



DPT Program Faculty Manual

2013

Western Kentucky University is accredited by Southern Association of Colleges & Schools, Commission on Colleges ([SACS, COC](#)) to award associate, baccalaureate, master, specialist, and doctoral degrees. For questions regarding accreditation the Commission on Colleges can be contacted at 1866 Southern Lane, Decatur, GA 30033-4097 or phone (404) 679-4500.

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Western Kentucky University is seeking accreditation of a new physical therapist education program from CAPTE. The program has submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional/technical phase of the program; therefore, no students may be enrolled in professional/technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

WKU reserves the right to change, without notice, any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, faculty, curricula, and courses. This document is not a contract or an offer of a contract.

WKU DPT Program

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DOCTOR OF PHYSICAL THERAPY

Preface

Faculty in the Doctor of Physical Therapy Program (DPT) are officially considered to be faculty at Western Kentucky University (WKU). Therefore, DPT faculty are expected to comply with the regulations and academic standards specified in the most current edition of the WKU Faculty Handbook. Additionally, this Faculty Manual provides information regarding policies, procedures, and requirements specific to the WKU DPT Program. Faculty employed by the Program are expected to be familiar with the information in this Manual, the Clinical Education Manual, and acknowledge such by signing the form "ACKNOWLEDGMENT OF RECEIPT" found in the beginning of the Manual *after* having reviewed it.

WKU reserves the right to change any provision or requirement, including fees, contained in this informational document at any time with or without notice. Please read this Manual carefully. Questions related to the content of this Manual should be directed to the Program Director.

Program Contact Information:

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Accreditation

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Faculty Responsibility for Manual Information

Each faculty is responsible for being familiar with the information contained in this Manual. Failure to read the information will not be considered an acceptable excuse for non-compliance. All faculty must read and sign the “Acknowledgment of Receipt” section found at the end of the Manual. This form must be returned to the DPT Program office associate prior to the end of the first week of fall classes. By signing this form, you are declaring that you have read and have been informed of the contents of the Faculty Manual. The WKU DPT Program reserves the right to change policies or revise curricula as necessary.

Waiver of Regulations

Rules and regulations in this manual have been adopted by the faculty and administration. When a faculty member finds that extenuating circumstances might justify the waiver of a particular regulation, the faculty member may petition the Program Director.

Purpose

The Faculty Policies and Procedures Manual has been developed to serve as a guide for new faculty. We hope that this Manual will provide practical information that will facilitate the orientation process, and help the newly entering faculty member to become familiar with the student and faculty learning outcomes and the procedures of the WKU DPT Program.

Western Kentucky University Mission Statements

Institution Mission Statement

Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen-leaders of a global society. It provides research, service, and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life for those within its reach.

College Mission Statement

The mission of the College of Health and Human Services (CHHS) is to provide diverse educational opportunities leading to excellence in Health and Human Services for a global community.

Core values of the CHHS are:

Collaboration, Lifelong Learning, Scholarship, Integrity, Service, Diversity, Excellence, Accountability, Professionalism, Engagement, and Globalization

DPT Program Mission Statement

The mission of the WKU DPT Program is to serve the health care and preventative needs of the Commonwealth of Kentucky, including rural and under-served areas, by developing culturally competent, caring, and autonomous physical therapists who will engage in critical thinking, evidence-based practice, professional behavior, life-long learning, and community/professional service.

Overview of the Doctor of Physical Therapy (DPT) Program

Program Goals

The goals of the DPT Program are as follows:

1. To prepare physical therapists who are generalists and who demonstrate competence, integrity, ethics, professional behaviors, and empathetic attitudes in their practices.
2. To help students develop the habits of self-education that will foster lifetime growth and are necessary to function in interdisciplinary healthcare settings.
3. To facilitate the development of graduates who possess an appreciation of the role of clinical research in contemporary, autonomous physical therapy practice.
4. To prepare graduates who demonstrate active engagement and leadership – particularly in rural and underserved areas -- in interdisciplinary healthcare settings during and after the program in physical therapy.
5. To research, design, and implement curriculum and instructional strategies that encourage maximum engagement and preparation of students for clinical practice and professional responsibility.
6. To advance the profession and practice of physical therapy through research, scholarly activities, and community service in collaboration with other professionals.
7. To serve as a regional site for the administration of continuing education, conferences, and workshops as a means of providing a support system for rural and underserved practitioners and patients.

Program Outcomes

Expected Student Outcomes:

1. Program graduates will demonstrate competence in physical therapy knowledge and clinical skills.
2. Program graduates will demonstrate integrity, ethics, professional behaviors, and empathetic attitudes in their practices.
3. Program graduates will demonstrate habits of self-education related to physical therapy practice.
4. Program graduates will disseminate the results of scholarly activity in local, regional, national, and/or international venues.
5. Program graduates will demonstrate active engagement and leadership in professional and community arenas.

Expected Faculty Outcomes:

6. Program faculty will demonstrate evidence of best practices in the areas of curriculum design, implementation, and/or evaluation.
7. Program faculty will disseminate the results of research activities in local, regional, national, and/or international venues.

8. Program faculty will demonstrate active engagement and leadership in professional and community arenas.
9. Program faculty will facilitate the provision of continuing education, conferences, and workshops for healthcare professionals.

Educational Philosophy

The educational philosophy of the WKU DPT Program is founded in the mission, objectives, and core values as set forth by the CHHS and is fundamentally related to the broader educational objectives of WKU. WKU has the mission of providing learning experiences for living as well as for learning, resulting in comprehensive academic programs designed to give students the personalized attention they need to lead fulfilling lives and have successful careers. The purposes of general education courses in undergraduate curricula are to assist students by providing a breadth of educational experiences within baccalaureate degrees. Through the completion of such general education requirements, students are expected to develop, synthesize, and internalize personal values; increase awareness and develop a more global perspective of the human condition and adapt to the total human environment; strengthen basic skills in communication and computation; and integrate general and career specific learning. These attributes are hallmarks of a University education and widely accepted as educational experiences which often prompt lifelong learning.

The faculty of the WKU DPT Program believes learning is a lifelong process that requires active participation of both the teacher and the student within an open and supportive learning environment. A wide range of teaching methodologies is utilized within the DPT curriculum, meeting the needs and objectives of this educational program and building upon the baccalaureate learning experiences noted above. The general education courses selected as prerequisites of this Program provide DPT students with a foundational knowledge base in the areas of communication, behavioral sciences, human biology, statistics, and physical sciences. It is essential that physical therapists be open-minded, reflective individuals who possess broad interests, understand human nature, and have the capacity to critically analyze ideas. Physical therapy is a licensed profession dedicated to the promotion of wellness, optimal human health and function, and prevention of disability for any individual in any setting. The faculty of the DPT Program believes that individuals are entitled to high quality health care and that consumers should have a decision-making role in the utilization of health care services. Due to constantly changing environments within the health care system, the physical therapist must be flexible and holistic in the approach to the delivery of health care. As a result, the faculty of the DPT Program believe that the curriculum should be designed to provide the student with opportunities to develop problem-solving skills, clinical and research competence, professional values and behaviors, managerial skills, and effective communication skills in an effort to understand and function within dynamic health care environments and to develop strategies used to be able to seek new interventions. In addition, we believe it is necessary to promote an understanding and acceptance of the diversity of individuals of various cultures, races, and religions encountered in health care environments and society at large.

The two major components of the professional education curriculum are academic and clinical experiences. The faculty of the DPT Program believes the two components should be planned and implemented to be interdependent and to reinforce one another. The academic setting is designed to provide the information and theoretical basis that is then integrated and expanded in the clinical setting. However, clinical competence will be verified in the classroom as well as in the clinical setting, as clinical components are integrated into the curriculum to allow students to utilize their knowledge and develop skills in anticipated of rotation experiences completed within a supervised clinical education setting.

The faculty of the DPT Program believes that a competency-based curriculum is the most effective for assessing both a student's performance level and his or her readiness to work as a physical therapist in clinical environments. To verify clinical competency, students will be required to successfully complete – in addition to traditional written examinations – a series of “check-offs” and “practical examinations” throughout the curriculum. Competency-based

performance evaluation ensures that 1) learning experiences and assessments are organized around the major clinical behaviors that must be exhibited by the students at entry into the profession; and 2) spiraling learning experiences throughout the curriculum enhance the acquisition, utilization, and retention of concepts and skills necessary for competent entry-level practice. The initial focus of the physical therapy curriculum is on normal human function in conjunction with theory-based information and the introduction of problem-solving skills and critical thinking necessary for competent practice as a licensed physical therapist. As the curriculum advances, case study learning is introduced and expanded; this encourages students to problem-solve and analyze patient cases that are increasingly more complex in terms of pathology and psychosocial issues, as is commonly the case in contemporary healthcare scenarios. Repetition of key information, reinforcement of theory and hands-on practice, and the incorporation of a variety of teaching styles and methods of learning as a way of developing critical thinking and inquiry, are areas emphasized to promote full retention of material and attain proficiency in entry-level competencies. Development of coping strategies, appropriate oral and written communication skills, and understanding the roles of members of the health care team are also areas integrated and regularly reinforced throughout the educational experience.

The faculty of the DPT Program believes it is our responsibility to 1) establish assessment tools relevant to didactic and clinical education performance within the scope of practice for a physical therapist, 2) evaluate student performance consistently and fairly, and 3) provide feedback and guidance to the students regarding their performance. In turn, an equal or greater responsibility is placed on the students for their own learning through self-study, reflection, research, and presentation. The students are also responsible for making choices and accepting the consequences of those choices.

DPT Program Curriculum

The organization of the curricular content has been designed around several clearly identified horizontal themes that are expressed throughout the curriculum, resulting in a solid integration of courses. Particular attention has been given to the vertical integration of the curriculum as well, enhancing the student's assimilation of learning. Horizontal integration refers to the increasing complexity of subject matter throughout the DPT Program, whereas vertical integration is defined as the thematic curricular organization within a given semester.

The commitment of this Program is to provide students with an intellectual environment enabling them to develop the skills necessary to become competent, autonomous practitioners. Integral to this environment are fundamental objectives that form the basis of the curriculum. These fundamental objectives are greatly influenced by manuscripts such as the Guide to Physical Therapy Practice and the Normative Model of Physical Therapy Education, which provide all physical therapy educators with something of a conceptual blue print for professional education in physical therapy.

First, professional education in physical therapy should include a strong emphasis on the foundational (i.e., anatomy, physiology, kinesiology, biomechanics, exercise physiology, exercise, neurosciences, pharmacology, and pathology), behavioral (i.e., communication, ethics, management and finance, teaching and learning, and evidence-based practice), and clinical sciences (i.e., orthopaedic, neuromuscular, cardiopulmonary, etc.). This content is taught by the faculty of the DPT Program.

Second, physical therapy is a clinical science. Thus, students must learn a systematic approach to physical therapy diagnoses, examination, establishing goals, developing interventions, assessing outcomes, and modifying treatments for patient progression. Since it cannot be assumed that these skills will be learned simply through immersion in clinical affiliations, they need to be developed prior to exposure to the clinical environment and thus are explicitly integrated into the academic curriculum. Moreover, to obtain clinical efficacy, students must be skilled in clinical reasoning based on critical analysis of the literature to guide them in their treatment approaches. The specific objectives and desired outcomes of the educational process are assessed throughout the curriculum via assessment of student clinical competencies, evaluated through methods such as written tests, practical examinations, and check-offs, all of which are integral to the learning experience. Expected levels of competency are defined by the faculty, assessed by the faculty, and self-assessed by the students at each stage of the curriculum. Curricular objectives are classified for purposes of testing as relating to (1) knowledge base (written exams), (2) clinical skills (practical exams and check offs), (3) clinical reasoning and analysis (written exams, practical exams, check offs, and assignments), and (4) professional behavior (group interaction, written and oral communications, participation in class activities, and patient handling skills). After graduation, a Post Education Assessment tool is used to identify the effectiveness of the learning experience and serves as feedback to address any deficiencies inherent to the DPT Program.

Third, the teaching of the science of physical therapy is organized around the "common language" set forth in the International Classification of Functioning, Disability, and Health. Also commonly known as the ICF Model – approved and advocated by the World Health Organization (WHO) – it is a widely used classification system for the health components which impact function and disability, and is structured on the following broad components: body functions and structures, activities and participation, and severity and environmental factors. A major advantage of the ICF Model for both clients and health professionals is the integration of the medical and social aspects of health condition, rather than focusing on diagnosis as diagnosis reveals little about one's functional abilities.

Fourth, integrating clinical scenarios into didactic instruction is a fundamental cornerstone of the DPT curriculum and includes learning experiences throughout the curriculum to enhance acquisition, utilization, and retention of concepts and skills necessary for entry-level practice. This is achieved, in part, via the use of case-study-based educational methodology. Implemented more so in the second year, students will work in small groups, whereby they are given clinical problems carefully designed to assist them in meeting unit objectives. Clinical reasoning and critical analysis in physical therapy are high-level cognitive skills that are best learned within a self-directed, learner-centered framework. Case-study-based learning provides this framework by enabling students to integrate basic and clinical science, clinical reasoning, and critical analysis for a particular clinical problem. This pedagogical approach of requiring DPT students to incrementally handle more clinically challenging cases reaches its culmination within the clinical education rotations integrated throughout the academic curriculum.

Fifth, as part of our mission, the unique needs of underserved and rural populations are addressed. Emphasis in this curriculum is placed on serving the rural and underserved areas of the Commonwealth of Kentucky. Students learn the eclectic nature of rural physical therapy via placement in at least one rural health clinical affiliation. The importance of networking with other disciplines, functional rehabilitation, time management, travel considerations, dealing with life threatening emergencies, and involvement of family members in intervention planning are all goals identified in this experience.

Sixth, it is important to realize the necessity of research to validate practices within the profession of physical therapy. Research concepts need to be integrated in order for students to develop critical thinking skills, thus providing them with the ability to research and organize information relevant to the practice of physical therapy. Students are taught to critically evaluate published research at a number of points within the curriculum. For example, students are introduced to such processes within the research course sequence, and these professional skills are reinforced through the curriculum via the integration of relevant research findings into the courses which address the clinical practice patterns identified within practice of physical therapy. Students are then given the opportunity to complete a research project by developing a research question with a faculty member, performing a literature review, and conducting the research study. Another option would be to aid a faculty member through participation in new or on-going projects. Furthermore, as a final culminating experience, the students must prepare and orally defend their research project. A primary aim of this emphasis is to provide students with the critical thinking skills necessary to integrate research findings on an ongoing basis into contemporary physical therapy practice.

Seventh, professional behavior is expected from all students. Specific behaviors have been delineated and are emphasized during interaction with other students, faculty, clinicians, and patients. Inconsistencies in students' behaviors with respect to the professional behaviors as outlined will be brought to the students' attention in an effort to make them cognizant of potential problems that may be encountered in a professional environment.

Eighth, the clinical practice of physical therapy should reflect the art as well as the science of our profession. This includes respect for differences related to age, gender, culture, ethnicity, race, and religion. This is achieved in part by tailoring our communication and treatment design for each patient and his/her family.

As a whole, these learning experiences serve as the cornerstone that produces competent, autonomous practitioners. Students enter this curriculum with a strong foundational background in basic sciences and humanities that are the hallmarks of a baccalaureate degree earned in a University environment. They are then challenged in intentional and iterative ways over a three year period to handle increasingly more complex clinical scenarios. These educational experiences provide graduates of this DPT program with the life-long learning skills necessary to function as autonomous physical therapy practitioners within healthcare environments of the 21st century.

DPT Degree Curriculum: Plan of Study

Summer 1		Summer 2		Fall		January		Spring	
1 st Year		Credit		Credit		Credit		Credits	
DPT 700 Orientation to Physical Therapy	1	DPT 712 Principles of Physical Assessment II	2	DPT 713 Principles of Physical Assessment III	2	DPT 715 Patient Care Techniques	3	DPT 737 Neurophysiology	3
DPT 711 Principles of Physical Assessment I	1	DPT 722 Gross Human Anatomy II	2	DPT 724 Pathophysiology	4			DPT 738 Motor Control	2
DPT 720 Gross Human Anatomy I	2	DPT 723 Gross Human Anatomy II Lab	1	DPT 726 Orthopaedic Foundations	3			DPT 742 Diagnostic Testing and Imaging	2
DPT 721 Gross Human Anatomy I Lab	1			DPT 728 Clinical Exercise Physiology	2			DPT 746 Orthopaedic Assessment	4
				DPT 736 Neuroanatomy	3			DPT 760 Professional Issues	2
				DPT 781 Research in Physical Therapy	3			DPT 782 Research in Physical Therapy II	3
	Credits 5		Credits 5		Credits 17		Credits 3		Credits 16
2 nd Year									
DPT 714 Fundamentals of Therapeutic Exercise	2	DPT 702 Cultural and Rural Issues	1	DPT 705 Topics in Physical Therapy	1			DPT 729 Pharmacology in Physical Therapy	3
DPT 783 Research in Physical Therapy III	3	DPT 740 Physical Modalities	3	DPT 770 Orthopaedic Rehabilitation	4			DPT 745 Wound Care	2
		DPT 772 Cardiopulmonary Rehabilitation	2	DPT 771 Neurological Rehabilitation	4			DPT 762 Physical Therapy Management and Administration	3
				DPT 751 Supervised Clinical Education I (Last 6 weeks)	4			DPT 774 Spine Assessment and Intervention	3
								DPT 779 PT across the Lifespan	3
								DPT 784 Research in Physical Therapy IV	1
	Credits 5		Credits 6		Credits 13				Credits 15
3 rd Year									
DPT 752 Supervised Clinical Education II (7 week session)	5	DPT 727 Health Promotion and Wellness	2	DPT 753 Supervised Clinical Education III (First 10 weeks)	7			DPT 754 Supervised Clinical Education IV (13 weeks)	9
		DPT 747 Women's Health in PT	2	DPT 775 Differential Diagnosis	4			DPT 790 PT Seminar	1
		DPT 748 Prosthetics and Orthotics	2	DPT 785 Research in Physical Therapy V	1				
	Credits 5		Credits 6		Credits 12				Credits 10

Total Credits: 118

DPT Program Course Descriptions

DPT 700 Orientation to Physical Therapy (1 Credit)

Provide the student with an orientation to the physical therapy profession including specific clinical education policies and procedures and clinical placement. Prerequisites: Open only to DPT students in good standing.

DPT 702 Cultural and Rural Issues (1 Credit)

The unique needs of rural populations are addressed, as are the implications of individual and cultural differences in physical therapy. Prerequisites: Open only to DPT students in good standing.

DPT 705 Topics in Physical Therapy (1 Credit)

Forum to disseminate information to students on contemporary professional issues in physical therapy. Prerequisites: Open only to DPT students in good standing.

DPT 711 Principles of Physical Assessment I (1 Credit)

Introduction to basic patient assessment skills, including surface palpation and vital signs. Prerequisites: Open only to DPT students in good standing.

DPT 712 Principles of Physical Assessment II (2 Credits)

Additional patient assessment skills, including manual muscle testing, reflex testing, sensory testing, and abdominal quadrant screening. Prerequisites: Open only to DPT students in good standing.

DPT 713 Principles of Physical Assessment III (2 Credits)

Additional patient assessment skills, including goniometry, posture, anthropometric measures, with an introduction to patient history and documentation in SOAP note format. Prerequisites: Open only to DPT students in good standing.

DPT 714 Fundamentals of Therapeutic Exercise (2 Credits)

A theoretical and practical approach to Therapeutic Exercise and Functional Training as it applies to all populations. Prerequisites: Open only to DPT students in good standing.

DPT 715 Patient Care Techniques (3 Credits)

Performance and application of positioning skills, bed mobility, transfers, and gait training techniques (including assistive devices) across the continuum of care. Prerequisites: Open only to DPT students in good standing.

DPT 720 Gross Human Anatomy I (2 Credits)

The study of gross human anatomy, including muscle, tendon, ligament, and vascular supply of the upper and lower extremities. Open only to DPT students in good standing. Co-requisites: DPT 721.

DPT 721 Gross Human Anatomy I Lab (1 Credit)

Gross human anatomy cadaver lab with supervised dissection and exploration of muscle, tendon, ligament, and nerve innervation of the upper and lower extremities. Prerequisites: Open only to DPT students in good standing. Co-requisites: DPT 720.

DPT 722 Gross Human Anatomy II (2 Credits)

The study of gross human anatomy, including muscle, tendon, ligament, innervation and vascular supply of the head, neck, trunk, pelvic, thoracic, and abdominal regions. Prerequisites: Open only to DPT students in good standing. Co-requisites: DPT 723.

DPT 723 Gross Human Anatomy II Lab (1 Credit)

Gross human anatomy cadaver lab with dissection of muscle, tendon, ligament, innervation, and vascular supply of head, neck, trunk, pelvic, thoracic, and abdominal regions. Prerequisites: Open only to DPT students in good standing. Co-requisites: DPT 722

DPT 724 Pathophysiology (4 Credits)

Fundamentals of physiology and pathology related to diseases causing abnormal movement patterns or capabilities. Processes and diseases most frequently encountered in physical therapy practice emphasized. Prerequisites: Open only to DPT students in good standing.

DPT 726 Orthopaedic Foundations (3 Credits)

Principles of orthopaedic physical therapy including biomechanics, applied anatomy, and osteokinematic and arthrokinematic concepts. Musculoskeletal system investigation from histological, structural, and functional perspectives. Prerequisite: Open only to DPT students in good standing.

DPT 727 Health Promotion and Wellness (2 Credits)

This course will create a forum to prepare students for clinical competencies regarding health promotion/wellness as it relates to physical therapy. Prerequisites: Open only to DPT students in good standing.

DPT 728 Clinical Exercise Physiology (2 Credits)

Overview of the physiologic responses of the human body to exercise and training in normal and patient populations. Prerequisites: Open only to DPT students in good standing.

DPT 729 Pharmacology in Physical Therapy (3 Credits)

Actions and effects of pharmaceutical agents commonly encountered in physical therapy clinical practice. Prerequisites: Open only to DPT students in good standing.

DPT 736 Neuroanatomy (3 Credits)

Anatomy of the central and peripheral nervous systems, emphasizing structure and functional relationships in normal and pathological states. Prerequisites: Open only to DPT students in good standing.

DPT 737 Neurophysiology (3 Credits)

The study of human motor and sensory neurophysiology, cognitive and learning neurophysiology, neuropathophysiology, and neuroplasticity. Prerequisites: Open only to DPT students in good standing.

DPT 738 Motor Control (2 Credits)

This course will prepare students to understand and apply motor control principles as it relates to physical therapy. Prerequisites: Open only to DPT students in good standing.

DPT 740 Physical Modalities (3 Credits)

The clinical application of soft tissue techniques, thermal agents, intermittent compression, continuous motion, electrical stimulation, and mechanical traction. Prerequisites: Open only to DPT students in good standing.

DPT 742 Diagnostic Testing and Imaging (2 Credits)

Presentation of diagnostic tests and interpretation of results as it applies to physical therapy evaluation, intervention, planning and treatment. Prerequisites: Open only to DPT students in good standing.

DPT 745 Wound Care (2 Credits)

Clinical practice of wound care including assessment tools, dressings, and treatment approaches. Prerequisites: Open only to DPT students in good standing.

DPT 746 Orthopaedic Assessment (4 Credits)

Evaluation and assessment of upper and lower extremity orthopaedic dysfunctions. Prerequisites: DPT 726; open only to DPT students in good standing.

DPT 747 Women's Health in Physical Therapy (2 Credits)

Discussion of physical therapy management of musculoskeletal, integumentary, cardiopulmonary, and genitourinary pathologies common to women. Prerequisites: Open only to DPT students in good standing.

DPT 748 Prosthetics and Orthotics (2 Credits)

Design, fabrication and fitting, and management of individuals requiring prosthetic and orthotic devices. Prerequisites: Open only to DPT students in good standing.

DPT 751 Supervised Clinical Education I (6 weeks) (4 Credits)

This full-time first clinical education experience provides students the opportunity to actively engage in experiential learning and develop introductory clinical competence. Students are responsible for transportation to and from off-campus experiences. Prerequisites: Open only to DPT students in good standing.

DPT 752 Supervised Clinical Education II (7 weeks) (5 Credits)

This full-time second clinical education experience provides students additional opportunities for experiential learning and further development of clinical competence. Students are responsible for transportation to and from off-campus experiences. Prerequisites: Open only to DPT students in good standing.

DPT 753 Supervised Clinical Education III (10 weeks) (7 Credits)

The third full-time clinical education experience provides students opportunities for refinement of their professional behaviors and examination skills, and development of intervention techniques. Students are responsible for transportation to and from off-campus experiences. Prerequisites: Open only to DPT students in good standing.

DPT 754 Supervised Clinical Education IV (13 weeks) (9 Credits)

The fourth full-time clinical education experience provides students the opportunity to further develop skills and display clinical competence as an autonomous physical therapist. Students are responsible for transportation to and from off-campus experiences. Prerequisites: Open only to DPT students in good standing.

DPT 760 Professional Issues (2 Credits)

Principles of electrophysics and neurophysiology as they pertain to the use of therapeutic electrical stimulation. Application techniques of various electrical stimulation devices are also presented. Prerequisites: Open only to DPT students in good standing.

DPT 762 Physical Therapy Management and Administration (3 Credits)

Evaluation and assessment of upper and lower extremity orthopaedic problems. Functional anatomy, biomechanics, and evaluative manual therapy skills used to functionally diagnose orthopaedic pathologies and disorders. Prerequisites: Open only to DPT students in good standing.

DPT 770 Orthopaedic Rehabilitation (4 Credits)

Manual therapy, exercise techniques, intervention, and progressions for individuals with orthopaedic pathologies and dysfunctions. Prerequisites: Open only to DPT students in good standing.

DPT 771 Neurological Rehabilitation (4 Credits)

Emphasis on hands-on skill development, clinical reasoning, and critical analysis for treating individuals with neurologically-based movement disorders. Prerequisites: Open only to DPT students in good standing.

DPT 772 Cardiopulmonary Rehabilitation (2 Credits)

Evaluation and treatment of patients with cardiopulmonary disease and dysfunction, emphasizing the response of cardiac, circulatory and pulmonary systems to exercise. Prerequisites: Open only to DPT students in good standing.

DPT 774 Spine Assessment and Intervention (3 Credits)

Spine assessment and treatment, including mobilizations, special tests, and exercise progressions, in patients with spine dysfunction. Prerequisites: Open only to DPT students in good standing.

DPT 775 Differential Diagnosis (4 Credits)

A systems-based approach to differential screening and diagnosis to determine if further medical referral is necessary. Prerequisites: Open only to DPT students in good standing.

DPT 779 Physical Therapy across the Lifespan (3 Credits)

Examination of the factors affecting normal and pathologic development, from pediatric to geriatric. Additionally, treatment techniques appropriate to these populations will be covered. Prerequisites: Open only to DPT students in good standing.

DPT 781 Research in Physical Therapy I (3 Credits)

An introduction to clinical research in physical therapy, dealing with research design and methodology, as well as the development of a research project topic. Prerequisites: Open only to DPT students in good standing.

DPT 782 Research in Physical Therapy II (3 Credits)

Further development of the research topic, critical review of clinically relevant research literature, IRB submission, and the initiation of data collection. Prerequisites: Open only to DPT students in good standing.

DPT 783 Research in Physical Therapy III (3 Credits)

Use of SPSS for physical therapy related data analysis, including descriptive statistics, statistical inference, analysis of differences, and analysis of relationships. Prerequisites: Open only to DPT students in good standing.

DPT 784 Research in Physical Therapy IV (1 Credit)

Continuation of the Research track in Physical Therapy. Emphasis placed on data collection and application of applied research statistics. Prerequisites: Open only to DPT students in good standing.

DPT 785 Research in Physical Therapy V (1 Credit)

Continuation of the Research track in Physical Therapy, with emphasis on research project completion and preliminary presentation to research advisor. Prerequisites: Open only to DPT students in good standing.

DPT 790 PT Seminar (1 Credit)

Completion of research project with dissemination of results in manuscript form and formal presentation to faculty and area clinicians. Prerequisites: Open only to DPT students in good standing.

Clinical Education

The Role of Clinical Education in the DPT Program

Students enrolled in the DPT Program will be required to participate in clinical education experiences in addition to the didactic coursework course work within the curriculum. As such, students will also participate in full-time clinical education rotations. Students will receive a Clinical Education Manual that details the policies and procedures, academic requirements, and rules and regulations of the clinical education process. The Clinical Education Manual will be reviewed by the student and the Academic Coordinator of Clinical Education (ACCE) prior to participation in the first clinical education experience. Changes in the curriculum may occur as a natural result of the curriculum review process that occurs each semester. The Program has a curriculum committee that is responsible for curriculum review, periodic assessment, and recommendation of change based on the assessment process.

Documents for Clinical Education

Prior to the first day of class, the following documents directly related to the clinical education portion of the DPT curriculum must be copied and submitted to the ACCE:

- CPR certification
- Current health insurance
- Immunization records
- Results of physical exam
- Results of TB test

Bear in mind that if these documents are not submitted by the first day of class, the student may not be allowed to participate in laboratory and didactic sessions. For details on health records after the first year, refer to the Clinical Education Manual.

Research

One of the most important components of a graduate education is the final scholarly project, which must be completed to meet the requirements of the graduate degree. Students in the DPT Program are encouraged to collaborate with faculty and conduct research. Research is an integral component of the professional Program and an example of a lifelong learning endeavor. The future of professional practice depends on a growing percentage of clinical practitioners regularly engaging in the research process, as the outcomes within physical therapy practice must continually be verified to gauge success, maintain competence, and advance the field. Each student must satisfy a scholarly project requirement. This requirement can be met in one of three ways: students may undergo a research project, complete a professional paper (i.e., literature review), or complete a case study report. The project should demonstrate the student's ability to select a specific problem or topic, to assemble pertinent and necessary data, to do original research, to organize ideas and data acceptably, and to prepare a written report in clear and effective English. Before embarking on any of these options, students must have their project, paper, or case report topic approved by their advisor. The final project will be presented during the students' final semester within the curriculum as part of DPT 790.

The process followed in developing the final product demonstrates the student's research, scholarship, creative ability, and/or written communication skills in the chosen discipline. Final projects must meet acceptable standards of the given profession. The faculty expect students to give careful attention to the style and format of the final scholarly projects. The final project is intended to benefit the student, the academic discipline or profession, and society.

Students in the Program are encouraged to publish and disseminate their original contributions to research. The publication policy found in the DPT Program Policies and Procedures Manual (Policy DPT-P11) outlines an agreement between faculty and students regarding authorship of research products. Unless authorship has been previously discussed with the faculty member and an alternative plan has been mutually agreed upon, the student has 1 year in which to complete the process for dissemination of scholarly products. After that time, the contributing faculty member is free to pursue distribution of said scholarly material if the student has produced no scholarship. The faculty member will notify the former student in writing of his or her intent to move forward with publishing the project and the former student will be included as a contributing investigator in the research product.

Core Performance Standards for DPT Students

Success in the DPT Program at WKU is most likely to be achieved when students come prepared to participate fully in the educational process. This preparation includes and assumes that students enter the Program with a minimum level of ability in specific areas, termed “**Technical Standards**,” and will continue to develop these and additional skills and attitudes, called the Professional Behaviors. The combination of technical standards and professional behaviors is referred to as the Core Performance Standards. The Professional Behaviors, in particular, will be assessed periodically throughout the Program. Inability to meet any of the Core Performance Standards may result in the need for remediation, probation, suspension or dismissal from the Program. The Core Performance Standards are discussed in further detail below.

Technical Standards for Admission, Promotion, and Graduation

Physical therapy is an intellectually, physically, and psychologically demanding profession. Throughout the DPT Program, students acquire the foundation of knowledge, attitudes, skills and behaviors needed throughout a physical therapist's career. These abilities needed for physical therapists to practice safely and competently are reflected in the Technical Standards that follow.

For successful completion of degree requirements, students must be able to meet these minimum technical standards with or without reasonable accommodation.

Observation skills

Observation requires the functional use of vision, hearing, and somatic sensations. Candidates must have visual perception which includes depth and acuity. A student must be able to observe lectures, laboratory dissection of cadavers, and lecture and laboratory demonstrations. The student must be able to observe a patient accurately, as well as observe digital and waveform readings and other graphic images to determine a patient's condition. Candidates must be able to observe patients and be able to obtain an appropriate medical history directly from the patient or guardian. Examples in which such observational skills are required include: palpation of peripheral pulses, bony prominences, and ligamentous structures; visual and tactile evaluation for areas of inflammation; and visual and tactile assessment of the presence and degree of edema. A student must be able to observe a patient accurately at a distance and close at hand noting nonverbal as well as verbal signals.

Communication skills

Communication includes: speech, language, reading, writing, and computer literacy. Students must be able to communicate effectively, sensitively, and convey a sense of compassion and empathy with patients to elicit information regarding mood and activities, as well as perceive non-verbal communications. Physical Therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to share complex information in ways that others can understand. Students must be able to communicate quickly, effectively, and efficiently in oral and written English with all members of the health care team. Students must be able to complete forms according to directions and in a timely manner.

Motor/Psychomotor skills

Students must possess sufficient motor function to elicit information from the patient examination, such as by palpation, auscultation, tapping, and other evaluation maneuvers. Students must be able to execute movements required to provide general and therapeutic care, such as positioning large or immobile patients, carrying out gait training using therapeutic aids and orthotics, positioning, performing manual mobilization techniques, performing non-surgical wound debridement, and placing electrotherapy electrodes. Candidates must have the physical strength to perform cardiopulmonary resuscitation and other treatments to patients in the event of life-threatening emergencies. These skills require coordination of both gross and fine muscular movement, equilibrium, and the integrated use of touch and vision.

Intellectual – Conceptual Integrative and Quantitative Analysis Abilities

To effectively solve problems in a clinical environment, students must be able to measure, calculate, reason, analyze, integrate, and synthesize information in a timely fashion. For example, the student must be able to synthesize knowledge and integrate the relevant aspects of a patient's history, physical examination, and laboratory data, provide a reasoned explanation for likely therapy, recalling and retaining information in an efficient and timely manner. The ability to incorporate new information from peers, teachers, and the medical literature in formulating treatment plans is essential. In addition, students must be able to comprehend three dimensional relationships and to understand spatial relationships of structures within the human body. Candidates must have the ability to use computers for searching, recording, storing, and retrieving information.

Behavioral/Social Attributes and Professionalism

A student must possess the psychological ability required for the full utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities inherent to diagnosis and care of patients, and for the development of mature, sensitive, and effective relationships with patients. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to adapt to a changing environment, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of patients. As a component of their education, students must demonstrate ethical behavior.

Specifically, students must be able to:

1. Attend and participate in classes for 30 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, laboratory, and clinical activities.
2. Use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat patients.
3. Read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient-therapist relationships.
4. Complete readings, assignments, and other activities outside of class hours.
5. Apply critical thinking processes to their work in the classroom and the clinic, exercise sound judgment in class and in the clinic, and follow safety procedures established for each class and clinic.
6. Display interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist-patient relationships.

7. Participate in Clinical Rotations which typically require students to be present 40 or more hours per week on a schedule that corresponds to the operating hours of the clinical environment.
8. Gather pieces of information during patient assessment activities in class or in the clinical setting without the use of an intermediary (classmate, aide, etc.).
9. Perform treatment activities in class or in the clinical setting by direct performance or by instruction and supervision of intermediaries.
10. Maintain personal appearance and hygiene conducive to classroom and clinical settings.
11. Annually pass a cardiopulmonary resuscitation course at the health professional level.
12. Demonstrate appropriate health status prior to enrollment, with annual updates on some items: rubella (German measles) and rubeola (measles) immunity, tetanus-diphtheria booster within 10 years of anticipated graduation, and hepatitis B vaccine series or written declination, and no active tuberculosis.
13. Annually complete OSHA-regulated Bloodborne Pathogen Exposure Training.
14. Sit for two to 10 hours daily, stand for one to two hours daily, and walk or travel for two hours daily.
15. *Frequently* lift weights less than 10 pounds and *occasionally* lift weights between 10 and 100 pounds.
16. *Occasionally* carry up to 25 pounds while walking up to 50 feet.
17. *Frequently* exert 75 pounds of push/pull forces to objects up to 50 feet and *occasionally* exert 150 pounds of push/pull forces for this distance.
18. *Frequently* twist, bend and stoop.
19. *Occasionally* squat, crawl, climb stools, reach above shoulder level, and kneel.
20. *Frequently* move from place to place and position to position at a speed that permits safe handling of classmates and patients.
21. *Frequently* stand and walk while providing support to a classmate simulating a disability or while supporting a patient with a disability.
22. *Occasionally* climb stairs and *rarely* negotiate uneven terrain.
23. *Frequently* use their hands repetitively with a simple grasp and *frequently* use a firm grasp and manual dexterity skills.
24. *Frequently* coordinate verbal and manual activities with gross motor activities.
25. Follow standards and policies specified in the Student Manual, the Educational Affiliation Agreement (contract between university and clinical sites), and the Clinical Education Manual.

Professionalism

Students are expected to act responsibly and professionally when at the University and when away from the University on clinical education rotations. Students are expected to observe state and national laws. Violations of ethical and legal practices, guidelines, and rules may result in dismissal from the Program and/or the University. A student may be placed on probation or dismissed from the Program if it is determined that the student has demonstrated:

1. Conduct violating the ethical and professional standards of the profession.
2. Conduct violating the honor code, which strictly prohibits cheating, sabotaging or plagiarizing.
3. Conduct unbecoming to a graduate professional student such as lack of respect for civil rights of all persons, and lack of professionalism towards administrators, faculty, staff, students, patients, and others individuals who interact with the Program and WKU University.
4. Conduct violating state and/or federal laws.

See section regarding “Professional Behaviors”

Professional Behaviors

The program expects DPT students to develop and demonstrate 10 professional behaviors important to the practice of physical therapy. These are adopted from the work of Warren May, PT, and colleagues. “In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession” (Alverno College Faculty, Assessment at Alverno, 1979). The identified repertoire of behaviors that constitute professional behavior reflect the values of any given profession and, at the same time, cross disciplinary lines (May et. al., 1991). Visualizing cognitive knowledge, psychomotor skills and a repertoire of behaviors as the legs of a three-legged stool serves to emphasize the importance of each. Remove one leg and the stool loses its stability and makes it very difficult to support professional growth, development, and ultimately, professional success (May et. al., Opportunity Favors the Prepared: A Guide to Facilitating the Development of Professional Behavior, 2002).

1. Critical Thinking

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

- Raises relevant questions
- Understands and accepts scientific method
- Thinks analytically
- Uses information effectively
- Formulates alternate hypotheses
- Critiques solutions
- Feels challenged to understand and solve problems

2. Communication

The ability to communicate effectively (i.e. verbal, non-verbal, written, etc.)

- Demonstrates basic English skills
- Presents verbal or written message with logical organization and sequencing

3. Problem Solving

The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

- Recognizes problems and prioritizes them
- States problems clearly
- Can identify solutions to the problem or resources needed to develop solutions

4. Interpersonal Skills

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

- Maintains professional demeanor in all clinical and classroom interactions
- Recognizes impact of verbal and non-verbal communication and modifies all communication to meet situational needs.
- Listens actively and uses appropriate body language
- Assumes responsibility for mistakes, apologizes
- Demonstrates interest and ability to work with peers in a group process/project

5. Responsibility

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

- Demonstrates dependability
- Demonstrates punctuality
- Fulfills commitments
- Budgets time wisely
- Accepts responsibility for actions and outcomes
- Provides safe and secure environment for patients

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.

- Projects professional image
- Continuous positive regard for all
- Abides by APTA code of Ethics and standards of practice
- Follows state licensure regulations
- Abides by facility policies and procedures
- Abides by university and department policies and procedures
- Demonstrates involvement in and commitment to local and national chapters of the APTA
- Contributing creatively to classroom and community projects on a regular basis
- Demonstrates leadership qualities
- Demonstrates respect for others

7. Use of Constructive Feedback

The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

- Actively seeks feedback and help
- Demonstrates a positive attitude towards feedback
- Critiques own performance
- Integrates feedback for positive change in growth

8. Effective Use of Time and Resources

The ability to manage time and resources effectively to obtain the maximum possible benefit.

- Meets external deadlines
- Demonstrates flexibility and adaptability

- Sets priorities
- Sets realistic goals
- Utilizing university library resources
- Utilizes time wisely outside of class and clinic

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.

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."

- Reads articles critically and understands limits of application to professional practice
- Demonstrates a positive attitude (motivation) towards learning
- Monitors own progress
- Takes a collaborative approach
- Seeks assistance from professors or peers regarding difficult concepts
- Demonstrates initiative towards learning
- Demonstrates equal participation in progression and completion of group projects

References: Adapted from: Warren May, PT, MPH, Laurie Kontney PT, DPT, MS and Z. Annette Iglarsh, PT, PhD, MBA: Professional Behaviors for the 21st Century, 2009-2010

Reasonable Accommodations for the Physical Therapy Program

WKU is dedicated to the equality of educational opportunity; it is committed to the creation and maintenance of a campus environment free of barriers that effectively discriminate against those with disabilities. In order to assure complete equality in access, we must also make reasonable classroom accommodations for students with disabilities, in the techniques we use in teaching them, and in the methods we use for evaluating their progress. In the same vein, becoming a physical therapist requires the completion of a professional education program that is both intellectually and physically challenging. The purpose of this information is to articulate the demands of this Program in a way that will allow prospective students to compare their own capabilities against these demands, which are termed Technical Standards.

Applicants are asked about their ability to complete these tasks, with or without reasonable accommodation. If a student cannot demonstrate the skills and abilities outlined in this document, it is the responsibility of the student to request reasonable accommodation. Reasonable accommodation refers to ways in which the university can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination). **Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks;** it does mean that we will work with students having disabilities to determine whether there are ways that we can assist the student toward completion of the tasks.

Candidates for admission to the Program possessing a disability and who indicate that they can complete these tasks, with or without reasonable accommodation, are not required to disclose the specifics of their disabilities prior to an admission decision; however, prior to the start of DPT classes, they must indicate that they can complete these tasks, with or without reasonable accommodation. Prospective students who cannot complete these tasks with or

without accommodation are ineligible for consideration for admission. Any previously made offer of admission will be withdrawn. If admitted, a student with a disability desiring reasonable accommodation must request it in writing through the Student Disability Services (SDS) Center. An offer of admission may be withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodation, or that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

Prospective students who have questions about this information or who have a documented disability that may require assistance will need to contact the SDS Center for coordination with academic accommodations.

Faculty Definitions, Rights, and Responsibilities

Adjunct Faculty

Definition

Adjunct faculty have part-time classroom and/or laboratory teaching responsibilities, but are not employed by the University.

Rights and responsibilities

The rights and responsibilities of adjunct faculty include being guest lecturers and instructors of course modules executed on a semester by semester basis or other period of special purposes. They do not receive honoraria or other forms of compensation. Adjunct faculty may be licensed physical therapists or non-physical therapists who teach courses that are part of the curriculum of the DPT Program.

Adjunct faculty members are not eligible for University benefits, are not eligible for membership in the School, and may not have a vote in matters of the School unless employed by the University in another department.

Associated Faculty

Definition

Associated faculty are those individuals who have classroom and/or laboratory teaching responsibilities in the curriculum and who are not core faculty or clinical education faculty. Rights and responsibilities for associated faculty are described in the DPT Program Policies and Procedures Manual, Policy Number DPT-F3, "Faculty Workload/Job Description." The associated faculty may include individuals with full-time appointments in the unit in which the professional Program resides, but who have primary responsibilities in programs other than the professional Program. A peer review process will occur annually for each associate faculty member to assist in the mentoring process.

Rights and responsibilities

The rights and responsibilities of associated faculty include being guest lecturers and instructors of course modules executed on a semester by semester basis or other period of special purposes. They may receive honoraria or other forms of compensation based on their level of participation in the Program. Associated faculty may be licensed physical therapists or non-physical therapists who have faculty appointments within other University departments and teach courses that are part of the curriculum of the DPT Program. Associated faculty are also specifically responsible for development of their individual courses in conjunction with the Director and entails course development, choice of texts/manuals, development of teaching materials, development of learning objectives, evaluation methods, and designation of minimum competencies, where appropriate. Associated faculty members are not eligible for University benefits, are not eligible for membership in the School, and may not have a vote in matters of the School unless employed by the University in another department. They are responsible for two office hours/week for student advisement.

The associated Program faculty have rights and privileges commensurate with those of similar appointments within the institution. Those rights and privileges include:

- Right to provide feedback on the curriculum and the performance of students and to have that feedback documented.
- Opportunity to request individual training and/or information related to their areas of teaching and expertise.
- Right to provide input on Program applicants.
- Invitation to attend yearly student research presentations.
- Opportunities to attend selected continuing education programs at a reduced or free rate when sponsored by the Program.
- Opportunity to attend selected guest lectures in the DPT Program curriculum.
- Free attendance at the Annual Evidence-based Symposium sponsored by the University.
- Access to online and onsite library services (in progress).
- Recognition/appointment as associated faculty for WKU.
- Opportunities for collaboration in clinical research.

Clinical Education Faculty

Definition

Clinical education faculty are licensed physical therapists who have clinical appointments within various clinical settings and mentor students for the Supervised Clinical Education courses that are part of the DPT Program curriculum. Clinical Education faculty include Clinical Instructors (CIs) who are responsible for the clinical education component of the curriculum and have experience in the area of clinical practice in which they supervise students. The Clinical Education Program is administered by the ACCE. The ACCE is part of the core faculty of the Department of Physical Therapy.

The ACCE sets standards for Clinical Instructors (CIs) and clinical sites through contractual agreements. These standards are implemented through on-site evaluations that include a tour of the facility, observation of patient treatment, and question/answer sessions. Because of the great distances between population concentrations where clinical placements occur, some of the ACCE duties may be shared by more than one faculty member.

Rights and responsibilities

The rights and responsibilities of clinical education faculty may include being guest lecturers and instructors of course modules executed on a semester by semester basis or other period of special purposes. They may receive honoraria or other forms of compensation based on their level of participation in the Program. Clinical Education faculty are responsible for the clinical education component of the curriculum and have experience in the area of clinical practice in which they teach. Clinical education faculty are not eligible for University benefits, are not eligible for membership in the School, and may not have a vote in matters of the School.

Clinical Instructors

CIs are employees of the clinical sites where the student is affiliating. CIs are not employed by the University and are not eligible for University benefits or membership in the College and may not have a vote in matters of the College. All CIs must be licensed physical therapists and must submit a curriculum vita and proof of licensure in the state where they practice.

Core Faculty

Definition

Core faculty are full-time faculty holding a terminal degree or equivalent and meeting the guidelines for maintaining graduate faculty status established by the Doctor of Physical Therapy (DPT) Program. Rights and responsibilities for core faculty are described in the DPT Program Policies and Procedures Manual, Policy Number DPT-P2, "Faculty Workload/Job Description." They are employed primarily by the University and the DPT Program and may include the Program Director, the Academic Coordinator of Clinical Education/Director of Clinical Education (ACCE/DCE), full professors, associate professors, and assistant professors. The ACCE sets standards for Clinical Instructors (CIs) and clinical sites through contractual agreements. These standards are implemented through on-site evaluations that include a tour of the facility, observation of patient treatment, and question/answer sessions. The core faculty has the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum. Members of the core faculty typically have full-time appointments, although some part-time faculty members may be included among the core faculty. The core faculty may hold tenured, tenure track, or non-tenure track positions and includes physical therapists and may include others with expertise to meet specific curricular needs. The core faculty is comprised of physical therapists licensed to practice physical therapy in the state of Kentucky, and those with expertise needed to implement and develop the curriculum that are capable of teaching and evaluating outcomes.

Rights and Responsibilities

The rights and responsibilities of the core faculty are primarily to administer the curriculum. Full work load assignments for full-time faculty members are distributed across teaching, research/creative activities, and service to the Program, department, college, and university. Specific individual assignments are determined by the Department Head/Director and College Dean in accordance with the published guidelines/policies of the college. Graduate faculty members may request reduced teaching assignments. Reduced teaching loads must be justified by productive research or research/creative activity equivalent to the load reduction involved. The CHHS and DPT Program require that each core faculty member carry a teaching workload of approximately 9 contact hours per semester with 3 credits allocated for scholarly activities and service. The faculty member will divide the additional hours in the week among scholarly activity, clinical practice, service, student consultation and advising, and administration, if appropriate. Faculty who are assigned additional responsibilities, such as Department Head/Director, ACCE, Graduate Coordinator, etc., may be assigned additional credits of reassignment for administrative, research, service or professional activities. Additional reassignments toward the fulfillment of the expected workload may be provided for curriculum development or other services activities. Development of

curriculum includes, but is not limited to: overall curricular design, course development, choice of texts/manuals, development of teaching materials, development of learning objectives, evaluation methods, and designation of minimum competencies, where appropriate. Faculty members are responsible for curriculum development both for courses delivered on campus as well as appropriate professional courses and in-services for clinical affiliates.

Course assignments are made according to the educational background and expertise of each individual faculty member and the needs of the curriculum and Program. Individual faculty may petition the Physical Therapy Curriculum Committee and the Department Head/Director to modify teaching loads according to current research and service activities.

Each core faculty member is expected to maintain 4 regularly scheduled office hours per week for advising students (See Academic Responsibilities).

Clinical Education and Professional Development

Clinical education and ongoing professional development are expected of faculty. Faculty members are expected to be involved in continuing education seminars as presenters and participants. WKU offers seminars, courses and workshops (for credit and non-credit) designed for vocational and professional development of faculty. In addition, continuing education workshops, seminars, and courses are coordinated with the District Chapters of the Kentucky Physical Therapy Association and local professionals. Faculty from WKU and the coordinators and instructors from the clinical affiliates are actively involved in continuing education at the local, regional, and national levels.

Faculty have various means of financial support for faculty development activities, either through the Program or from internal funding through the University. This financial aid is designed to provide faculty the means to develop new areas of scholarly interest and professional expertise. All faculty will have equal opportunities for obtaining funds and release time for conferences, but individuals presenting professional and/or scientific material at conferences will be given higher priority than those merely attending a meeting.

Maintaining Competence and Knowledge Levels

Maintaining competence and remaining current in knowledge is the responsibility of each faculty member. This includes remaining current in areas of responsibility for teaching, clinical practice, research, supervision, administration and curriculum development and review. Demonstration that competencies are being maintained may be demonstrated through use of primary literature, participation and/or presentation at scientific forums, research, scholarly activity or clinical practice.

Although any of the aforementioned methods may be used to demonstrate competence, the primary and traditional academic indicator of competence is peer-reviewed publications.

Faculty Development

Faculty development will be supported by the DPT Program through allowing time and financial support, as available, for participation in continuing education activities and/or clinical practice.

In order to maintain physical therapy licensure in the State of Kentucky, a minimum of 15 hours of continuing education units must be verified yearly. Therefore, the DPT Program shall allow time and financial support, as available, to the faculty members who are physical therapists to fulfill these requirements for licensure. Continuing education is especially encouraged in content areas for which the faculty member is responsible in order to promote faculty effectiveness and meet the specific needs of the Program.

In addition, clinicians will be permitted to engage in private professional work or consultation up to 1 day per week as stipulated in the current University contract. Private profession work occurring after normal University hours or over weekends is not included in the requirements, but should be disclosed for conflict of interest purposes.

Each faculty member will submit a faculty development plan and timetable of completion for the upcoming year. The development plans for the DPT Program will be evaluated by the Head/Director to assure that the development plans will promote overall faculty effectiveness as well as address the needs for growth and changes in the Program. In addition to continuing education and private professional work, the development plans may include faculty mentoring, extramural collaboration, and the sharing of clinical and teaching expertise.

Participation in Governance

Participation in the governance of the College, Department, and/or Program is the right and responsibility of each Program faculty member. Members holding no less than a half-time contract in the DPT Program shall hold membership or be considered a voting member of the College.

Appointment of Program Faculty

Definition

Program faculty are all faculty involved with the DPT Program, including 1) the core faculty; 2) the adjunct faculty; 3) the associated faculty; and 4) the clinical education faculty.

Faculty Appointment

Faculty appointments are made only after advertising nationally, screening by a search committee, and approval by the Department Head/Director, the Dean of the College, the Provost, and the President of the University. Vacancy announcements are according to the instructions mandated by the Office of Human Resources. Candidates must possess the characteristics and credentials described in the position announcement used for the national advertisement. The hiring process can be summarized as follows:

1. The Provost approves positions, requirements, and salary ranges based on information provided by the Dean of the CHHS, and the Department Head/Director.
2. The Dean, Office of Human Resources, and Provost review and approve the written description of the position.
3. The position is advertised in at least one national publication with broad general circulation to the academic community (e.g. the Chronicle of Higher Education), and may be sent directly to relevant lists of individuals or institutions with accredited physical therapy educational programs, and individuals known to have graduated from approved physical therapy programs having earned doctoral degrees.
4. Applications are reviewed by a search committee, which is appointed by the Department Head/Director and approved by the Dean of the CHHS.
5. Candidates who meet the requirements of the position description/advertisement are ranked by the search committee. Top candidates are invited to interview on campus.
6. The search committee makes recommendations, through the Head/Director of the Program, to the Dean of the CHHS, who makes recommendations to the Provost and President.
7. A summary report of the search is submitted to the Dean and the Office of Human Resources for approval prior to issuance of a contract.

Currently, individuals who are eligible for physical therapy licensure in Kentucky and who hold an earned, academic or clinical doctorate, or who hold a doctorate in an allied field may be considered for the rank of assistant professor as core faculty. For the rank of associate professor or higher, an earned, academic doctorate, clinical doctorate with ABPTS board certification, and eligibility for physical therapy licensure in Kentucky is required. Candidates not holding physical therapy licensure may be considered, depending on expertise. An equitable salary based on criteria such as: American Board of Physical Therapy Specialties (ABPTS) Certification as a Clinical Specialist, research and/or teaching experience, and additional degrees are considered in the hiring process.

Appointment of Department Head/Director

Primary responsibility for the selection of Department Heads/Directors rests with the Dean of the college in which the department resides. Appointment of a Department Head/Director may occur either at the end of a term, through reassignment, or through

other circumstances. Nominations for appointment of internal or external candidates for the Department Head/Director are made according to the WKU Policies and Procedures for "Selection, Appointment, and Reassignment of Department Heads/Chairs," Number 1.5040 III.B "Selection and Appointment." Approval of the Dean of the CHHS is required, and if approved, is forwarded through administrative channels. Appointments are for four-year terms. The number of terms an individual may serve is not limited by this policy.

Department Head/Director Evaluation Procedure

The Dean will initiate a comprehensive review of the performance of the Head/Director early in the fall semester of the fourth year of the term according to the WKU Policies and Procedures for "Selection, Appointment, and Reassignment of Department Heads/Chairs," Number 1.5040 III.A "Review." Evaluation of a general nature such as degree and quality of judgment, initiative, and competency may be supplemented by specific criteria relating to the achievement of department goals and objectives. The Dean will convene faculty in the Department or academic unit to review the performance of the Department concerning the Head/Chair's leadership qualities, professional competency, ethical behavior, and working relationships. After consultation with the Provost, the Dean will make a decision on a renewal term.

Faculty Evaluation Procedure

Faculty evaluation guidelines are established by the University. Procedures and criteria for annual evaluation of faculty shall be in accordance with the WKU Faculty Handbook, 18th edition, II. "Faculty Appointments and Responsibilities," X, "Faculty Evaluation." All non-tenured and tenure-track core faculty members are evaluated annually by the Department Head/Director. Student evaluations of instructors are utilized in the annual evaluation. In addition, the faculty members are required to state their goals for the forthcoming academic year so as to provide the Department Head/Director with additional direction for evaluation. Evaluation of the ACCE shall follow the same guidelines. For tenure track faculty members, a specific evaluation of their progress toward tenure is also completed each year. For tenured faculty members an annual post-tenure review is conducted.

Disagreement with Annual Evaluation shall be processed in accordance with the WKU Faculty Handbook, 18th edition, VIII, "Faculty Grievance Policy." Every effort should first be made to resolve the matter informally by conversation with the Department Head/Director, college Dean, or Provost. Faculty members who have been unable to achieve satisfactory resolution of a formal grievance through administrative channels may submit a written request for review by the Advisory Committee on Faculty Grievance through the President. This review shall be completed within 45 days, excluding official holidays and vacations. At the conclusion of the review, the committee will forward a written report of its findings to the President and to the faculty member. The written decision of the President shall be forwarded to the chair of the committee and to the faculty member. If the President does not accept all or part of the findings and recommendations of the committee, the President will include in the decision the reasons for not doing so. The decision of the President is final.

Evaluation of Associated Faculty

Each associated faculty member will be required to write his/her own goals and objectives related to University requirements for teaching and evaluated in a manner similar to core faculty in regards to this area. The Department Head/Director will review and modify these goals and objectives according to discussions with the faculty member. In addition, specific evaluations of teaching style and effectiveness will be conducted by the student body on all courses.

Tenure, Promotion, and Merit

The Department Head/Director reviews the portfolios submitted for tenure, promotion, and merit. The Head/Director makes recommendations to the Dean of the CHHS in accordance with the WKU Faculty Handbook, 18th edition, III "Faculty Promotion," and IV "Faculty Tenure and Continuance." The portfolios will be reviewed by the Tenure Committee, who will make recommendations to the Head/Chair, who will then make a recommendation to the Dean along with the written recommendation from the Tenure Committee. After reviewing all recommendations, the Dean of the College then sends recommendations to the Provost who, along with the President, makes the final decision.

Mid-Tenure review shall be conducted to determine progress toward tenure in accordance with the CHHS Policies and Procedures, Section 3.0 "Tenure Procedures." The review shall focus on the individual's activities since appointment, and will assess the quality and quantity of the individual's productivity related to teaching, scholarship, and service. Strengths and areas of needed improvement shall be identified. Suggestions for strengthening the overall record of productivity shall be provided by Department Head/Director and the Dean.

Tenure policies and procedures for the CHHS are identified in the current CHHS Policies and Procedures. An application for tenure may be initiated by the individual at any time during the probationary period. Individuals must be evaluated for tenure no later than the beginning of the sixth year of service. The College will require external recommendations for consideration of promotion to full professor.

Faculty rank guidelines shall be identified by the DPT Program. Guidelines for appointment and promotion of rank shall be in accordance with the WKU Faculty Handbook, 18th edition, III "Faculty Promotion." The procedure for seeking promotion shall be in writing and available to College faculty Rank and Promotion Committee.

Denial of tenure, salary increases, promotion or reappointment shall be processed in accordance with the WKU Faculty Handbook, 18th edition, IV "Faculty Tenure and Continuance," C, "Non-Reappointment or Negative Tenure Recommendations." A faculty member may request the reasons for denial of appointment with tenure, salary increases (including merit awards), promotion or reappointment, and reconsideration of personnel actions in accordance with the WKU Faculty Handbook, 18th edition, V "Process for Faculty Complaint, Continuance, Promotion, and/or Tenure." Appeals may also be initiated through this process.

Grievance Procedure

Grievance is an allegation that there has been a violation, misrepresentation, or improper application of existing policies, rules, regulations, practices, and/or procedures or a complaint that a faculty member has been treated unfairly or inequitably or has been unreasonably hindered in the performance of duties. Full and part-time faculty, current adjunct faculty, and transitionally-retired faculty are eligible to file grievances in accordance with the WKU Faculty Handbook, 18th edition, VIII "Faculty Grievance Policy."

Every effort should first be made to resolve the matter informally by conversation with the Department Head/Director, college Dean, or Provost. Faculty members who have been unable to achieve satisfactory resolution of a formal grievance through administrative channels may submit a written request for review by the Advisory Committee on Faculty Grievance through the President. The procedural steps for Grievance are outlined below.

Procedural Steps for Faculty Grievance:

1. File a formal grievance in writing with the department head within ninety (90) days of the most recent alleged violation.
2. If not resolved by the Department Head within 14 days of receipt of the grievance, a faculty member may request review by the college Dean.
3. If the grievance cannot be resolved by the college Dean within 14 days of receipt of the grievance, a faculty member may request further review by the Provost.
4. The Provost shall have 14 days from receipt of the grievance to issue a recommendation to the President as to whether the matter should be referred to the Advisory Committee on Faculty Grievance.
5. At the conclusion of the review, the committee will forward a written report of its findings to the President and to the faculty member.
6. The written decision of the President shall be forwarded to the chair of the committee and to the faculty member.
7. If the President does not accept all or part of the findings and recommendations of the committee, the President will include in the decision the reasons for not doing so. The decision of the President is final.

Equal Employment Opportunity and Affirmative Action Policies

Sexual harassment

WKU is committed to providing a working and learning environment that is free from sexual harassment, and it is the policy of this University that sexual harassment in any form will not be tolerated. Management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent sexual harassment. All members of the University community, employees, and students are required to promptly report conduct that could be in violation of this policy. The University policy and reporting procedures can be found at:

[http://www.wku.edu/hr/AAWeb/Policy Against Sexual Harrassment.htm](http://www.wku.edu/hr/AAWeb/Policy%20Against%20Sexual%20Harassment.htm).

Equal Employment

Equal employment claims are to be directed to the Office of Equal Opportunity at:

<http://www.wku.edu/eoo/>

Outside Employment and Consultation

Normally, the primary responsibilities of the faculty member include classroom teaching, student advisement, research/creative activity, work on faculty committees and similar duties. However, faculty members may undertake responsibilities above and beyond these duties with prior approval of the University in accordance with the WKU Faculty

Handbook, 18th edition, II. "Faculty Appointments and Responsibilities," W, "Outside Employment and Consultation." It is assumed that preparation for and involvement in such activities will not interfere with the faculty member's primary responsibility to the University and that care will be taken to ensure proper fulfillment of these obligations. For 9 month or 12 month contract personnel, there are no limits to the amount of compensation received outside the base salary period.

Private Professional Work Policy

Faculty members who are also licensed physical therapists in the State of Kentucky may provide consultation and/or professional services to public or private entities that are not organizationally a part of the University. During University working days, 1 day per week is given as a reasonable amount of release time for private professional work.

Consensual Relationships

WKU's mission is to promote the personal and academic development of students. This mission is promoted by professionalism in relationships between members of the university community. It is the University's goal to create an environment conducive to learning where students, faculty, and staff trust and respect one another.

Sexual relations between students and faculty members are fraught with the potential for exploitation. The respect and trust accorded a professor, as well as the power exercised by the professor in an academic or evaluative role, make voluntary consent by the student suspect. Even when both parties initially have consented, the development of a sexual relationship renders both the faculty member and the institution vulnerable to possible later allegations of sexual harassment in light of the significant power differential between faculty members and students. If a consensual relationship has existed or develops between a faculty member and a student, the instructor should not thereafter have undirected responsibility for the advising, supervision, evaluation, or grading of the consensual relationship partner's performance. The faculty member must disclose the consensual relationship to his or her immediate superior, normally the department head or college dean, and make arrangements to end advising, supervisory, evaluative, or grading responsibilities for the consensual partner. This policy should not be construed to supersede any existing, applicable federal or state statutes. The University's policy on Consensual Relations between Faculty and Students can be found on the Academic Affairs policy site: http://www.wku.edu/policies/academic_affairs.php.

Miscellaneous Policies

Travel Policy

Faculty attending conferences or conventions may request that registration fees be paid from the Program budget. As long as funds are available, the registration fees will usually be paid if (1) this is the first request of the year and (2) if the conference content matches the teaching, research or service responsibilities of the faculty member. Faculty serving as (1) representatives of the DPT Program or (2) presenting papers or posters will have additional requests for registration fees honored if funds are available.

Procedure

Submit to the Department Head/Director a written request at least twenty-one (21) days prior to proposed travel. In the request include the following:

1. A copy of the brochure describing the event.
2. Rationale for attendance.
3. Approximate cost of transportation and hotel accommodations.
 - a. The faculty member is responsible for arranging and reserving their own transportation and hotel accommodations.
 - b. The DPT Program office associate has a list of the travel agents approved by the University.
 - c. When all travel and hotel reservations have been finalized, the faculty member submits the information to the DPT Program office associate who will fill out and submit the appropriate forms for payment.
4. In-state travel "Leave Request" forms must be completed and signed by both the Department Head/Director and the Dean five (5) days prior to leaving.
5. "Out of State Travel Request" forms must be completed and signed by both the Department Head/Director and the Dean five (5) days prior to leaving.
6. The faculty member will be notified, in writing, if the request to travel utilizing departmental funds is approved or disapproved by the Department Head/Director.
7. The faculty member must submit written information to the Department Head/Director indicating what arrangements have been made for the faculty member's University responsibilities, e.g., classes and laboratories.
8. Upon return the faculty member must submit to the DPT Program office associate all transportation and accommodation receipts. Guidelines for reimbursement are outlined in the University Travel Policy, and include the following:
 - a. If there is public transportation bus service between the airport and the city, this must be used.
 - b. If the faculty member perceives a need to rent a car, arrangement for utilizing companies that honor the University Discount should be made, prior to travel. This information can be obtained from the University approved travel agents.

Off Campus Policy

Faculty planning to be off campus during scheduled classes must (1) complete a Leave Request form and (2) submit to the Department Head/Director a memo detailing arrangements for class coverage. The faculty member is responsible for announcing to the class any changes in coverage.

Sick Leave Policy

Faculty members should call the Head/Director and the DPT Program office associate when not able to meet commitments.

Leave of Absence Policy

Faculty must follow University procedures in requesting a leave of absence.

Resignation Policy

Faculty members planning to resign should notify the Department Head/Director by January 15th prior to the next academic year.

Vitae Update

It is the responsibility of the individual faculty member to update their curriculum vitae. This should be done each semester to reflect current experiences. The DPT Program office associate will forward a copy to the CHHS.

Photographs

Release forms must be signed prior to any photographs being taken of faculty, students, staff, clinical personnel, or clients. The release form must state the purpose of the photograph and the distribution.

Learning Resources

The DPT Program Resource Room is in Room 417 of Tate Page (TP) Hall. The Resource Room is for the exclusive use of the faculty and students of the DPT Program. The open hours of the Room for the students are posted on the door. Faculty may access the Resource Room at any time. Items removed from the Room (books, models, videos, etc.) may be signed out for two hour periods or on an overnight basis at the end of Program office hours.

Mechanisms for Handling Program Complaints

Procedural steps for handling complaints about the Program, if a complaint falls outside the realm of due process (i.e., patients and employers), are stated in the DPT Program Policies and Procedures Manual, Policy number DPT-P1.

Office Associates

Office associates may not divulge any personal information about students nor disseminate information regarding student grades. Support staff are not to be asked to perform administration or proctoring of academic tests or exams.

Supervision/evaluation of the DPT Program office associate is assigned to the Department Head/Director.

The office is to be covered from 8:00 am – 4:30 pm. It is the DPT Program Office Associate's responsibility to coordinate coverage.

Academic Responsibilities

Academic Review Committee

The Academic Review Committee (ARC) will meet at least once each semester and when a student action is referred to the Committee. Disciplinary actions referred to the ARC will proceed in the following manner:

- Any breach of professional behavior will be addressed immediately by the instructor or CI in charge.
- The student's advisor will be informed of the incident.
- The incident will be documented and placed in the student's file.
- If the problem is not resolved the student's advisor will arrange for formal advisement with the student.
- If the problem still is not resolved, the student will be referred to the ARC. Within two days after it has been decided that the problem warrants further action, the Chair of the ARC will send a letter to the student stating the time and place of the meeting.
- The ARC and the student will meet and develop an action plan to resolve the problem. The action plan will be written and signed by the Committee members and the student indicating that all present have read the action plan.
- If the student does not follow through with the action plan, the Committee will meet again with the student to try and resolve the problem.
- If the Committee determines that the student should be dismissed from the Program, the Committee's recommendations will be forwarded to the Department Head/Director.
- The Department Head/Director, along with the Graduate Studies Dean, will make the final decision regarding dismissal or disciplinary actions and notify the student of the decision.
- If the student wishes to appeal the decision, the University appeals process will be followed.

Faculty Workload

Please see Core Faculty: Rights and Responsibilities.

Office Hours

Each core faculty member will hold a minimum of *4 official office hours per week*. Office hours will be posted and the faculty will be available to students, colleagues, and others during these times. Additional appointments should be scheduled with the individual instructor. If faculty are not able to hold office hours, they should notify the department secretary and post a notice on their door when hours will be re-scheduled. A review of adherence to office hours and other faculty responsibilities will be conducted via the annual faculty evaluation.

Student Advisement

All formal advisement of students is to be documented on the DPT Program Advising Record form. The items on the form should include the general issue being discussed, and any action plan that is to be instituted. The Advising Record form should be signed by the faculty member and the student involved. One copy of the form should be given to the student. The original copy should be placed in the student's file.

Information About Courses

New Courses

The approval format will follow the University requirements:

- Origination by individual faculty member(s)
- To DPT Program and/or Department Curriculum Committee
- To College Graduate Curriculum Committee
- To the Graduate Council
- To the University Senate Committee
- To the Provost
- To the BOR

Submission must include the Catalog Course Authorization Form, the evaluation of Library Resources form, and a detailed course syllabus. This procedure must be completed by the date designated by the University Curriculum Committee. If approved by the BOR, the course will appear in the next catalog. Course changes (credit hours, prerequisites, titles, or descriptions), follow the same procedure. Recommendations for revision may be suggested at any level.

Course Objectives

Revision of the terminal objectives for the course should be initiated by the individual instructor and sent through the appropriate channels for review. Revision of unit objectives is at the discretion of the individual instructor. In courses where multiple sections are offered, the proposed changes in either objectives or learning experiences must be agreed upon by the appropriate faculty members.

Summer Sessions

The teaching of courses by faculty during any summer session is on a voluntary basis for all faculty. Faculty on a 9 month contract will be under separate contract for the summer, May, and January sessions. Individuals interested in teaching should notify the Department Head/Director regarding the session in which they wish to teach a course. Information should include: course title, and description and times of day. Proposed summer session courses are usually solicited during the Fall semester.

Academic Policies Related to Course Work

English Composition Skills

Students should exhibit professional level composition skills. Faculty are encouraged to delete points on papers (essay examinations, term papers, summaries on client assessments, etc.) for usage of improper grammar and inconsistency of thought. Faculty are encouraged to provide specific feedback, rather than statements such as "awkward sentence" or "needs help."

Class Attendance

Individual instructors have the authority to set attendance requirements for their classes. It is the student's responsibility to notify the instructor of absences in accordance with the published policy in the Student Manual.

Sign-in Sheets

Sign-in sheets will be available prior to the first class of the day. Each student is to sign their name next to their typed name on the sheet and record the time that arrived for class.

Religious Holiday Notification

Faculty must print in the class syllabus the University notice concerning absence from classes due to religious holidays.

Cancellation Policy

Faculty unable to hold scheduled office hours should notify the DPT Program office associate and post a notice on their door when hours will be re-scheduled.

If an emergency occurs and a class must be canceled, the faculty member should notify the DPT Program office associate and post a notice on the door where the class was to be held.

Examinations

It is expected that students take exams on the day scheduled. It is the student's responsibility to notify the instructor prior to the exam time, if an exam cannot be taken as scheduled. Make-up exams will be at the discretion of the instructor. If a student misses an examination without prior approval by the instructor, a grade of "F" may be recorded for the examination.

Review of Examinations

Students who wish to review examinations should make appointments with the instructor within two weeks of the examination date. After that period of time, the instructor is not required to make adjustments in the exam scores due to miscalculations.

Final Examinations

The instructor or other faculty member will meet with their classes during the final exam week at the scheduled time for the purpose of giving the final examination.

Lateness of Assignments

Written work is expected on the date indicated in the syllabus. The determination of percentage points to be deducted per day will be determined by the instructor as detailed in the Student Manual. It is the student's responsibility to notify the instructor that an emergency has occurred.

Return of Student Papers

For the students to have the benefit of feedback, student papers should be returned in a timely manner.

Extra Credit

Results of extra credit projects or questions on examinations should not make a substantial difference in the course grade and should represent no more than 2% of the final grade.

Posting/Releasing Student Grades

If grades are posted, it is the instructor's responsibility to ensure the student's privacy. Support staff (i.e., office associate) are not to provide grades to students verbally for any reason, whether in person or by phone.

Drop/Withdrawal Policy

As the curriculum in the DPT Program is designed in a hierarchical manner, and students are required to take all courses sequentially, dropping or withdrawing from a course constitutes potential dismissal from the Program. In the event of a severe accident or disabling illness that prevents the student from attending class for more than two consecutive classes, the student's case will be sent to the ARC for review.

Mid-term Evaluations

All students must be offered the opportunity of a formal mid-term evaluation. The mid-term and final evaluations will be placed in the student's folder. The final evaluation must be placed in the student's folder and the final grade handed in prior to the faculty member leaving campus for the semester.

Grading

Each instructor will decide the evaluation method utilized in an assigned class, including the percentage of correct answers needed to receive a specific grade. Remediation will be at the discretion of the individual instructor.

Departmental Grading Scale

- A 90-100
- B 80-89
- C 70-79
- F <70

In classes with combined clinical and didactic components, the student must pass both the didactic and the clinical or laboratory portions of the course to proceed in the curriculum. The Student Manual states the above caveat.

Incomplete Policy

An "I" may constitute separation from the program. However, when a student has satisfactorily completed at least three-fourths of the semester, but is unable to complete the remainder of the course for various reason(s) that may be beyond the student's control, the case will be sent to the ARC for review.

Probation Policy

A minimum of B (80%) is expected to be maintained in all course work. Students who do not maintain this average will be notified at mid-term and will be placed on probation after the semester if they do not raise this average to 80% by that time. Preliminary probation serves as a warning to the student to seek individual counseling and review with the professor and/or advisor to remedy the grade in question. The ARC will hear the student's case and recommend to the Department Head/Director an action plan for that individual. The Student Manual contains updated Policies and Procedures regarding probation and progression in the Program.

Readmission Policy

In the event that a student is dismissed from the DPT Program during a clinical rotation, they may have the option to re-apply for admission within a specified time frame following their separation contingent upon a positive recommendation from the ARC, the Head/Director, and the Graduate Studies Dean. See Student Manual for details.

Cheating, Plagiarism, Academic Misconduct

If an occurrence of cheating is detected, the instructor will ask the student to leave the classroom during the exam and will receive an F for that particular exam. Any suspicion of cheating, plagiarism or academic misconduct on a project will result in an F for the project. Students can be subjected to dismissal from the Program if found guilty of cheating, plagiarism or academic misconduct.

Academic Policies Regarding Clinical Placement

SEE CLINICAL EDUCATION MANUAL

Research and Service

Among the components of the total work load of the faculty member, in addition to classroom and laboratory instruction, are scholarly activities including research and creative endeavors; student consultation and advising; assisting in the administration of the work of the department or college; service on Program, departmental, college or University committees; representing the University in a service or consultative role to schools, governmental or outside agencies; and other duties incidental to the above or as assigned by the head of the department, dean of the college, Provost, or the President.

Compliance with CAPTE

The Institution and DPT Program will comply with CAPTE's accreditation policies and procedures as follows:

1. Timely submission of required fees and documentation, including reports of graduation rates, performance on state licensing examinations, and employment rates

WKU's DPT Program currently has deadlines established for submission of required yearly accreditation fees with supporting documentations (as mapped out on a yearly calendar) to APTA to include self-study reports, progress reports, biennial accreditation reports, reports of graduation rates, performance on state licensing exams, and employment rates of all graduates via the proper format. These reports will be submitted to meet the appropriate deadlines as set forth by the APTA.

2. Timely notification of expected or unexpected substantive change(s) within the program, and in any change in institutional accreditation status or legal authority to provide postsecondary education

The institution shall notify CAPTE about any change in accreditation status or any changes concerning the logistics of the program as they may relate to program leadership, administration, housing of the program, resources, class size, curriculum, or any expansion programs, realizing of course, that notification of changes are not limited to these previously specified areas.

3. Coming into compliance with accreditation criteria within two years of being determined to be out of compliance

Any criteria that have been deemed out of compliance shall be addressed immediately by the Department Head/ Director. Steps will be taken at that time to remedy any deficiencies in order to bring the program into compliance as soon as possible, thereby satisfying accreditation criteria.

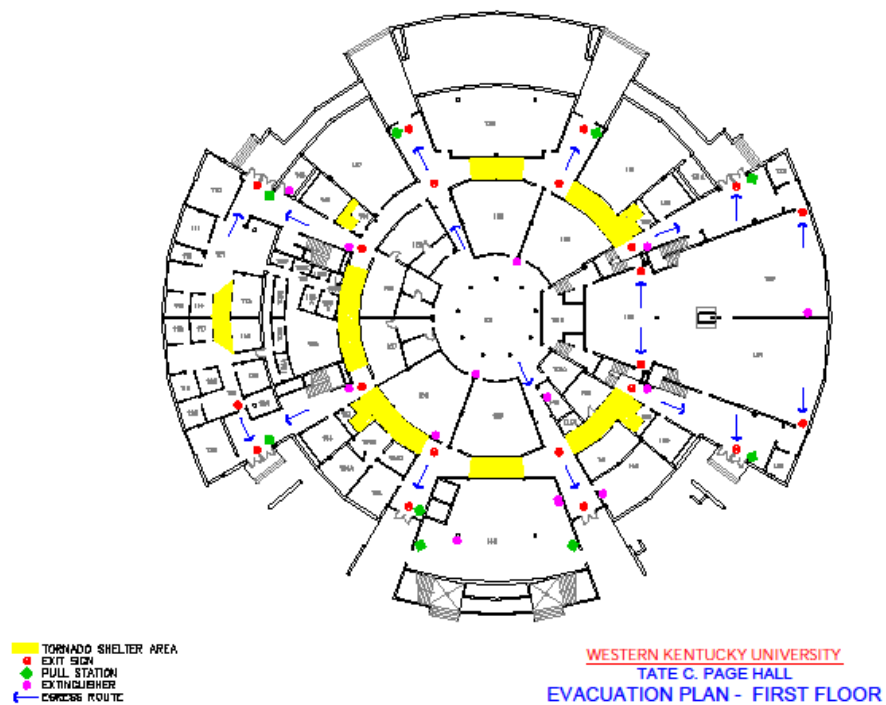
Filing a Complaint about the DPT Program to the Commission on Accreditation in Physical Therapy Education (CAPTE) Policy Statement

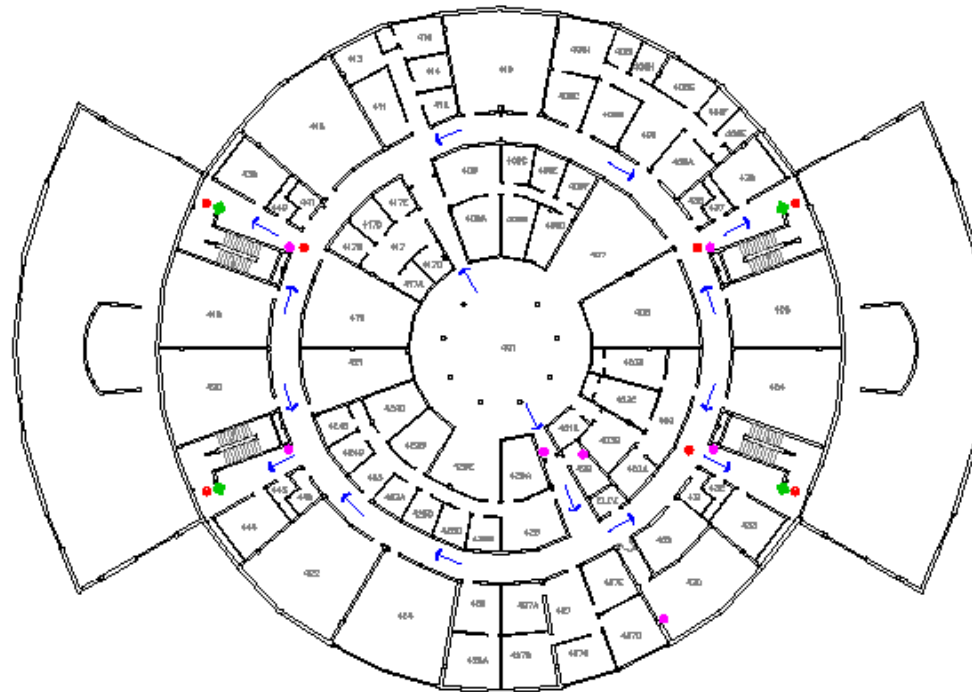
Students, parents, patients, faculty, and other stakeholders may lodge a complaint regarding the DPT Program to the American Physical Therapy Association (APTA) Commission on Accreditation in Physical Therapy Education (CAPTE) to report a wrongdoing or a concern that directly involves student rights and privileges, patient/client rights, and privileges, and public safety. To contact CAPTE call 703-706-3242 or 703-683-6748 (TDD) or e-mail accreditation@apta.org. You may contact maryjaneharris@apta.org or ellenprice@apta.org. All complaints should be followed up by a written letter of complaint that is signed and dated.

Mail should be sent to Ms. Mary Jane Harris, Director of Education, CAPTE 1111 N. Fairfax St.
Alexandria, VA 22314.

WESTERN KENTUCKY UNIVERSITY
College of Health and Human Services
Doctor of Physical Therapy Program

Evacuation Plan for Tate Page 1st and 4th Floors





■ TORNADO SHELTER AREA down on first floor
 ■ EXIT SIGN
 ● PULL STATION
 ● EXTINGUISHER
 → EGRESS ROUTE

WESTERN KENTUCKY UNIVERSITY
 TATE C. PAGE HALL
 EVACUATION PLAN - FOURTH FLOOR

WESTERN KENTUCKY UNIVERSITY
College of Health and Human Services
Doctor of Physical Therapy Program

Emergency Code Policy

In the event of a patient code:

1. Faculty and students working directly with the patient will perform assessments and run the life saving measures.
2. Students and faculty observing the patient will be designated to do the following tasks:
 - a. Call 911
 - b. Retrieve any assessment tools needed
 - c. Make ready all chart and patient information for medical people upon arrival
 - d. One student to wait outside the building
 - e. One student to hold elevator
3. Other faculty and students are to clear the room and create easy access to the patient
4. Remember to stay calm

Acknowledgment of Receipt

I have received and read my copy of the Western Kentucky University (WKU) Doctor of Physical Therapy (DPT) Program Student Manual. I understand and agree that it is my responsibility to familiarize myself with its contents and to act according to the guidelines set forth therein.

Name (Print)

Student Signature

Date