



**UNG** | UNIVERSITY of  
NORTH GEORGIA™  
Department of Physical Therapy

***Doctorate Program in Physical Therapy***

***STUDENT HANDBOOK 2025-2026***

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## Table of Contents

<b>Welcome DPT Class of Fall 2027 .....</b>	<b>6</b>
<b>DEPARTMENT OF PHYSICAL THERAPY.....</b>	<b>7</b>
Organizational Chart.....	7
UNG DPT Committees.....	7
<b>UNG DPT Program Calendar.....</b>	<b>8</b>
Summer Semester 2025.....	8
Fall Semester 2025.....	8
Spring Semester 2026 .....	9
<b>Purpose Statement .....</b>	<b>10</b>
<b>Vision Statement.....</b>	<b>11</b>
<b>Mission Statement .....</b>	<b>11</b>
<b>Statement of Belonging and Community .....</b>	<b>11</b>
<b>Strategic Initiatives for the Department of Physical Therapy.....</b>	<b>11</b>
Teaching.....	11
Objectives .....	11
Service .....	11
Objectives .....	11
Research .....	12
Objectives .....	12
<b>Program Philosophy and Values .....</b>	<b>12</b>
APTA Core Values.....	13
<b>Professional Expectations and Requirements of Students in the DPT Program.....</b>	<b>13</b>
Georgia State Board of Physical Therapy: Practice Act .....	13
UNG Physical Therapy Essential Functions Policy (Refer to Appendix B).....	14
Health Insurance and Immunization Requirements .....	14
Professional Liability Insurance .....	14
Cardiopulmonary Resuscitation Certification (CPR) .....	15
Professional Organization Memberships .....	15
American Physical Therapy Association.....	15
APTA Georgia .....	15
American Academy of Physical Therapy (AAPT) .....	16
Other PT Professional Organizations .....	16
<b>Curriculum .....</b>	<b>17</b>

<b>UNG DPT Heuristic Curricular Model .....</b>	<b>17</b>
<b>Curriculum Overview .....</b>	<b>18</b>
<b>Program Level Student Learning Outcomes .....</b>	<b>18</b>
DPT Student Learning Outcomes (SLO's) .....	18
<b>Class Scheduling .....</b>	<b>19</b>
<b>Plan of Study Class of Fall 2027 .....</b>	<b>20</b>
<b>Curriculum Resources/Textbooks .....</b>	<b>22</b>
UNG Library Technology Center.....	22
Online Research Resource as a member of APTA .....	22
APTA Magazine .....	22
APTA and APTA Academies Journals .....	22
<b>Course Evaluation and Outcomes Assessment .....</b>	<b>22</b>
<b>Models of Learning.....</b>	<b>23</b>
Evidence-Based Practice .....	23
Guide to Physical Therapist Practice 4.0/ International Classification of Functioning, Disability, and Health (ICF).....	23
<b>Clinical Education Experiences .....</b>	<b>24</b>
<b>OFFICIAL PROFESSIONAL COMMUNICATION STANDARDS.....</b>	<b>24</b>
<b>ACADEMIC PERFORMANCE.....</b>	<b>25</b>
<b>Academic Requirements .....</b>	<b>25</b>
Class Attendance Policy .....	25
Grading Policy .....	26
<b>Grade Requirements.....</b>	<b>26</b>
<b>REMEDIATION PROCEDURES FOR ACADEMIC PERFORMANCE.....</b>	<b>27</b>
Definitions of Failures and Remediations .....	28
<b>Academic Standing Policy .....</b>	<b>28</b>
<b>PROFESSIONAL BEHAVIOR AND ACADEMIC INTEGRITY.....</b>	<b>29</b>
<b>UNG Graduate Program Expectations:.....</b>	<b>29</b>
<b>Professional Principles and Core Assumptions.....</b>	<b>29</b>
<b>REMEDIATION PROCEDURES FOR ACADEMIC INTEGRITY .....</b>	<b>30</b>
<b>REMEDIATION PROCEDURES FOR PROFESSIONAL BEHAVIOUR .....</b>	<b>30</b>
Academic and Professional Behavior Sanctions and Notification Algorithm:.....	31
<b>Student Appeals .....</b>	<b>32</b>
Grade Appeal Policy .....	32
Professional Conduct Appeal Policy .....	33
<b>Professional Attire Guidelines.....</b>	<b>33</b>
<b>Classroom (non-laboratory) Attire.....</b>	<b>33</b>
<b>Acceptable Laboratory Attire .....</b>	<b>33</b>

<b><i>Plagiarism / Academic / Intellectual Integrity.....</i></b>	<b><i>34</i></b>
Honor Code and Conduct Standards.....	34
UNG Alcoholic Beverages & Drug Policy .....	35
<b><i>Student Grievance Process .....</i></b>	<b><i>35</i></b>
<b><i>Student Services.....</i></b>	<b><i>36</i></b>
Faculty Advisement / Consultation .....	36
<b><i>Computer Usage .....</i></b>	<b><i>36</i></b>
<b><i>Student E-mail .....</i></b>	<b><i>37</i></b>
<b><i>Social Media Policy .....</i></b>	<b><i>38</i></b>
<b><i>Video / Picture Usage .....</i></b>	<b><i>38</i></b>
<b><i>Use of Common Facilities .....</i></b>	<b><i>38</i></b>
<b><i>Student Accessibility Services .....</i></b>	<b><i>39</i></b>
Student Counseling Office.....	40
Student Health Services.....	40
<b><i>Student Fundraising:.....</i></b>	<b><i>40</i></b>
<b><i>Student Representation.....</i></b>	<b><i>41</i></b>
Faculty Committees .....	41
Rho Tau Honor Society.....	41
Student Governance .....	41
Physical Therapy Convocation .....	41
Commencement .....	41
<b><i>Appendix 1.....</i></b>	<b><i>43</i></b>
Appendix A - Professional Behaviors Policy .....	43
Appendix B: UNG Physical Therapy Essential Functions Policy .....	51
Appendix C - Copyright Policy .....	54
Appendix D - Confidentiality Agreement .....	55
Appendix E - Audio Visual Release Form .....	57
<b><i>Appendix 2: Additional Signature Forms.....</i></b>	<b><i>59</i></b>
Accident/Incident Report Form.....	59
Attestation of Competency Form .....	60
Affidavit Essential Functions .....	61
AFFIDAVIT PROFESSIONAL BEHAVIOR .....	62

<b>Substance Abuse Policy – Declination Form.....</b>	<b>63</b>
<b>TURNITIN .....</b>	<b>64</b>
<b>Gross Anatomy Lab Policy .....</b>	<b>65</b>
<b>Student Grievance Policy .....</b>	<b>66</b>
<b>Class Officer Descriptions.....</b>	<b>69</b>
<b>HANDBOOK ACKNOWLEDGEMENT FORM .....</b>	<b>75</b>

## Welcome DPT Class of Fall 2027

Dear DPT Class of Fall 2027,

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 expert faculty on the design and development of rehabilitation solutions for people with movement restrictions. You will also have the opportunity to participate in innovation and research projects alongside a faculty mentor.

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

Our program is committed to community advocacy and service. All students provide pro bono clinical services through the student-led therapy and rehab 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 gives you 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.

We welcome you to the UNG DPT family. We are excited to get to know you, work together, and share in your educational experience!

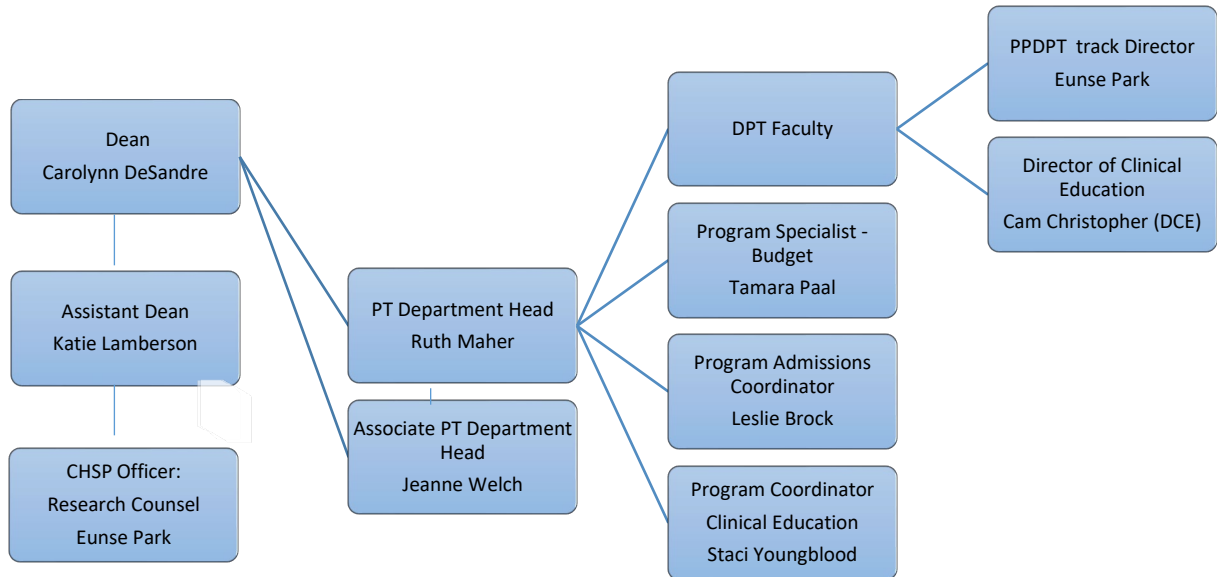
Sincerely,

Ruth Maher, PT, PhD, DPT, WCS, Department Head  
UNG DPT Program

# DEPARTMENT OF PHYSICAL THERAPY

## University of North Georgia

### Organizational Chart



### UNG DPT Committees

DPT Committee	Chair
<b>Admissions</b>	Rachael Walton-Mouw
<b>Alumni Affinity</b>	Camilla Christopher
<b>Curriculum</b>	Jeanne Welch
<b>Outcomes</b>	Reza Nourbakhsh
<b>Student Success Committee</b>	SueAnn McCall
<b>Scholarship &amp; Awards</b>	Michael Polascik
<b>Wellness Committee</b>	Student Advisors and Dr. Katie Lamberson

# UNG DPT Program Calendar

## Summer Semester 2025

May	13	CHSP Faculty
May	12	Classes begin for PT II, ppDPT
May	16	PT I Orientation
May	19	Classes Begin PT I, III
May	26	Memorial Day Holiday
June	08	White Coat Ceremony DPT II
June	19	Juneteenth Holiday
June	20	End Summer A for PT Is, IIs, IIIs and ppDPT
June 23–Aug01		Clinical Education I (PT II) (6 weeks)
June	23	Begin Summer B for PT Is, IIIs and ppDPT
July	04	Independence Day Holiday
July	23	End Summer Semester PT I, III and ppDPT
July	28	Grades Due
Aug	01	End summer semester PT II

## Fall Semester 2025

Aug	8	DPT Faculty Retreat
Aug	TDB	CHSP Retreat
Aug	11	Begin Fall Classes for PT I, II, III and ppDPT
Aug	22	Clin Ed Institute
Sept	01	Labor Day Holiday
Sept	13-14	NPTE Course Review. DPT III and ppDPT
Sept	22-Nov 28	Clin Ed II for PT III's (10 wks)
Oct	17-19	Education Leadership Conference (Kansas City,MO)
Nov	21	Last day of Classes
Nov	24-28	Fall Break for Students
Nov	26-28	Thanksgiving Holiday (faculty & staff)
Dec	01	Academic Review Day
Dec	04	Job Fair, Dahlonega, GA PT III, II, I, ppDPT
Dec	02-05	Final Exams for PT I's, II's & ppDPT
Dec	02-05	PT III: Debrief and PEAT #1
Dec	08	Grades Due
Dec	08-Jan 09	Winter Holidays for Students (PT I, II, ppDPT)
Dec	08-Jan 02	Winter Holidays for Students PT III
Dec	22-Jan 02	Winter Break for Faculty/Staff



## Spring Semester 2026

Jan	01	New Year's Day Holiday
Jan	05-April 24	Clinical Education III (PT III's)
Jan	07	Dept Retreat
Jan	TBD	CHSP retreat
Jan	12	Begin Spring Classes (PT I, PT II & ppDPT)
Jan	19	MLK Holiday
Feb	12-14	CSM (Anaheim, CA)
Feb	TBD	PTAG PT Capitol Day: Gold Dome, Atlanta, GA
Mar	09-13	Spring Holidays
Mar	30-May 08	Clinical Education (PT I's)
Apr	TBD	Spring PTAG ImpacT 2026 Meeting
Apr	28-29	1st offering NPTE
May	01	Last Day of Class
May	04	Academic Review Day
May	05-08	FINAL EXAMS
May	05-08	PT III's return to campus
May	TBD	Research Day: All cohorts
May	11	Grades Due
May	TBD	Convocation/Commencement Ceremony

The UNG DPT calendar is a combination of university and departmental dates. Dates for DPT program 2025-2026 calendar year are subject to change.

Before planning to take time away from this program, please refer to this calendar. Please communicate with the course managers regarding your needs so you can make the necessary arrangements in accordance with the class attendance policy.



# UNIVERSITY OF NORTH GEORGIA PHYSICAL THERAPY STUDENT HANDBOOK

Doctorate in Physical Therapy Program

## Purpose Statement

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

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

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

## Vision Statement

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

## Mission Statement

The UNG PT Department develops DPTs who through innovation and integration of research, education, service and clinical care, optimize movement and function across the life span in diverse populations.

## Statement of Belonging and Community

The University of North Georgia and PT department prepares students to lead in a diverse and global society. Essential to this mission is an environment that is welcoming, respectful, and inclusive of individuals and groups from a range of social, economic, and cultural backgrounds-an environment that embraces varied perspectives, values, and unique experiences [Multicultural Student Affairs](#)

## Strategic Initiatives for the Department of Physical Therapy

### Teaching

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

### Objectives

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

### Service

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

### Objectives

- Complete a needs assessment with our community partners to identify and address health needs.

- Encourage and promote service within the profession by providing three experiences for local (e.g., Pro Bono Clinical Practice), national, or international clinical service with faculty and student participation.

## Research

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

## Objectives

- Provide mentoring of faculty through the establishment of journal clubs and/or research seminars.
- Form faculty interdisciplinary collaboration groups with local and international clinicians and researchers to establish communication and share ongoing research among members and others.
- Allocate faculty development time and resources for research.
- Facilitate student involvement in research through assistantships, clinical research participation, research lab observation, and conference attendance.

## Program Philosophy and Values

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

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

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

Furthermore, the UNG PT program faculty is committed to advancing the physical therapy profession through the generation of new knowledge. By advancing the frontiers of physical therapy, the faculty is well positioned to create innovative approaches in physical therapy education and patient care. The

UNG PT program faculty is dedicated to enhancing inter-professional communication and collaboration that culminates in a clearer understanding of physical therapists as human movement specialists.

## APTA Core Values

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

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

## Professional Expectations and Requirements of Students in the DPT Program

As members of the DPT faculty, we are committed to assisting students in adopting the professional values and goals outlined in the program and its curriculum. Our goal is to graduate students who excel in professional behaviors such as ethical decision-making, integrity, compassion, accountability, and altruism. To do so, students will be introduced to a method of self-assessment to develop individual academic and professional goals related to professional behavior (Appendix A). Developing self-assessment skills using "The Professional Behaviors Tool," will provide a powerful resource that will allow students to recognize and embody fundamental elements of professional behavior. In addition, students will learn to track and assess their own growth in these areas to convert knowledge and psychomotor skills into meaningful patient care based on the Core Values of our profession.

## Georgia State Board of Physical Therapy: Practice Act

Read the Georgia State Board of Physical Therapy: Practice Act rules and provisions by [clicking here](#).

## UNG Physical Therapy Essential Functions Policy (Refer to Appendix B)

The purpose of this policy is to ensure that all physical therapy students can provide swift, safe and competent evaluation and treatment to clients. 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.

## Health Insurance and Immunization Requirements

Health insurance is mandatory throughout all portions of the UNG DPT program. 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 with 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. The cost for any health care (emergency or otherwise) required by a student while at a clinical facility is the student's responsibility.

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.

As a requirement to attend the program, health information must be updated on an annual basis. This requires, at the minimum:

- an annual physical examination,
- laboratory work, and
- a tuberculin test or chest x-ray.
- drug screens and background checks are required to participate in clinical experiences.
- Immunizations must be current.

The student is responsible for ensuring that these requirements are current and uploaded to EXXAT prior to the stated deadline. Failure to keep current in these requirements will result in the immediate suspension of the ability to attend class, exams, or clinical experiences.

## Professional Liability Insurance

[Professional liability insurance](#) is a requirement throughout the entire curriculum. The information for professional liability insurance is provided before the program starts. Students must have an active policy no later than the first day of class of the first year and maintain it throughout the program. Details of coverage are uploaded to EXXAT website.

## Cardiopulmonary Resuscitation Certification (CPR)

All students must maintain valid Cardiopulmonary Resuscitation certification throughout the curriculum. Certification must be through the American Heart Association. Arrangements for re-certification are the responsibility of each student.

## Professional Organization Memberships

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

### American Physical Therapy Association

APTA ([www.apta.org](http://www.apta.org)) 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:

- Subscription to professional journals and magazines such as the Physical Therapy Journal
- Financial assistance for graduate and postdoctoral work
- Career Planning
- Reduced rates and discounts on books and conferences
- Annual convention "experience"
- Legislative voice
- Student health, liability and malpractice insurance
- Access to sections for clinical specialization
- Networking opportunities
- Access to mentorship opportunities

### APTA Georgia

<https://aptageorgia.org/>

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

### *Student Focused Interest Network and Student Assembly*

[Student Focused Interest Network](#)

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), (now Student Focused Interest Network (SFIN)) founded at UNG in 1994, is a component of APTA Georgia, has elected representatives from 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 can address matters of interest to the profession and provide input through their organization to the APTA.

### American Academy of Physical Therapy (AAPT)

The American Academy of Physical Therapy ([American Academy of Physical Therapy \(AAPT\)](#)) is a not-for-profit national organization whose mission is to provide for minority students by:

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

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

- Scholarships
- “Early Professional Socialization Experience” (mentoring program)
- “Students Addressing Minority Issues in Physical Therapy” (Student Special Interest Group)
- Professional Networking

### Other PT Professional Organizations

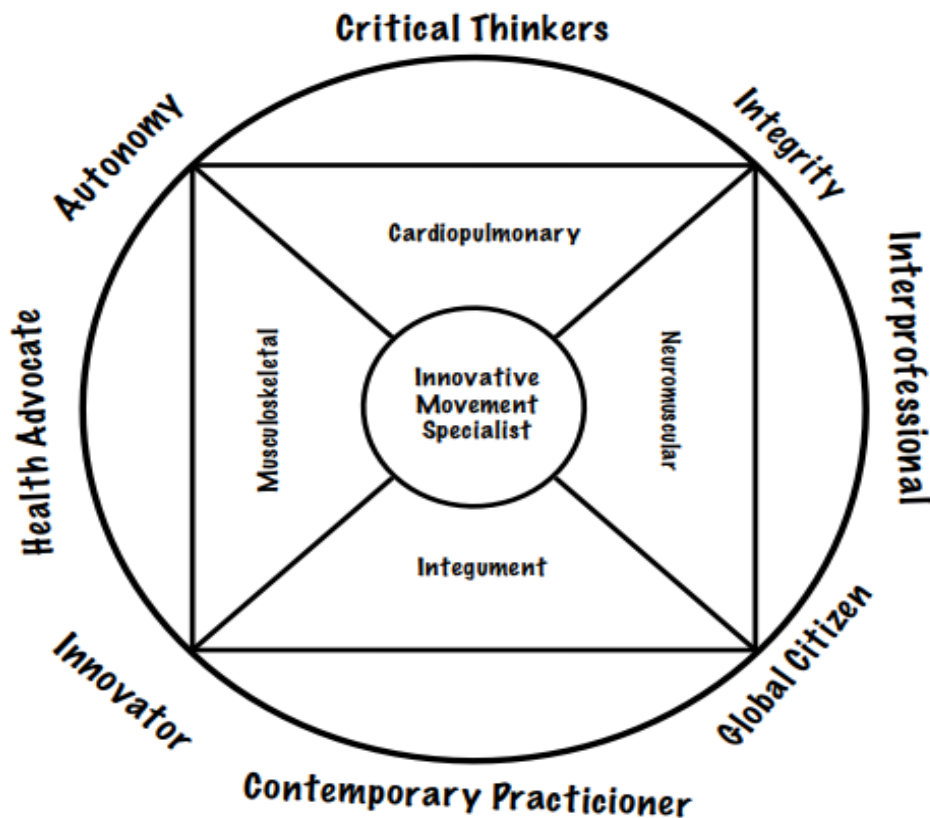
Offering support and assistance to students in minoritized populations include (not exhaustive):

- Latino/Asian/Native Peoples [APTA DEI](#)
- Disability Justice & Anti-Ableism Catalyst Group
- <https://www.aptahpa.org/page/HPACatalystGroups>
- National Association for Black Physical Therapist [NABPT](#)
- Minority Scholarship Award [APTA scholarship](#)
- [PT Proud Catalyst Group](#)



# Curriculum

## UNG DPT Heuristic Curricular Model



UNG DPT graduates are uniquely educated to be innovative movement specialists. Student educational development progresses through four physiologic systems: cardiopulmonary, musculoskeletal, neuromuscular, and integument. The program builds core values of the Physical Therapy profession throughout the curriculum. Graduates will be critical thinkers, who practice with integrity, autonomy, inter-professional skills, in contemporary evidence-based practice as innovators, health advocates, and global citizens.

## Curriculum Overview

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

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

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

## Program Level Student Learning Outcomes

### DPT Student Learning Outcomes (SLO's)

#1. Students graduating with a Doctor of Physical Therapy degree will meet the department clinical skill set standard.

- Measurable Outcome/Metric - At least 80 percent of the students will pass the Objective Structured Clinical Exam (OSCE) on the first try.
- Assessment Method – First time pass rate on the OSCE.
- Person Responsible – Clinical Faculty
- Data maintained by Outcomes Committee Chair.

#2. Students will operate within interprofessional teams to deliver healthcare services.

- Measurable Outcome/Metric – Greater than 80 percent of DPT students will score 20 or higher on the 25-point teamwork rubric
- Assessment Method – Rubric deployed through XITRACS in NDPT 7723
- Assessment Interval – Once per year Person Responsible – DCE
- Data maintained by DCE

### Innovative/Scholarly Product

#3. Students will participate in an innovative/scholarly product during their matriculation.

- Measurable Outcome/Metric – 80 percent of students' group projects will earn a score of 56 or higher on the 70-point rubric.

- Assessment Method – Assessed via a rubric hand-applied by faculty to student projects presented at the annual research poster symposium in the department.
- Assessment Interval – Matriculation of the student Person Responsible – Faculty mentors and Research Committee Chair.
- Data maintained by faculty mentors and Research Committee Chair.

SLO's	Curricular Themes	Core Values
1 above	Clinical Skills Proficiency	Clinical Excellence
2 above	IPE	Collaborative team members
3 above	Innovative experiences	Innovative thinkers

## 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. We recognize the demands of graduate school and will try to provide as much notice as possible when schedules change. Please know that integration of clinical experiences is one of the best ways to apply knowledge learned in class and is based on the schedule of those donating their time to your learning. We appreciate your flexibility so we can offer these experiences.

## Plan of Study Class of Fall 2027

UNG Physical Therapy professional education curriculum requires students to complete 115 semester credits of classroom and clinical experience during eight consecutive semesters, including three summer terms. An additional five credits are available as electives.

Course Pref/Number	Course Title	Credit
<b>SEMESTER 1 - SUMMER, YEAR I</b>		
NDPT 7111	Human Anatomy & Histology	6
NDPT 7311	Basic Examination & Documentation	4
NDPT 7411	Professional Socialization I: Introduction	2
NDPT 7521	Research I: Stats & Design	2
		<hr/> 14
<b>SEMESTER 2 - FALL, YEAR I</b>		
NDPT 7322	Principles of Mobility	4
NDPT 7123	Clinical Pathophysiology	4
NDPT 7124	Neuroanatomy & Physiology	3
NDPT 7112	Clinical Kinesiology	3
NDPT 7522	Research II: Evidence-Based Practice	2
		<hr/> 16
<b>SEMESTER 3 - SPRING, YEAR I</b>		
NDPT 7136	Motor Behavior	3
NDPT 7213	Diagnostics for Physical Therapists	2
NDPT 7333	Biophysical Agents	2
NDPT 7631	Ortho I: Lower Extremity & Therapeutic Exercise	4
NDPT 7711	Integrated Clinical Experience (ICE) I	1
NDPT 7712	Clin Ed I	6
		<hr/> 18
<b>SEMESTER 4 – SUMMER, YEAR II</b>		
NDPT 7147	Clinical Pharmacology	2
NDPT 7642	Ortho II: Upper Extremity	4
NDPT 7722	Integrated Clinical Experience (ICE) II	1
NDPT 7543	Research III (elective optional)	1
NDPT 7644	Neuromuscular I: Adult Rehabilitation	4
		<hr/> 11/12

**SEMESTER 5 - FALL, YEAR II**

NDPT 7654	Ortho III: Spine & Pelvis	4
NDPT 7655	Cardiopulmonary Rehabilitation	4
NDPT 7656	Neuromuscular II: Pediatric Rehabilitation	4
NDPT 7732	Integrated Clinical Experience (ICE) III	1
NDPT 7554	Research IV(elective optional)	1
NDPT 7657	Integumentary Care	2
		<hr/> 15/16

**SEMESTER 6 - SPRING, YEAR II**

NDPT 7463	Professional Socialization II: PT Practice Management	3
NDPT 7668	Geriatric Rehabilitation	2
NDPT 7669	Rehabilitation of the Complex Patient	2
NDPT 7462	Psychosocial Issues in Healthcare	3
NDPT 7364	Prosthetics	1
NDPT 7713	Integrated Clinical Experience (ICE) IV	1
NDPT 7861	Specialty Topics: Chose 1	3
NDPT 7862	Electives: Optional (Chose 1)	3
		<hr/> 15-18

**SEMESTER 7 - SUMMER, YEAR III**

NDPT 7723	Clin Ed II	10
		<hr/> 10

**SEMESTER 8 - FALL, YEAR III**

NDPT 7733	Clin Ed III	16
		<hr/> 16

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**Total Curriculum Credits 115-120\***

\*Optional electives semester 4(1cr), semester 5(1cr) and semester 6(3cr)=5 total elective credits

## Curriculum Resources/Textbooks

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

## UNG Library Technology Center

<http://ung.edu/libraries/index.php>

Circulation & Access Services 706-864-1889

The library maintains a Physical Therapy subject guide containing commonly used databases, search strategies and links to top ranked professional journals and web resources:

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

## Online Research Resource as a member of APTA

[www.apta.org](http://www.apta.org)

## APTA Magazine

<https://www.apta.org/apta-magazine>

## APTA and APTA Academies Journals

Commonly Used Bibliographic Databases (Adopted from Portney LG. Foundations of Clinical Research Applications to Practice, 4th Ed., 2020) <https://libguides.ung.edu/physicaltherapy>

## Course Evaluation and Outcomes Assessment

Honest constructive feedback regarding your experiences is essential for continued growth and development of the program. We value your input as we are continuously seeking to improve our program by evaluating faculty and courses through the University of North Georgia Banner system. These evaluations are crucial to maintain CAPTE accreditation.

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

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

- Curriculum assessment
- Faculty Commitment to Students questionnaire

- National Physical Therapy Exam (NPTE) results
- Preparation for Practice questionnaire (after first year)
- Employer Feedback questionnaire (after first year)
- Professional development and accomplishments (ongoing)
- Course and instructor evaluations (ongoing)
- Clinical Internship Evaluation Tool (CIET)

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 multi-modal approach.

These models include:

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

## Evidence-Based Practice

Evidence-Based Practice (EBP) is "...conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients." Said in another way, it is the art and skill of applying in practice those interventions, treatment techniques and theory which have been determined by clinical experience, patient beliefs, available resources, and search of the scientific literature to be efficacious, beneficial, reliable and valid.

- Sackett EL, Rosenberg WMC, Gray JAM, Haynes RB, Richardson WS, Evidence-based medicine: What it is and what it isn't. BMJ 1996; 312:71-2

## Guide to Physical Therapist Practice 4.0/ International Classification of Functioning, Disability, and Health (ICF)

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

- <http://www.apta.org/Guide/>

- Steiner WA, Ryser L, Huber E, Uebelhart D, Aeschlimann A, and Stucki G (2002). Use of the ICF Model as a clinical problem-solving tool in physical therapy and rehabilitation medicine. *Physical Therapy* 82(11): 1089-1107

## Clinical Education Experiences

Clinical education occurs in the classroom, in the STAR clinic, integrated clinical experiences in various patient care settings, and off-campus clinical experiences. These experiences are interspersed through the curriculum and capped by a continuous sixteen-week clinical experience during the final semester. Students are expected to abide by the policies and plans for this integral and important part of professional education. See the **UNG DPT Clinical Education Handbook** for specific information.

The capstone clinical education experience of the curriculum is the 16-week Clinical Education III. This experience was designed to give each student the opportunity to progress from the typical student clinician roles to those expected of entry-level practitioners as measured by the CIET.

Students on Academic or Conduct success plans may not be eligible for clinical education experiences. Students must complete the required elements of their success plan prior to any clinical education experience.

## 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. *The student is responsible to consistently monitor their student e-mail account and be aware of the information sent by the University.* **Timely responses to university emails are required.** All correspondence to faculty should be done through the UNG student email account. Students may also be required to use the system to communicate with remote sites/individuals for academic requirements.

Lack of knowledge that results from failure to monitor University e-mail communications will not excuse students from complying with university and program policies, procedures and/or deadlines and will not be considered grounds for appeal for relief from those policies, procedures, and deadlines. Failure to do so may result in a referral to the Student Success Committee.

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



# ACADEMIC PERFORMANCE

## Academic Requirements

### 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.

You, your classmates, and faculty members will gain the most from this class by being present and participating fully in all activities and assignments. This is a graduate level course; thus, we expect to share responsibility for learning experiences.

Students are expected to:

- Attend each class and be on time. Entering or logging into the class more than 20 minutes late is equivalent to a missed class. See “Course Policies” for attendance policy.
- Come to face-to-face or virtual classes prepared, with all assignments, readings and media examples for the class completed.
- Participating fully in online class meetings includes a functioning webcam and microphone.
- Actively and respectfully participate in virtual discussions. Content in the course can incite controversial opinions. Students are entitled to voice opinions and thoughts; however, remember to be mindful and respectful of others.

In the event that a conflict arises, and you will be unable to attend class (i.e., funerals, weddings, illness, work), students must notify and convey the reason for the absence directly to the Administrative Staff ([Ms. Tammy Paal](#), [Ms. Staci Youngblood](#), [Ms. Leslie Brock](#)) AND the course manager for each class missed. The student is responsible for all material presented in class and for all announcements and assignments.

The instructor may drop any student from the class roster with absences (excused or unexcused) greater than 10% of total course meeting times. This is in accordance with UNG graduate student class attendance policy.

The [University of North Georgia 3.7.1 Class Attendance Policy](#) will be observed with the following modifications for the UNG DPT program:

- The decision to permit students to make up work that is required in any missed class resides with the course manager.
- For online meetings, not having a fully functioning webcam and microphone constitutes a class absence.
- A grade of WF will be assigned when students stop attending after the midpoint.

- Individual course managers may have attendance policies stricter than that of the university, as long as the policies are stated in the class syllabus.
- Students who are absent because of university or program sponsored activities as approved by the DPT department head will be permitted to make up any work missed during the absence. “University-sponsored activities” include activities related to performance groups, university athletic teams, the Corps of Cadets, the Student Government Association, academic course field trips, as well as other university-sponsored activities approved by department head. The UNG DPT Department supports participation in professional meetings (i.e., Combined Sections, Capitol Day, and Professional Career Fair). Student participation is expected. Approval of such absences will be granted only if the course manager receives advance notice in writing from the student including information from the person or association sponsoring the activity.

Extreme emergency situations such as death of a family member or your hospitalization, will be discussed with your course manager of classes/events missed so that a plan of action can be discussed. Written verification of this extreme emergency may be required by the course manager. Should you and the course manager be unable to determine an acceptable plan for an absence, the department head will assist in determining how to proceed. 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, letter of notice, letter of final warning or dismissal from the program.

## Grading Policy

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

Percentile	Alpha
100 – 90	A
89 – 80	B
79 – 70	C
69 – 60	D
< 60	F

Grading Policy for Pass/ Fail courses:

Pass/Satisfactory (80% or greater): P

Fail/Unsatisfactory (less than 80%): F

## Grade Requirements

Students must maintain a GPA of 3.0 or above to remain in Good Standing.

ONE TIME ONLY: If the GPA falls below 3.0, the student is placed on Academic Probation for the following semester. The student on Academic Probation for a GPA below 3.0 is expected to improve the GPA to 3.0 or above in the following semester.

1. If the student raises the GPA to 3.0 or above, they will be returned to Good Standing.
2. If GPA is not recovered to 3.0 or above in the subsequent semester, the student will be dismissed from the program.
3. A second occurrence of the GPA falling below 3.0 will result in immediate dismissal from the program.

Additional Considerations regarding academic requirements:

1. Any final course grade of C in more than 2 classes throughout the program will place the student on academic probation. A third C will result in immediate dismissal from the program.
2. Any final course grade of D or F will result in immediate dismissal from the program.

## REMEDATION PROCEDURES FOR ACADEMIC PERFORMANCE

The objective of the University of North Georgia Physical Therapy Faculty is to identify concerns regarding student competency and professional behavior as early as possible and to initiate remediation. The purpose of this is to assist in raising awareness of concerns for the student, to provide the student with many opportunities to correct concerns, and to provide additional support to students as they work through the concerns. Concerns regarding student competency can be identified both in and out of the classroom at any time during matriculation in the program. In addition, concerns can be identified by the individual, faculty, staff, upper administration, or peers.

Faculty members are ethically required to bring attention to such issues and to assist students in overcoming these difficulties. As such, when issues surrounding academic competency arise, the following procedures will be followed:

1. When a concern arises, the faculty member will informally bring attention to the student via face-to-face conversation and a follow-up letter to the student. The faculty will consult with the Wellness committee and other faculty to ensure open communication and to obtain any recommendations for follow-up considerations or actions.
2. When faculty believe a student is not making adequate progress following the informal addressing of the concern, they will refer the student to the Student Success committee.
3. The committee will consult and formally meet with the student (and their advisor) to discuss concerns, lack of progress, and to outline requirements (student success plan) for successful continuation in the program.
4. For the first and second academic remediation, the student will receive a letter of notice placed in their student file.
5. If a student reaches a third academic remediation, the student will receive a letter of final warning and is immediately placed on academic probation and must:
  - a. Meet with their advisor as indicated on the student success plan.
  - b. Complete required activities as listed on the student success plan.

6. A loss of “in good standing” will result after three remediations.
7. If the student requires a fourth academic remediation, the student will be dismissed from the program.

Successful resolution of the student success plan must be approved by the department head.

If a student is unsuccessful in completing the student success plan and/or if the student demonstrates continued or additional academic performance concerns, the student may be dismissed from the program.

## Definitions of Failures and Remediations

Remediation history will be recorded by the student’s advisor and Student Success Committee. Only THREE failures or remediations (academic and professional conduct) TOTAL will be allowed across the full curriculum. Three TOTAL may include a combination of failures of OSCEs, major course components, and professional conduct.

Academic challenges are typically found in two primary areas:

1. Major course Component: Failure of a major course component
  - A major course component (examples: exam, paper, project, final course grades, etc.) will be designated by the course manager on the course syllabus.
  - A grade of less than 70% constitutes the failure of a major course component.
  - Maximum grade of 70% may be recorded following remediation.
  - One attempt maximum allowed to remediate a major course component.
  - Failure to remediate a failed major course component to 70% will result in immediate dismissal from program.
2. OSCE: Failure of OSCE
  - A grade of less than 80% constitutes the failure of an OSCE.
  - Maximum grade of 80% will be recorded following remediation.
  - One attempt maximum allowed to remediate an OSCE.
  - Failure to remediate a failed OSCE to 80% will result in immediate dismissal from program.

## Academic Standing Policy

Students whose academic performance is unsatisfactory (as outlined above), will be subject to the following:

- First and second remediation: Following successful resolution of remediation one and two, students will receive a letter of notice. The letter will describe the course and grades necessitating the remediation and the following success of the student.

Students must meet with their academic advisor after any letter of notice related to remediation.

- Third remediation: When a student enters remediation for the third time, they will receive a letter of warning and be placed on academic probation and will remain on academic probation

until successful resolution of the remediation. Successful resolution of the remediation will be determined by the Department Head.

Students on academic probation must meet with the Chair of Student Success Committee and the student's advisor. A success plan will be developed by all parties involved and followed by the student with subsequent consistent and frequent meetings with their advisor.

- Dismissal: students may be subject to immediate dismissal from the Physical Therapy program in the following circumstances:
  1. Students who receive a final course grade of D or F,
  2. GPA below 3.0 for any two semesters,
  3. Failure to successfully remediate an OSCE, major course component, or professional conduct.
  4. Failure of any major course component following three prior remediations across the curriculum.

## PROFESSIONAL BEHAVIOR AND ACADEMIC INTEGRITY

### UNG Graduate Program Expectations:

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](#).

### Professional Principles and Core Assumptions

**Respect for the dignity and worth of the individual is paramount.**

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.

The faculty of the Physical Therapy Department of UNG embraces the Core Values and the ethical practice of physical therapy. Supporting students in embracing the Core Values and the ethical practice of physical therapy is one of the main functions of UNG DPT faculty. Students are expected to learn, understand and exhibit these values: [APTA Professionalism & Core Values](#). Students will also abide by the departmental and institutional expectations found in the current UNG-DPT Student Handbook and Activities Calendar.

Professional behavior is required of students on all university properties, clinical sites, department-sanctioned functions and any digital communications. The usual and customary application of

common sense, courtesy, and mutual respect is also expected. We are committed to creating an environment of safety, trust, and inclusion. As such, we expect students to exhibit courtesy and mutual respect for peers, faculty, and staff.

Inappropriate professional behavior toward one's classmates, academic and clinical faculty, or patients will not be tolerated, including social media activities. Inappropriate professional behavior is defined as anything that shows disregard for the items listed in the above paragraphs.

Examples of Professional Behavior Violations are student actions that are in violation of the following practices including, but not limited to:

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

Failure to exhibit the expected professional behavior and violations of the Conduct Policy in any form will be grounds for programmatic sanctions. Professional behavior violations alleged or observed should be reported to the Department Head and/or Student Success Committee by any faculty, staff member, student, or observer. Actions may include being placed on a professional behavior plan, which could include probation or suspension, or dismissal from the program.

## REMEDATION PROCEDURES FOR ACADEMIC INTEGRITY

If a student violates academic integrity policies, they are immediately suspended from the DPT program until further investigations are conducted according to UNG graduate handbook policy. If the findings of the violation reports are found to be true, the student is automatically dismissed from the program. No remediation procedure is allowed for academic integrity.

## REMEDATION PROCEDURES FOR PROFESSIONAL BEHAVIOUR

The objective of the University of North Georgia Physical Therapy Faculty is to identify concerns regarding student competency and professional behavior as early as possible and to initiate remediation. The purpose of this is to assist in raising awareness of concerns for the student, to provide the student with many opportunities to correct concerns, and to provide additional support to students as they work through the concerns. Concerns regarding student competency can be identified both in and out of the classroom at any time during matriculation in the program. In addition, concerns can be identified by the individual, faculty, staff, upper administration, or peers.

Faculty members are ethically required to bring attention to such issues and to assist students in overcoming these difficulties. As such, when issues surrounding professional behaviors and/or competency arise, the following procedures will be followed:

1. When a concern arises, the faculty member will informally bring attention to the student via face-to-face conversation and a follow-up letter to the student. The faculty will consult with the Wellness committee and other faculty to ensure open communication and to obtain any recommendations for follow-up considerations or actions.
2. When faculty believe a student is not making adequate progress following the informal addressing of the concern, they will refer the student to the Student Wellness committee.
3. The committee will consult and formally meet with the student (and their advisor) to discuss concerns, lack of progress, and to outline requirements (student success plan) for successful continuation in the program. At this time, the student will be placed on conduct probation and a letter of notice will be sent to the student and placed in their student file.
4. Students on conduct probation must:
  - a. Meet with their advisor as indicated on the student success plan.
  - b. Complete required activities as listed on the student success plan.

Successful resolution of the remediation plan must be approved by the department head. When a student successfully completes the remediation plan, they will be removed from conduct probation status.

If a student is unsuccessful in completing the student success plan and/or if the student demonstrates continued or additional professional behavior concerns, the student may be dismissed from the program.

If the Department Head determines the professional behavior violation is egregious, the student may be dismissed from the program immediately.

### Academic and Professional Behavior Sanctions and Notification Algorithm:

#### Letter of Notice

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

#### Letter of Warning

- Academic-Letter issued following third successful remediation.

Students are placed on Academic Probation until successful remediation is approved by the Department Head.

Student loses Good Standing status with department until successful remediation is approved by Department Head.

- Conduct/Professional behavior letter issued following repeated conduct violations.

Students are placed on Conduct Probation until successful remediation is approved by the Department Head.

- A total of three remediations are accumulated across academic and professional conduct policies

Student loses Good Standing status with department until successful remediation is approved by Department Head.

#### Letter of Dismissal

- Academic
  1. students who receive a final course grade of D or F,
  2. GPA below 3.0 for two consecutive semesters,
  3. failure to remediate an OSCE,
  4. failure of any major course component following three prior remediations across the curriculum.
- Conduct/Professional Behavior – student displays a continued pattern of unprofessional behaviors.
- Three remediations are accumulated from combined academic and professional conduct policies, and a fourth remediation is required.

#### Meeting with advisor

Each semester for routine advisement  
After any letter of Notice or Warning

#### Meeting with Student Success Chair and/or Student Success Committee

After two remediations requiring a letter of Warning

#### Meeting with Department Head

After Letter of Final Warning  
After Letter of Dismissal  
Work on the Above.

## Student Appeals

### Grade Appeal Policy

Students have the right to appeal all academic sanctions. Appeals must be submitted in writing. Issues within individual courses must be submitted to the instructor of record or course manager. If issues cannot be resolved at this level, the student must follow the chain-of-command in the department, college, and university.

Problems that are programmatic in scope may be submitted to the Student Success 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](#) .



## Professional Conduct Appeal Policy

Students have the right to appeal all Conduct Sanctions. The appeal process is addressed on the UNG website [Graduate Catalog](#).

Academic and professional integrity appeals by students in the Physical Therapy program at UNG will follow the appeal process addressed on the UNG Dean of Students Website: <https://ung.edu/dean-of-students/appeals-process.php>

## Professional Attire Guidelines

In all program activities, classroom, clinic or whenever representing the program whether on campus or off, the student must maintain a level of grooming and dress that demonstrates the professional nature of the physical therapy program. The physical therapy program has the strong expectation that our students will be trendsetters in the field and exhibit the highest levels of professionalism in dress and behaviors. Any attire that may impede safe, effective clinical practice will not be allowed.

Clothing, jewelry, hair and nails must comply with departmental accepted standards as described below. Additionally, the student must comply with the specific regulations of any clinical placement as described for Clinical Education on previous pages. There may be accommodations to the dress and grooming standards that follow based on religious or cultural requirements, following consultation with the Chair of the Student Success Committee.

### Classroom (non-laboratory) Attire

A. Business casual attire is required in all non-laboratory sessions. Sessions include but are not limited to lectures, tutorial sessions, and research meetings.

B. No overtly provocative or sloppy clothing or excessive jewelry. All clothing should be clean and neat. Tattoos should be covered. Shoes must be worn that meet professional and OSHA standards. Hats or caps are not permitted except when part of a uniform or for cultural/religious reasons.

C. Specific examples of acceptable classroom(non-laboratory) attire include: Dresses, skirts, capris, and slacks. All clothes should be appropriate for bending, stooping, and reaching. Blouses or shirts may be short or long sleeved. No backless or strapless tops are permitted. No cropped shirts, shirts with spaghetti straps, or large "cut out arm holes" are to be worn.

### Acceptable Laboratory Attire

In order to provide a positive learning experience for you and to show consideration for your laboratory partner, students are required to wear lab attire. If the student comes to laboratory improperly attired, the student will be expected to change into appropriate clothing prior to participating in the laboratory session. Laboratory attire may vary, depending upon the course. Consult your syllabus for additional details.

- All: Shorts, preferably made of a thin fabric that allows free movement and adequate coverage of undergarments, sweat suits, or athletic attire. Occasionally, laboratory exercises may require you to wear a swimsuit or similar attire. Consult with your instructor for details.
- ALL: Tops may be required to have open backs and strapless as stated in the course syllabus.
- Personal Protective Equipment (PPE) as required by College of Health and Wellness

- Protocol. The PPE is dependent on the UNG and CDC guidelines. Please consult the course syllabus for instructions.
- Hairstyle should be neat and not interfere with patient care. Hair will be well-groomed and not obstruct eyesight. Hair color and style should be professional and not extreme or distracting. Shoulder length hair, or longer, should be tied back with a simple clip, barrette, or band. Faces should either be cleanly shaven or beards/mustaches/goatees, etc. should be neatly trimmed to within 5 mm or less than one quarter inch from the face. Nails should be clean and clipped close. Artificial nails are not permitted in any labs or clinical settings. The student should wear no jewelry other than a watch, small rings, and non-dangling necklaces and earrings.
- If a class is labeled a laboratory that involves bringing patients into the classroom, then regular classroom attire may be required. Teaching experiences are sometimes in patient service areas. When you are in these areas, your dress and behavior are expected to be professional.

## Plagiarism / Academic / Intellectual Integrity

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

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

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

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

## Honor Code and Conduct Standards

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.

The Conduct Standards below identify behavior that is prohibited: <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.

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

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

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.

The clinical instructor or faculty member will advise the Department Head and Chair of the Student Success Committee of the occurrence.

The Department Head, Chair of Student Success 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.

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

The student has the right to appeal the decision according the [UNG Student Handbook](#)

## Student Grievance Process

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

# Student Services

## Faculty Advisement / Consultation

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

An advisor is expected to:

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

An advisee is expected to:

- respect the advisor
- read and apply the information in the Student Handbook,
- keep appointments with the advisor; be prepared for appointments with the advisor, and
- engage in exploration of career development.

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

## Computer Usage

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

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

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

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

that all information technology resources are utilized in a reasonable manner. This means respecting the public trust through which these resources have been provided, the rights and privacy of others, the integrity of facilities and controls, state and federal laws, and the USG policies and standards. Access to the university's information systems is a privilege and is to be treated with the highest standard of ethics. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and copyright violations may subject a student to disciplinary action up to and including termination as well as possible legal action.

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

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

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

## Student E-mail

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

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

## Social Media Policy

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

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

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

Also, be sure to familiarize yourself with the UNG social media <https://ung.edu/social-media/index.php>. 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 – Audio Visual Release Form). 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:

The use of all tobacco/e-cig/vaping products is prohibited on the UNG campus. At the discretion of the course manager and facilities manager, drinks or food, may be consumed during class time.

Books and journals should never be removed from the departmental tutorial room area. Any necessary printing may be performed on the student printing machine located in that area. All used print or video resource items must be properly re-shelved following use.

Each student user is responsible for restoring equipment and furniture to their proper places, assessing the area before leaving, and be sure the door is closed and locked in order to protect the resources made available in this area.

Students are responsible for maintaining the orderliness of furniture, equipment and supplies in the various teaching facilities employed by UNG PT. For both Clinical Labs (HNS 309 & 311), research labs and for the Gross Anatomy Lab (HNS 315), each cohort of students will select its own clean-up crew(s) and post appropriate duty schedules for laundry and general clean-up throughout each term.

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

## Student Accessibility Services

[Student Accessibility Services at UNG](#)

E-Mail: [accessibility-dah@ung.edu](mailto:accessibility-dah@ung.edu)

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

The policies for access by individuals with disabilities at UNG are designed to ensure full compliance with all pertinent federal and state legislation, specifically to include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The procedures for requesting accommodation are as follows. Process for Filing Disclosure of Disability and obtaining Program Modifications

Prospective physical therapy students with a disability who have not previously disclosed that disability and requested accommodation but now wish to do so may begin the process by first checking the appropriate boxes/statements in the Affidavit- Essential Functions in Appendix 2. When this checked and signed affidavit is returned to the Department of Physical Therapy, a copy will be made and provided for you to take/send to the Coordinator of Student Disability Services, Stewart Success Center – Room 313, University of North Georgia, Dahlonega, GA 30597. At that point you should follow the directions under the heading Student Accessibility Services.

A student has the legal responsibility to request necessary accommodations in a timely manner and to provide the institution with appropriate, current documentation of the disabling condition. Sufficient advanced notice of a request for accommodation is required in order to give Disability Services a reasonable period of time to evaluate the request and documentation. A student may

submit a request and documentation any time during his/her enrollment at the University of North Georgia, but no action based on the request and documentation is retroactive.

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

## 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.

## Student Health Services

### Student Health Services

Email: [stuhealth@ung.edu](mailto:stuhealth@ung.edu)

Health Services Clinic Hours: Please refer to website

## Student Fundraising:

Every class within the Doctorate in Physical Therapy Program must submit a brief proposal to Dr. Ruth Maher ([ruth.maher@ung.edu](mailto:ruth.maher@ung.edu)) and Ms. Staci Youngblood ([staci.youngblood@ung.edu](mailto:staci.youngblood@ung.edu)) and request to be added to the agenda of the next scheduled Faculty Meeting. The proposal must include:

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

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

If the fundraiser event is scheduled to occur on campus, 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](mailto: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 and Wellness and the University of North Georgia.

## Physical Therapy Convocation

A formal celebration of the acquisition of professional status is traditionally held the day prior to or after Spring Commencement. This ceremony does not substitute for nor replace commencement. Physical Therapy Convocation is designed for the professional community, family, and friends to salute your professional degree completion. The class convocation committee must consult with the department head concerning all activities and programming planned for the convocation event.

## Commencement

The Commencement is the ceremony designed for the academic community to recognize your accomplishments upon successful completion of the program's curriculum. Successful candidates are expected to participate in the appropriate commencement ceremony and be hooded at that time.

## Appendices

# Appendix 1

## Appendix A - 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

<b>1. Critical Thinking</b> - 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.			
<b>Beginning Level:</b> <ul style="list-style-type: none"> <li>- Raises relevant questions</li> <li>- Considers all available information</li> <li>- Articulates ideas</li> <li>- Understands the scientific method</li> <li>- States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)</li> <li>- Recognizes holes in knowledge base</li> <li>- Demonstrates acceptance of limited knowledge and experience in knowledge base</li> </ul>	<b>Intermediate Level:</b> <ul style="list-style-type: none"> <li>- Feels challenged to examine ideas</li> <li>- Critically analyzes the literature and applies it to patient management</li> <li>- Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas</li> <li>- Seeks alternative ideas</li> <li>- Formulates alternative hypotheses</li> <li>- Critiques hypotheses and ideas at a level consistent with knowledge base</li> <li>- Acknowledges presence of contradictions</li> </ul>	<b>Entry Level:</b> <ul style="list-style-type: none"> <li>- Distinguishes relevant from irrelevant patient data</li> <li>- Readily formulates and critiques alternative hypotheses and ideas</li> <li>- Infers applicability of information across populations</li> <li>- Exhibits openness to contradictory ideas</li> <li>- Identifies appropriate measures and determines effectiveness of applied solutions efficiently</li> <li>- Justifies solutions selected</li> </ul>	<b>Post-Entry Level:</b> <ul style="list-style-type: none"> <li>- Develops new knowledge through research, professional writing and/or professional presentations</li> <li>- Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process</li> <li>- Weighs information value based on source and level of evidence</li> <li>- Identifies complex patterns of associations</li> <li>- Distinguishes when to think intuitively vs. analytically</li> <li>- Recognizes own biases and suspends judgmental thinking</li> <li>- Challenges others to think critically</li> </ul>
<b>2. Communication</b> - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.			
<b>Beginning Level:</b> <ul style="list-style-type: none"> <li>- Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and</li> </ul>	<b>Intermediate Level:</b> <ul style="list-style-type: none"> <li>- Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of</li> </ul>	<b>Entry Level:</b> <ul style="list-style-type: none"> <li>- Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups</li> <li>- Presents persuasive and explanatory</li> </ul>	<b>Post Entry Level:</b> <ul style="list-style-type: none"> <li>- Adapts</li> <li>- messages to address needs, expectations, and prior knowledge of the audience to maximize learning</li> <li>- Effectively delivers messages capable of</li> </ul>

<p>expression, legible handwriting</p> <ul style="list-style-type: none"> <li>- Recognizes impact of non- verbal communication in self and others</li> <li>- Recognizes the verbal and non- verbal characteristics that portray confidence</li> <li>- Utilizes electronic communication appropriately</li> </ul>	<p>different audiences</p> <ul style="list-style-type: none"> <li>- Restates, reflects and clarifies message(s)</li> <li>- Communicates collaboratively with both individuals and groups</li> <li>- Collects necessary information from all pertinent individuals in the patient/client management process</li> <li>- Provides effective education (verbal, non-verbal, written and electronic)</li> </ul>	<p>verbal, written or electronic messages with logical organization and sequencing</p> <ul style="list-style-type: none"> <li>- Maintains open and constructive communication</li> <li>- Utilizes communication technology effectively and efficiently</li> </ul>	<p>influencing patients, the community and society</p> <ul style="list-style-type: none"> <li>- Provides education locally, regionally and/or nationally</li> <li>- Mediates conflict</li> </ul>
<p><b>3. Problem Solving</b> – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</p>			
<p><b>Beginning Level:</b></p> <ul style="list-style-type: none"> <li>- Recognizes problems</li> <li>- States problems clearly</li> <li>- Describes known solutions to problems</li> <li>- Identifies resources needed to develop solutions</li> <li>- Uses technology to search for and locate resources</li> <li>- Identifies possible solutions and probable outcomes</li> </ul>	<p><b>Intermediate Level:</b></p> <ul style="list-style-type: none"> <li>- Prioritizes problems</li> <li>- Identifies contributors to problems</li> <li>- Consults with others to clarify problems</li> <li>- Appropriately seeks input or guidance</li> <li>- Prioritizes resources (analysis and critique of resources)</li> <li>- Considers consequences of possible solutions</li> </ul>	<p><b>Entry Level:</b></p> <ul style="list-style-type: none"> <li>- Independently locates, prioritizes and uses resources to solve problems</li> <li>- Accepts responsibility for implementing solutions</li> <li>- Implements solutions</li> <li>- Reassesses solutions</li> <li>- Evaluates outcomes</li> <li>- Modifies solutions based on the outcome and current evidence</li> <li>- Evaluates generalizability of current evidence to a particular problem</li> </ul>	<p><b>Post Entry Level:</b></p> <ul style="list-style-type: none"> <li>- Weighs advantages and disadvantages of a solution to a problem</li> <li>- Participates in outcome studies</li> <li>- Participates in formal quality assessment in work environment</li> <li>- Seeks solutions to community health-related problems</li> <li>- Considers second and third order effects of solutions chosen</li> </ul>

<b>4. Interpersonal Skills</b> – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.			
<b>Beginning Level:</b> <ul style="list-style-type: none"> <li>- Maintains professional demeanor in all interactions</li> <li>- Demonstrates interest in patients as individuals</li> <li>- Communicates with others in a respectful and confident manner</li> <li>- Respects differences in personality, lifestyle and learning styles during interactions with all persons</li> <li>- Maintains confidentiality in all interactions</li> <li>- Recognizes the emotions and bias that one brings to all professional interactions</li> </ul>	<b>Intermediate Level:</b> <ul style="list-style-type: none"> <li>- Recognizes the non-verbal communication and emotions that others bring to professional interactions</li> <li>- Establishes trust</li> <li>- Seeks to gain input from others</li> <li>- Respects role of others</li> <li>- Accommodates differences in learning styles as appropriate</li> </ul>	<b>Entry Level:</b> <ul style="list-style-type: none"> <li>- Demonstrates active listening skills and reflects back to original concern to determine course of action</li> <li>- Responds effectively to unexpected situations</li> <li>- Demonstrates ability to build partnerships</li> <li>- Applies conflict management strategies when dealing with challenging interactions</li> <li>- Recognizes the impact of non- verbal communication and emotional responses during interactions and modifies own behaviors based on them</li> </ul>	<b>Post Entry Level:</b> <ul style="list-style-type: none"> <li>- Establishes mentor relationships</li> <li>- 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 during the interaction.</li> </ul>
<b>5. Responsibility</b> – 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.			
<b>Beginning Level:</b> <ul style="list-style-type: none"> <li>- Demonstrates punctuality</li> <li>- Provides a safe and secure environment for patients</li> <li>- Assumes responsibility for actions</li> <li>- Follows through on commitments</li> </ul>	<b>Intermediate Level:</b> <ul style="list-style-type: none"> <li>- Displays awareness of and sensitivity to diverse populations</li> <li>- Completes projects without prompting</li> <li>- Delegates tasks as needed</li> <li>- Collaborates with team members,</li> </ul>	<b>Entry Level:</b> <ul style="list-style-type: none"> <li>- Educates patients as consumers of health care services</li> <li>- Encourages patient accountability</li> <li>- Directs patients to other health care professionals as needed</li> <li>- Acts as a patient advocate</li> </ul>	<b>Post Entry Level:</b> <ul style="list-style-type: none"> <li>- Recognizes role as a leader</li> <li>- Encourages and displays leadership</li> <li>- Facilitates program development and modification</li> <li>- Promotes clinical training for students and coworkers</li> </ul>

<ul style="list-style-type: none"> <li>- Articulates limitations and readiness to learn</li> <li>- Abides by all policies of academic program and clinical facility</li> </ul>	<p>patients and families</p> <ul style="list-style-type: none"> <li>- Provides evidence-based patient care</li> </ul>	<ul style="list-style-type: none"> <li>- Promotes evidence-based practice in health care settings</li> <li>- Accepts responsibility for implementing solutions</li> <li>- Demonstrates accountability for all decisions and behaviors in academic and clinical settings</li> </ul>	<ul style="list-style-type: none"> <li>- Monitors and adapts to changes in the health care system</li> <li>- Promotes service to the community</li> </ul>
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**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.

<b>Beginning Level:</b>	<b>Intermediate Level:</b>	<b>Entry Level:</b>	<b>Post Entry Level</b>
<ul style="list-style-type: none"> <li>- Abides by all aspects of the academic program honor code and the APTA Code of Ethics</li> <li>- Demonstrates awareness of state licensure regulations</li> <li>- Projects professional image</li> <li>- Attends professional meetings</li> <li>- Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies positive professional role models within the academic and clinical settings</li> <li>- Acts on moral commitment during all academic and clinical activities</li> <li>- 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</li> <li>- Discusses societal expectations of the profession</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary</li> <li>- 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</li> <li>- Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further</li> </ul>	<ul style="list-style-type: none"> <li>- Actively promotes and advocates for the profession</li> <li>- Pursues leadership roles</li> <li>- Supports research</li> <li>- Participates in program development.</li> <li>- Participates in education of the community</li> <li>- Demonstrates the ability to practice effectively in multiple settings</li> <li>- Acts as a clinical instructor</li> <li>- Advocates for the patient, the community and society</li> </ul>

		<p>education/professional development</p> <ul style="list-style-type: none"> <li>- Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices</li> <li>- Discusses role of physical therapy within the healthcare system and in population health</li> <li>- Demonstrates leadership in collaboration with both individuals and groups</li> </ul>	
<b>7. Use of Constructive Feedback</b> – The ability to seek out and identify quality sources of feedback, reflect on, and integrate the feedback, and provide meaningful feedback to others			
<b>Beginning Level:</b> <ul style="list-style-type: none"> <li>- Demonstrates active listening skills</li> <li>- Assesses own performance</li> <li>- Actively seeks feedback from appropriate sources</li> <li>- Demonstrates receptive behavior and positive attitude toward feedback</li> <li>- Incorporates specific feedback into behaviors</li> <li>- Maintains two- way communication without defensiveness</li> </ul>	<b>Intermediate Level:</b> <ul style="list-style-type: none"> <li>- Critiques own performance accurately</li> <li>- Responds effectively to constructive feedback</li> <li>- Utilizes feedback when establishing professional and patient related goals</li> <li>- Develops and implements a plan of action in response to feedback</li> <li>- Provides constructive and timely feedback</li> </ul>	<b>Entry Level:</b> <ul style="list-style-type: none"> <li>- Independently engages in a continual process of self-evaluation of skills, knowledge and abilities</li> <li>- Seeks feedback from patients/clients and peers/mentors</li> <li>- Readily integrates feedback provided from a variety of sources</li> <li>- Uses multiple approaches when responding to feedback</li> <li>- Reconciles differences with sensitivity</li> <li>- Modifies feedback given to patients according to learning styles</li> </ul>	<b>Post Entry Level:</b> <ul style="list-style-type: none"> <li>- Engages in non-judgmental, constructive problem-solving discussions</li> <li>- Acts as conduit for feedback between multiple sources</li> <li>- Seeks feedback from a variety of sources to include students, supervisees, peers, supervisors, and patients.</li> <li>- Utilizes feedback when analyzing and updating professional goals</li> </ul>



<b>8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.</b>			
<b>Beginning Level</b> <ul style="list-style-type: none"> <li>- Comes prepared for the day's activities/responsibilities</li> <li>- Identifies resource limitations (i.e. information, time, experience)</li> <li>- Determines when and how much help/assistance is needed</li> <li>- Accesses current evidence in a timely manner</li> <li>- Verbalizes productivity standards and identifies barriers to meeting productivity standards</li> <li>- Self-identifies and initiates learning opportunities during unscheduled time</li> </ul>	<b>Intermediate Level</b> <ul style="list-style-type: none"> <li>- Utilizes effective methods of searching for evidence for practice decisions</li> <li>- Recognizes own resource contributions</li> <li>- Shares knowledge and collaborates with staff to utilize best current evidence</li> <li>- Discusses and implements strategies for meeting productivity standards</li> <li>- Identifies need for and seeks referrals to other disciplines</li> </ul>	<b>Entry Level</b> <ul style="list-style-type: none"> <li>- Uses current best evidence</li> <li>- Collaborates with members of the team to maximize the impact of treatment available</li> <li>- Has the ability to set boundaries, negotiate, compromise, and set realistic expectations</li> <li>- Gathers data and effectively interprets and assimilates data to determine plan of care</li> <li>- Utilizes community resources in discharge planning</li> <li>- Adjusts plans, schedule etc. as patient needs and circumstances dictate</li> <li>- Meets productivity standards while providing quality care</li> </ul>	<b>Post Entry Level</b> <ul style="list-style-type: none"> <li>- Advances profession by contributing to the body of knowledge (outcomes, case studies, etc)</li> <li>- Applies best evidence considering available resources and constraints</li> <li>- Organizes and prioritizes effectively</li> <li>- Prioritizes multiple demands and situations that arise on a given day</li> <li>- Mentors peers and supervises in productivity and/or effectiveness without decrement in quality of care</li> </ul>
<b>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.</b>			
<b>Beginning Level:</b> <ul style="list-style-type: none"> <li>- Recognizes own stressors</li> <li>- Recognizes distress or problems in others</li> <li>- Seeks assistance as needed</li> <li>- Maintains professional demeanor in all situations</li> </ul>	<b>Intermediate Level:</b> <ul style="list-style-type: none"> <li>- Actively employs stress management techniques</li> <li>- Maintains balance between professional and personal life</li> <li>- Accepts constructive feedback and clarifies expectations</li> </ul>	<b>Entry Level:</b> <ul style="list-style-type: none"> <li>- Demonstrates appropriate affective responses in all situations</li> <li>- Responds calmly to urgent situations with reflection and debriefing as needed.</li> <li>- Prioritizes multiple commitments</li> <li>- Reconciles inconsistencies within professional, personal</li> </ul>	<b>Post Entry Level:</b> <ul style="list-style-type: none"> <li>- Recognizes when problems are unsolvable</li> <li>- Assists others in recognizing and managing stressors</li> <li>- Demonstrates preventative approach to stress management</li> <li>- Establishes support networks for self and others</li> </ul>

	<ul style="list-style-type: none"> <li>- Establishes outlets to cope with stressors</li> <li>- Reconciles inconsistencies in the educational process</li> </ul>	<p>and work/life environments</p> <ul style="list-style-type: none"> <li>- Demonstrates ability to defuse potential stressors with self and others</li> </ul>	<ul style="list-style-type: none"> <li>- Offers solutions to the reduction of stress</li> <li>- Models work/life balance through health/wellness behaviors in professional and personal life</li> </ul>
<b>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.</b>			
<b>Beginning Level:</b> <ul style="list-style-type: none"> <li>- Prioritizes information needs</li> <li>- Analyzes and subdivides large questions into components</li> <li>- Identifies own learning needs based on previous experiences</li> <li>- Welcomes and/or seeks new learning opportunities</li> <li>- Seeks out professional literature</li> <li>- Plans and presents an in- service, research or cases studies</li> </ul>	<b>Intermediate Level:</b> <ul style="list-style-type: none"> <li>- Researches and studies areas where own knowledge base is lacking in order to augment learning and practice</li> <li>- Applies new information and re-evaluates performance</li> <li>- Accepts that there may be more than one answer to a problem</li> <li>- Recognizes the need to and is able to verify solutions to problems</li> <li>- Reads articles critically and</li> <li>- Understands limits of application to professional practice</li> </ul>	<b>Entry Level:</b> <ul style="list-style-type: none"> <li>- Respectfully questions conventional wisdom</li> <li>- Formulates and re-evaluates position based on available evidence</li> <li>- Demonstrates confidence in sharing new knowledge with all staff levels</li> <li>- Modifies programs and treatments based on newly- learned skills and considerations</li> <li>- Consults with other health professionals and physical therapists for treatment ideas</li> </ul>	<b>Post Entry Level:</b> <ul style="list-style-type: none"> <li>- Acts as a mentor not only to other PT's, but to other health professionals</li> <li>- Utilizes mentors w/ knowledge available</li> <li>- Continues to seek and review relevant literature</li> <li>- Works towards clinical specialty certifications or training</li> <li>- Is committed to PT's role in the health care environment today (i.e. wellness clinics, holistic care)</li> <li>- Pursues participation in clinical education as an educational opportunity</li> </ul>

## Appendix B: 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 can provide expeditious, safe and competent evaluation and treatment to patients. All students will be held to the same standards and must perform the essential functions of their positions with or without reasonable accommodation.

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

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

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

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

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

Essential Functions:	This list provides examples - it is not exhaustive
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<p><b>OBSERVATION:</b> Independently, the student must be able to observe a patient accurately.</p>	<p>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.</p>
<p><b>COMMUNICATIONS:</b> Utilize verbal, non-verbal and written communication with client and caregivers.</p>	<p>Elicit information from client and caregivers for history. Explain treatment procedures. Demonstrate exercise programs. Establish rapport with client, care givers and colleagues. Apply teaching, learning theories and methods in health care and community environments.</p>
<p><b>SENSORIMOTOR:</b> 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.</p>	<p>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.</p>

<p><b>INTELLECTUAL/ CONCEPTUAL:</b> 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.</p>	<p>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.</p>
<p><b>JUDGMENT:</b> 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.</p>	<p>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.</p>
<p><b>BEHAVIOR/SOCIAL:</b> 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.</p>	<p>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.</p>

## Appendix C- Copyright Policy

### 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,<sup>1</sup> 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.”<sup>2</sup> This mandate includes and applies to students as well as faculty and staff.

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

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

For further reading on Fair Use:  
[USG Fair Use Checklist](#)

[University System of Georgia - The Fair Use Exception](#)

[17 U.S.C. § 107 –Limitations on exclusive rights: Fair use](#)

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<sup>1</sup> 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.

<sup>2</sup> Per the USG Fair Use Checklist, “Complete and retain a copy of this checklist for each “fair use” of a copyrighted work in order to establish a “reasonable and good faith” attempt at applying fair use should any dispute regarding such use arise.”

## Appendix D- Confidentiality Agreement

### UNG Department of Physical Therapy

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

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

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

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

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

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

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

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

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

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

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

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

Date \_\_\_\_\_



## Appendix E- Audio Visual Release Form

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### 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 it's 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 assume all related risks, known and unknown, with regards to participation and hereby waive any and all rights, claims, or causes of action of any kind arising out of participation in this Work.

I do hereby release and forever discharge the State of Georgia and the Board of Regents of the University System of Georgia by and on behalf of the University of North Georgia, including their officers, agents, and employees, from any and all claims, demands, and causes of action rising out of actions that may be brought by me or by any other person (including, but not limited to, my estate, family, successors, heirs, representatives, administrators, and/or assigns), including all liability for damages arising out of or related to my participation in this Work, whether caused by the University's negligence or otherwise, to the fullest extent permitted by law and assume all risks of personal injuries suffered by me as a result of such Work. I ACKNOWLEDGE THAT I HAVE CAREFULLY READ THIS WAIVER AND RELEASE AND UNDERSTAND THAT IT IS A RELEASE OF LIABILITY AND OWNERSHIP RIGHTS IN THE WORK.

<hr/>		<hr/>
Signature of Participant or Parent/Guardian		Date
<hr/>	<hr/>	<hr/>
Address	City, State, Zip	Phone Number
<hr/>		<hr/>
Witness (Course Instructor)		Date

## Appendix 2: 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: \_\_\_\_\_

No medical attention was desired and/or required:  
(initials): \_\_\_\_\_

\_\_\_\_\_

Signature of injured party

Date

\*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

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## 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

### AFFIDAVIT- ESSENTIAL FUNCTIONS

#### DOCTORATE PROGRAM IN PHYSICAL THERAPY - UNIVERSITY OF NORTH GEORGIA ADMISSION RETENTION, PROMOTION AND GRADUATION

**Observation:** Independently the student must be able to observe a patient accurately.

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

**Sensorimotor:** The student must be able to safely, reliably, and efficiently perform physical therapy assessment and treatment and possess speed, strength, coordination, and endurance for safely handling self, classmates and clients.

**Intellectual/Conceptual:** The student must be able to problem-solve rapidly. Demonstrate the ability to learn and reason, 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.

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

**Behavioral/Social:** Student must possess the emotional health required for full use of their intellectual abilities. They must be able to adapt to change display flexibility and deal with stress and uncertainty.

I have read the above described Essential Functions for the 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 Student

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

\_\_\_\_\_  
Date

## AFFIDAVIT PROFESSIONAL BEHAVIOR

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

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

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

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

\_\_\_\_\_  
Date

## Substance Abuse Policy – Declination Form

### 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 Student

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

\_\_\_\_\_  
Date

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TURNITIN.COM  
UNIVERSITY OF NORTH GEORGIA  
GRADUATE PROGRAM IN PHYSICAL THERAPY

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 Student

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

\_\_\_\_\_  
Date



## Gross Anatomy Lab Policy

### Gross Anatomy Lab Policy UNIVERSITY OF NORTH GEORGIA GRADUATE PROGRAM IN PHYSICAL THERAPY

I, \_\_\_\_\_(print name), 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 \_\_\_\_\_

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

### Student Grievance Policy UNIVERSITY OF NORTH GEORGIA GRADUATE PROGRAM IN PHYSICAL THERAPY

#### **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:

- 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.
- 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.
- 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.
- 

The appropriate vice president will investigate the complaint, seek a resolution, and inform you of the outcome.

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**

**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.

**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:

Email should contain:

- Date, time, and place
- Names of any witnesses
- The facts of the complaint

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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.

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:

All hearings normally shall be conducted in private.

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.

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.

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.

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.

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

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

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>

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DPT Student Name (Print)

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DPT Student Name (Signature)

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Date Signed

## Class Officer Descriptions

Below are descriptions of your class officers and an idea of what is expected of them. The class officers will hold their positions throughout the entire 3 years of the program. The positions will be voted upon by the class in the second or third week into the Fall semester.

I hope this information will be of help to you and please feel free to ask PT II & PT III class officers for anything concerning their position.

### 1. Class Co-Presidents.

#### a. **General Duties.** Each Class Co-President:

- 1) Will be elected from the members of each DPT class.
- 2) Will represent the class as a voting member of the DPTS Executive Council;
- 3) Will be primarily responsible to represent the opinions and concerns of the class to the administration, faculty and staff, and to act as liaison for the class;
- 4) Will be act as a co-facilitator, with their alternate Co-President, to seek informal resolutions of student peer-review complaints, i.e. professionalism issues, originating from faculty or fellow students;
- 5) Will be responsible for representing the class, or sending a proxy, to all of the following bodies:
  - a) DPTS Executive Council
  - b) Faculty meetings
- 6) Will work with the other Class Officers to appoint representatives to other appropriate groups as necessary.
- 7) Will be members of the subsequent class Facebook group and will be responsible for providing information to and answering any underclass questions as they enter the program.
- 8) Will organize informal mentorship of the incoming class by pairing members of their class with those of the class below.
- 9) Will call class meetings as deemed necessary or upon request of cabinet members.
- 10) Will attend faculty meetings as seen appropriate by the Department Head.

**b. Specific Duties for year three**

- 1) The DPT III Co-Presidents will hold office of DPTS Co-Presidents in addition to their class duties for the duration of their final year.
- 2) Furthermore, as a part of the role of DPTS Co-Presidents, the DPT III Co-Presidents will attend the following Committees:
  - a) NPTE Coordinating Committee. Representation is beneficial to providing efficient communication on the requirements for the respective class in preparation for the NPTE. Additionally, Co-Presidents will assist appropriate faculty members in ensuring all students preparing to sit for the NPTE will have completed the necessary paperwork/requirements.

**2. Class Secretary.** The Class Secretary:

- a. Will be elected from the members of each DPT class.
- b. Will be responsible for keeping accurate minutes of the class meetings, lists of class members.
- c. Will organize and oversee activities such as weekly updates and advertisements of class meetings.
- d. Will be responsible for working with faculty to reschedule class times and to communicate any adaptations to the class schedule to all class members.
- e. Will serve as student program contact for the Physical Therapy Association of Georgia (PTAG) Student Network and disseminate information received from the PTAG Student Network Core Ambassador to their respective DPT class.
- f. Will communicate information to class members at the direction of the Co-Presidents.

**3. Class Treasurer(s).** Each Class Treasurer:

- a. Will be elected from the members of each DPT class.
- b. Will be responsible for all financial dealings of the class.
- c. Will establish and maintain the class bank account, records of dues, miscellaneous collections and debits, checkbook and financial statements.
- d. Will be responsible for disbursements of class funds when approved by the respective class cabinet and class majority vote when deemed appropriate.

4. **Class Fundraising Chairpersons(s).** Each Class Fundraising Chairperson:

- a. Will be elected from the members of each DPT class.
- b. Will be responsible for raising funds for the class White Coat and Convocation Ceremonies to supplement class fees. All funds received will be tendered to the Class Treasurer for keeping.
- c. Will work with the Class Treasurer(s) in planning the class budget and fee amount prior to approval by the class cabinet.
- d. Will develop fundraising opportunities suitable to fundraising goal and involve the class in available opportunities.

5. **Class White Coat Chairperson(s).** Each White Coat Chairperson:

- a. Will be elected from the members of each DPT class.
- b. Will be responsible for scheduling and organizing the class White Coat Ceremony in cooperation with, and under the approval of, the Head of the Physical Therapy Department.
- c. Will be responsible for working with the Class Treasurer(s) and Fundraising Chair(s) to set a budget to obtain the white coats, invitations/tickets, and any other materials for the ceremony.
- d. Will recruit support from other classes when needed, connect with White Coat Chair from the class above (DPT II) for procedural input, and will oversee any other preparations for the ceremony.
- e. Will work with the Department Chair to schedule and organize a Pinning Ceremony prior to the White Coat Ceremony.

6. **Class Convocation Chairperson(s).** Each Convocation Chairperson:

- a. Will be elected from the members of each DPT class.
- b. Will be responsible for selecting a convocation venue, scheduling, and organizing the class convocation ceremony in cooperation with, and under the approval of, the Head of the Physical Therapy Department.
- c. Will be responsible for working with the Class Treasurer(s) and Fundraising Chair(s) establish a budget and to obtain any materials required for the convocation ceremony.

- d. Will establish a Convocation Committee, connect with the Convocation Chair of the prior year for procedural input, and will oversee any other preparations for the ceremony.
- e. Will work with the Convocation Committee and Department Chair to select a speaker for the event.

**7. Historian/Social-Media Chairperson.** The Historian/Social-Media Chairperson:

- a. Will be elected from the members of each DPT class.
- b. Will be charged with documenting class activities by photo/video mediums.
- c. Will update student photo board in the designated area for their respective class.
- d. Will manage class social-media pages and promote positive online class presence.

**8. Technology Officer(s).** Each Technology Officer:

- a. Will be elected from the members of each DPT class.
- b. The senior (DPT III) Technology Officer will mentor and assist the incoming Technology Officers in the efficient assumption of duties and obligations.
- c. Will be responsible for assisting with management of the UNG DPT Program Facebook and other social media platforms.
- d. Will assist the designated Physical Therapy staff member to update the UNG DPT website to ensure proper and accurate representation of the program, suggest modifications and the inclusion of current projects, and recommend changes to website content, offer articles, etc.
- e. Will be responsible for serving the technology needs of the classes.
- f. Will assist the Dean's Office on evaluating the application of new technology in improving education.

**9. Student-Alumni Relations Representative(s).** Each Student-Alumni Representative:

- a. Will be elected from the members of each DPT class.
- b. Will maintain communications and positive relations with UNG DPT Alumni under the direction and with the approval of the designated Departmental staff member(s).
- c. Will promote involvement of alumni in the current DPT program.



- d. Will assist in management of the social-media UNG alumni pages under the direction and with the approval of the designated Departmental staff member(s).
- e. Will partner with the Alumni Affinity Committee, UNG DPT faculty, and staff to create opportunities for alumni involvement.
- f. Will aid the admissions staff with events including but not limited to open houses, interviews, and tours and engage with and be available to prospective students.

**10. Graduate Student Senate (GSS) Representative(s).** Each GSS Representative.

- a. Will be elected from the members of each DPT class to run for an elected position on the Graduate Student Senate.
- b. Will be responsible for establishing the UNG DPT graduate student senate budget and management of paperwork.
- c. Will be responsible for planning events funded by the graduate student senate, with approval of the Department Head.
- d. Will communicate and work with students and faculty members from all graduate programs.
- e. Will be responsible for ascertaining and relaying needs of the DPT students to the graduate student senate.
- f. Will attend monthly program GSS meetings and monthly campus wide GSS meetings.
- g. Will on the DPTS student government as a voting member of the Executive Council.

**11. Additional positions.**

- I. **Rho Tau Undergraduate Society Representative.** The UNG DPT student representative:
  - a. Will be elected from the members of each DPT class.
  - b. Will connect with undergraduate Rho Tau president and attend monthly meeting providing information to UNG Pre-Physical Therapy students.
  - c. May establish a committee to assist with and attend undergraduate meetings.
- II. **Mission/Volunteer Chairperson.** The Mission/Volunteer Chairperson:
  - a. Will be elected from the members of each DPT class.

- b. Will coordinate missions and volunteer opportunities and provide information regarding trips abroad offered within and outside of UNG Physical Therapy Department, with approval of the Department Head.

## HANDBOOK ACKNOWLEDGEMENT FORM

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#### UNIVERSITY OF NORTH GEORGIA GRADUATE PROGRAM IN PHYSICAL THERAPY

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

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

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

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Student Name (PLEASE PRINT)

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Student Signature      Date