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

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

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

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

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

**Professional Conduct Appeal Policy**

Students have the right to appeal all Conduct Sanctions. The appeal process is addressed on the UNG website [Graduate Catalog](https://wwwUNG.edu). Academic and professional integrity appeals by students in the Physical Therapy program at UNG will follow the appeal process addressed on the UNG [Graduate Studies Conduct Appeal Policy](https://wwwUNG.edu).
UNG Physical Therapy Student Handbook, 2020-2021

Other UNG Student Conduct Policies

The conduct standards listed in the UNG Student Code of Conduct, UNG Student Handbook identify examples of behavior that is prohibited. Some examples of prohibited behavior include:

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

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

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

Student 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/students-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
• engage in exploration of career choice

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

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

Respect for intellectual labor and creativity is vital the University of North Georgia. Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computing and social networking environments. The University’s expectation is 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.

Currently, UNG has several fully equipped computer labs available for student use throughout the daytime and evening hours, including those machines dedicated to PT students and located in HNS third floor: 304, 303. Computers in all student computer laboratories are connected to the UNG network, which allows the student to conduct research via the Internet, complete class assignments and term papers, and utilize email services provided by the institution. All physical therapy students must familiarize themselves early with services provided via this network and the locations of terminals and computer labs provided for student use.

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

**Student E-mail:** Upon admission to the University of North Georgia, each student is provided with a student e-mail account. Student e-mail is the *official channel of communication* between the University and its students. It is the responsibility of the student to periodically monitor his/her student e-mail account and be aware of the information sent by the University. 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. Finally, because these email services are available only as long as the student is enrolled in the DPT Program at UNG, students may wish to establish a separate personal email account with an internet-based mail service such as Gmail, Hotmail, Yahoo, etc. *after graduation.*

**Social Media 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.]. Inappropriate material placed on social networking sites is subject to the University of North Georgia’s Appropriate Usage (Computer/Telecommunications) Policy, the DPT Student Conduct Policy, and the College's Harassment and Grievance Procedures.

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](mailto:socialmedia@ung.edu). 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. With discretion, drinks or food, may be consumed during class time; only in non-carpeted spaces of the HNS building unless the building manager has granted a special exemption.
3. Books and journals should **never** be removed from the departmental 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. It is the responsibility of each student user to restore equipment and furniture to their proper places, police the area before leaving, and be sure the door is closed and locked in order to protect the resources made available in this area.
4. Students are responsible for maintaining the orderliness of furniture, equipment and supplies in the various teaching facilities employed by UNG PT. For both Clinical Labs (HNS 309 & 311) and for the Gross Anatomy Lab (HNS 315), each cohort of students will select its own clean-up crew(s) and post appropriate duty schedules for laundry and general clean-up each term.
5. Students will be assigned a locker with padlock, which is located on the third floor of the Health & Natural Sciences building. Please respect the use of lockers; honor code violations could result from inappropriate use.

**Student Disability Services**

**Student Disability Services at UNG**

E-Mail: disability-dah@ung.edu

The University of North Georgia (UNG) is committed to the full inclusion of individuals with disabilities and to the principle of individual rights and responsibilities. To that end, the policies and procedures of UNG reasonably ensure that a person with a disability is not, on the basis of that disability, denied full and equal access to and the enjoyment of academic programs and co-curricular activities or otherwise is subjected to discrimination in such programs and activities.
The policies for access by individuals with disabilities at UNG are designed to ensure full compliance with all pertinent federal and state legislation, specifically to include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The procedures for requesting accommodations are as follows. A student has the legal responsibility to request necessary accommodations in a timely manner and to provide the institution with appropriate, current documentation of the disabling condition. Sufficient advanced notice of a request for accommodation is required in order to give 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.

**Step 1**  **Complete Intake Packet**  
**Step 2**  **Schedule Intake Appointment**  
**Step 3**  **Provide Documentation**  
**Step 4**  **Accommodation Notification**

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-Mail: stuhealth@ung.edu

**Health Services Clinic Hours:** Fall and Spring Semester: Hours: Mon-Thurs: 8:00 am - 5:30 pm; Fri: 8:00 am - 3:00 pm. *Occasionally, these hours are subject to change, but a notice will be posted.* 
The clinic hours are reduced in the summer semester.
Student Fundraising:
Every class within the Doctorate in Physical Therapy Program must submit a brief proposal to 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.

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

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

Questions about the accommodation process may be directed to the Coordinator of Student Disability Services, disability-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.
<table>
<thead>
<tr>
<th>Essential Functions:</th>
<th>This list provides examples - it is not exhaustive</th>
</tr>
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<tbody>
<tr>
<td><strong>OBSERVATION:</strong></td>
<td></td>
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</table>
| Independently, the student must be able to observe a patient accurately. | Assess gait deviation of patient 10 feet away.  
Observe client response; diagnosis, pallor, grimacing  
Determine pressure ulcer stage and depth.  
Read degrees of motion on a goniometer. |
| **COMMUNICATIONS:**  |                                                  |
| Utilize verbal, non-verbal and written communication with client and caregivers. | Elicit information from client and caregivers for history.  
Explain treatment procedures.  
Demonstrate exercise programs.  
Establish rapport with client, caregivers and colleagues.  
Apply teaching, learning theories and methods in health care and community environments. |
| **SENSORIMOTOR:**    |                                                  |
| Safely, reliably and efficiently perform physical therapy assessment and treatment. Practice in an ethical and legal manner.  
Move from place to place and position to position.  
Perform physical therapy procedures with speed, strength, coordination and endurance for handling self, classmates, clients.  
Simultaneously physically support and observe a patient with a disability. | Respond to a timer, emergency alarms.  
Discern breath sounds with a stethoscope.  
Perform tests of vital signs, pain, strength, coordination, cranial and peripheral nerves, balance, movement patterns, posture, sensation, endurance, skin integrity, joint motion, wound status, cognitive/mental status, soft tissue, assistive devices fit/use, reflexes, developmental stages.  
Assist with bed mobility and transfers from supine to sit to stand.  
Administer balance training, cardiopulmonary resuscitation and rehabilitation, exercise techniques, activities of daily living, coordination training, prosthetic and orthotic training, joint mobilization, wound debridement and dressing, electrotherapy, soft tissue mobilization, thermal agents, neurosensory techniques, developmental activities, hydrotherapy, tilt table, massage, relaxation techniques, traction, taping, and draping techniques. |
| INTELLECTUAL/ CONCEPTUAL: | 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. |
| --- | --- |
| 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. | |

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

| BEHAVIOR/SOCIAL: | Assess learner’s ability to perform tasks.  
Identify cognitive and emotional needs of self and others.  
Establish rapport with faculty, classmates, colleagues, clients/patients.  
Exhibit appropriate tolerance for ambiguity in professional life, especially in pursuing the well-being of clients.  
Interact with individuals, families, groups from a variety of social, emotional, cultural and intellectual backgrounds.  
Demonstrate responsibility for lifelong professional growth and development.  
Comply with policies of generic abilities. |
| --- | --- |
| 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. | |
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 page 53. 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 printed on page 39 of this document under the heading of DISABILITY SERVICES.
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

### 1. Critical Thinking
- The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

<table>
<thead>
<tr>
<th>Beginning Level:</th>
<th>Intermediate Level:</th>
<th>Entry Level:</th>
<th>Post-Entry Level:</th>
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<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>
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</table>
2. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

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<thead>
<tr>
<th><strong>Beginning Level:</strong></th>
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</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.
**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

---

### 4. **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

#### Learning Styles during Interactions with All Persons
- Maintains confidentiality in all interactions
- Recognizes the emotions and bias that one brings to all professional interactions

#### Learning Styles as Appropriate during the Interaction

#### Strategies when Dealing with Challenging Interactions
- Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them

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

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<tr>
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</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>
</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>
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<tr>
<th><strong>Beginning Level:</strong></th>
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</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 program development</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>✅ Participates in education of the community</td>
</tr>
<tr>
<td></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>
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</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/supervisees/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>
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</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Beginning Level:</th>
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<th>Entry Level:</th>
<th>Post Entry Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Recognizes own stressors</td>
<td>❖ Actively employs stress management techniques</td>
<td>❖ Demonstrates appropriate affective responses in all situations</td>
<td>❖ Recognizes when problems are unsolvable</td>
</tr>
<tr>
<td>❖ Recognizes distress or problems in others</td>
<td>❖ Reconciles inconsistencies in the educational process</td>
<td>❖ Responds calmly to urgent situations with reflection and debriefing as needed</td>
<td>❖ Assists others in recognizing and managing stressors</td>
</tr>
<tr>
<td>❖ Seeks assistance as needed</td>
<td></td>
<td>❖ Meets productivity standards while providing quality care</td>
<td>❖ Demonstrates preventative</td>
</tr>
</tbody>
</table>
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.

**Beginning Level:**
- Prioritizes information needs
- Analyzes and subdivides large questions into components
- Identifies own learning needs based on previous experiences
- Welcomes and/or seeks new learning opportunities
- Seeks out professional literature
- Plans and presents an in-service, research or cases studies

**Intermediate Level:**
- Researches and studies areas where own knowledge base is lacking in order to augment learning and practice
- Applies new information and re-evaluates performance
- Accepts that there may be more than one answer to a problem
- Recognizes the need to and is able to verify solutions to problems
- Reads articles critically and understands

**Entry Level:**
- Respectfully questions conventional wisdom
- Formulates and re-evaluates position based on available evidence
- Demonstrates confidence in sharing new knowledge with all staff levels
- Modifies programs and treatments based on newly-learned skills and considerations
- Consults with other health professionals and physical therapists for treatment ideas

**Post Entry Level:**
- Acts as a mentor not only to other PT’s, but to other health professionals
- Utilizes mentors w/ knowledge available
- Continues to seek and review relevant literature
- Works towards clinical specialty certifications or training
- Is committed to PT’s role in the health care environment today (i.e. wellness clinics, holistic care)
| limits of application to professional practice | Pursues participation in clinical education as an educational opportunity |
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 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:

UNG Libraries Copyright Services
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.”
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 __________________________
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 arising 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 I. Additional Signature Forms

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.
STUDENT READINESS FORM
CLINICAL EDUCATION

Clinical Rotation #: DPT Class of 2023

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 time-frames.

__________________________
Printed Name of Applicant

__________________________
Signature of Applicant

__________________________
Date
Substance Abuse Policy – Declination Form

UNIVERSITY OF NORTH GEORGIA
GRADUATE PROGRAM IN PHYSICAL THERAPY

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

________________________________________
Printed Name of Applicant

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

________________________________________  __________________________
Printed Name of Applicant                     Signature of Applicant     Date
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](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
- Audio/Visual Consent to Release
- Essential Functions
- Professional Behaviors
- Substance Abuse
- Gross Anatomy Lab Policy
- Student Grievance Process
- Clinical Education Handbook

______________________________________________
Student Name (PLEASE PRINT)

______________________________________________
Student Signature

______________________________________________
Date
Name: ___________________________ ID# ____________
Address: ____________________________
Anticipated Graduation Date: ____________

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester</th>
<th>Credit hours</th>
<th>Grade</th>
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<tbody>
<tr>
<td>tDPT 7101 Biostatistics and Research Methods</td>
<td></td>
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</tr>
<tr>
<td>tDPT 7102 Clinical Pharmacology for Physical Therapists</td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>tDPT 7103 Clinical Diagnostic Imaging and Laboratory Values for Physical Therapists</td>
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<tr>
<td>tDPT 7104 Differential Diagnosis and Clinical Reasoning for Physical Therapists</td>
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<td>tDPT 7201 Patient Care Skills – Primary Care and Phys. Exam for Physical Therapists</td>
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<td>tDPT 7202 Musculoskeletal – Extremity Disorders and Sports Injuries</td>
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<td>tDPT 7301 Musculoskeletal – Spine and Pelvis Dysfunctions</td>
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<tr>
<td>tDPT 7302 Pelvic Floor Dysfunction and Incontinence</td>
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<tr>
<td>tDPT 7203 Physical Therapy in Clinical Pediatrics</td>
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<tr>
<td>tDPT 7303 Advanced Physical Therapy in Neuromuscular, postural control and Vestibular Disorders</td>
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<td>3</td>
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<tr>
<td>tDPT 7401 Clinical Problems: Integumentary Care</td>
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<tr>
<td>tDPT 7204 Alternative and Complementary Medicine in PT Elective</td>
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<td>tDPT 7403 Research Project</td>
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<tr>
<td>tDPT 7402 Evidence Based Practice</td>
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### University of North Georgia
#### Schedule of Courses for PPDPT Program

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<thead>
<tr>
<th>Semester</th>
<th>Courses Taught per Semester – Cohort driven Curriculum</th>
<th>Mode of Delivery</th>
<th>Credits hours (Contact Hrs/wk)</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>Musculoskeletal – Spine &amp; Pelvis Dysfunction <em>(tDPT 7301)</em></td>
<td>Onsite</td>
<td>5 Cr. (10 hrs./wk.)</td>
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<tr>
<td></td>
<td>Primary Care Skills – Primary Care and Physical Examination for Physical Therapists <em>(tDPT 7201)</em></td>
<td>Onsite</td>
<td>3 Cr. (4 hrs./wk.)</td>
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<tr>
<td></td>
<td>Biostatistics &amp; Research Methods <em>(tDPT 7170)</em></td>
<td>Online</td>
<td>3 Cr. (3 hrs./wk.)</td>
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<td>Evidence-Based Practice <em>(tDPT 7402)</em></td>
<td>Online</td>
<td>3 Cr. (3 hrs./wk.)</td>
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<td></td>
<td>Clinical Diagnostic Imaging &amp; Laboratory Values for Physical Therapists <em>(tDPT 7103)</em></td>
<td>Onsite</td>
<td>3 Cr. (3 hrs./wk.)</td>
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<td>Total: 17 Cr.</td>
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<td>23 hrs./wk.</td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td>Musculoskeletal – Extremity Disorders &amp; Sports Injuries <em>(tDPT 7202)</em></td>
<td>Onsite</td>
<td>5 Cr. (10 hrs./wk.)</td>
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<td>Advanced Physical Therapy in Neuromuscular, postural control and Vestibular Disorders <em>(tDPT 7303)</em></td>
<td>Onsite</td>
<td>3 Cr. (3 hrs./wk.)</td>
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<td></td>
<td>Research Project <em>(tDPT 7403)</em></td>
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<td>3 Cr. (3 hrs./wk.)</td>
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<td></td>
<td>Clinical Problems: Integumentary Care <em>(tDPT 7401)</em></td>
<td>Onsite</td>
<td>2 Cr. (2 hrs./wk.)</td>
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<td></td>
<td>Physical Therapy in Clinical Pediatrics <em>(tDPT 7203)</em></td>
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<td>Total: 16 Cr.</td>
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<td>22 hrs./wk.</td>
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<tr>
<td><strong>Summer Semester</strong></td>
<td>Clinical Pharmacology for Physical Therapists <em>(tDPT 7102)</em></td>
<td>Onsite</td>
<td>3 Cr. (6 hrs./wk.)</td>
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<td>Differential Diagnosis &amp; Clinical Reasoning for Physical Therapists <em>(tDPT 7104)</em></td>
<td>Onsite</td>
<td>3 Cr. (3 hrs./wk.)</td>
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<td></td>
<td>Pelvic Floor Dysfunction &amp; Incontinence <em>(tDPT 7302)</em></td>
<td>Onsite</td>
<td>3 Cr. (3 hrs./wk.)</td>
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<tr>
<td></td>
<td>Elective: Alternative &amp; Complementary Medicine in Physical Therapy <em>(tDPT 7204)</em></td>
<td>Onsite</td>
<td>3 Cr. (3 hrs./wk.)</td>
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<tr>
<td></td>
<td>Total: 12 Cr.</td>
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<td>15 hrs./wk.</td>
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