



DPT Program Student Manual 2015

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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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Preface

Students in the Doctor of Physical Therapy (DPT) Program are students at Western Kentucky University (WKU). Therefore, DPT students are expected to comply with the regulations and academic standards specified in the most current edition of the WKU Student Handbook. Additionally, this DPT Program Student Manual provides information regarding policies, procedures, and requirements specific to the WKU DPT Program. Students enrolled in the DPT 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 back 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 DPT Program Student Manual carefully. Questions related to the content of this Manual should be directed to the Program Director.

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Accreditation

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.

Effective April 24, 2013, Western Kentucky University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program may matriculate students in technical/professional courses and that the program is progressing toward accreditation. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation. To contact the APTA Commission on Accreditation in Physical Therapy Education call 703-706-3242 or 703-683-6748 (TDD) or e-mail accreditation@apta.org. You may also contact sandrawise@apta.org or ellenprice@apta.org.

Welcome and Introduction to the DPT Program at Western Kentucky University

Welcome to the WKU DPT Program! After an exhaustive review of your past achievements and a personal interview, you have been selected as one of our students. This reflects our confidence in your potential to become a competent and ethical physical therapist general practitioner who will be able to deliver quality patient care in a variety of clinical settings.

During the first year, your education will include a combination of classroom and laboratory activities designed to give you a strong background in basic sciences, such as human anatomy, neuroanatomy, pathophysiology, and general neurological and orthopaedic principles. You will also learn about the principles of assessment and be introduced to many of the therapeutic techniques commonly used in rehabilitation scenarios.

The second year of study will combine traditional didactic instruction with a case study approach. Some of your classroom time will be spent working in small, problem-solving groups. Each group will spend greater time discussing cases typically seen by physical therapists in clinical settings such as orthopaedics, neurology, pediatrics, geriatrics, etc. You will learn how to evaluate a case using appropriate examination tools and to develop specific interventions. This strategy is one method of helping you to integrate the knowledge you have gained and apply it to actual clinical situations.

Another method of integration will be through clinical affiliations of various lengths (6 to 13 weeks). These will begin during the fall semester of the second year of the DPT curriculum. You will be given the opportunity to work in and experience the varied scope of practice available to physical therapists. In keeping with our University and Program missions, you will also have at least 1 clinical rotation in a rural setting.

Your education is a process that builds on previously learned information. Each segment is critical for guiding you into a profession that is rapidly changing and wide in scope. The first step in this process is to become thoroughly familiar with our Program. The purpose of this Manual is to introduce you to our mission and to inform you of what is expected of you as a student. There is also general information that will answer most of your questions. Become familiar with the Manual and keep it for your reference.

We are here to help you achieve the goal of becoming an effective, caring practitioner. We hope that you will feel free to come to us at any time with problems and suggestions. **And now, we invite you to accept the challenge!**

Yours in good health,



Harvey Wallmann, PT, DSc, SCS, ATC, CSCS
Director and Professor
Western Kentucky University
Doctor of Physical Therapy Program

Description of the Profession of Physical Therapy

“Physical therapists provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes; interact and practice in collaboration with a variety of professionals; address risk; provide prevention and promote health, wellness and fitness; consult, educate, engage in critical inquiry and administrate; and direct and supervise the physical therapy service, including support personnel.”¹

“Physical therapists assume leadership roles in rehabilitation: in prevention health maintenance, and programs that promote health wellness and fitness; and in professional and community organizations....The practice of physical therapy necessitates that the individual physical therapist engages in specific and complex cognitive, psychomotor and affective behaviors when providing services to patients/clients, families, or caregivers. Using their body of knowledge, physical therapists integrate five elements of care in a manner designed to maximize the patient's outcome: examination, evaluation, diagnosis, prognosis and intervention.”² Physical therapists practice in a broad range of inpatient, outpatient and community based settings and treat age groups ranging from newborns to geriatric patients.

1. *Guide to Physical Therapist Practice*, 2nd ed. Alexandria VA: American Physical Therapy Association; 2003.

2. *A Normative model of Physical Therapist Education*, version 2004. Alexandria VA; American Physical Therapy Association; 2004.

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, research, 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.

DPT Program 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 Overview

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		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 711 Principles of Physical Assessment I	1	DPT 722 Gross Human Anatomy II	2	DPT 724 Pathophysiology	4	DPT 737 Neurophysiology	3
DPT 720 Gross Human Anatomy I	2	DPT 723 Gross Human Anatomy II Lab	1	DPT 726 Orthopaedic Foundations	3	DPT 738 Motor Control	2
DPT 721 Gross Human Anatomy I Lab	1			DPT 728 Clinical Exercise Physiology	2	DPT 742 Diagnostic Testing and Imaging	2
				DPT 736 Neuroanatomy	3	DPT 746 Orthopaedic Assessment	4
				DPT 781 Research in Physical Therapy I	3	DPT 760 Professional Issues	2
						DPT 782 Research in Physical Therapy II	3
Credits	5	Credits	5	Credits	17	Credits	19
2nd 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 Admin.	3
				DPT 751 Supervised Clin. Ed. 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
3rd Year							
DPT 752 Supervised Clin. Ed. II (7 week session)	5	DPT 727 Health Promotion and Wellness	2	DPT 753 Supervised Clin. Ed. III (First 10 weeks)	7	DPT 754 Supervised Clin. Ed. 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 Director of Clinical Education (DCE) 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

During the second summer of the Program, students will be required to provide proof of current CPR certification and personal health insurance coverage to the Program. Additionally, students will be required to upload proof of Immunization records, Tb skin test results, and other health related documents (as required by individual affiliation agreements) to a third party tracking and verification online company. This will provide students with an easy way to monitor, track, update, and forward required information to their future clinical affiliations. Bear in mind that if these documents are not provided, submitted, and accepted, the student may not be allowed to participate in the required clinical education component of the Program. For more specific details regarding immunizations and other health related tests, certifications, or requirements, 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 expects 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. Students must have visual perception which includes depth and acuity. Students 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. Students 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. Students 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, students 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. Students must have the ability to use computers for searching, recording, storing, and retrieving information.

Behavioral/Social Attributes and Professionalism

Students 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. If admitted, a student with a disability desiring reasonable accommodation must request it in writing through the Student Accessibility Resource Center (SARC). An offer of admission may be withdrawn if it becomes apparent that the student cannot complete the technical standards even with accommodation, or that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the technical standards 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 SARC for coordination with academic accommodations.

Progression through the DPT Program: Student Policies and Procedures

Policies Relating to Admission to the Program

Prospective Student Information

Admission policies for the WKU DPT Program are available through the WKU DPT Program and online at http://www.wku.edu/physicaltherapy/pre-physical_therapy_prerequisites.php for pre-physical therapy information, http://www.wku.edu/physicaltherapy/dpt_admission_requirements.php for admission requirements, and http://www.wku.edu/physicaltherapy/dpt_application_procedures.php for our application procedures. Specific requirements for admission to the WKU DPT Program have been critically analyzed and modified to meet the needs of the Program.

WKU is dedicated to the equality of educational opportunity, as well as the creation and maintenance of a campus environment free of barriers that effectively discriminate against those with disabilities. Equality in access is achieved through reasonable classroom accommodations, and reasonable adaptation of examination and evaluation procedures. Kentucky residents will receive special consideration for admission to ensure that this Commonwealth supported school provides physical therapists to meet the needs of Kentucky. However, this is not to imply that the requirements for admission are lowered for Kentucky residents.

Admissions

Admission to WKU DPT Program is without regard or discrimination on the basis of race, religion, national origin, sex, age, marital status, or status with regard to public assistance or disability. However, students are informed that the process of becoming a physical therapist requires the completion of an education program which is intellectually as well as physically challenging, that the candidate should be able to perform in a reasonably independent manner, and that reasonable accommodation does not mean that students with disabilities are exempt from certain tasks. Admission procedures and requirements to the DPT Program are clearly outlined in the Admissions Policies and Procedures.

Transfer of Credits

It is not anticipated that many students would have credits to transfer into the DPT Program, except under unusual circumstances. In the event that this should be the case, students should refer to the University Handbook for institutional policy on the transfer of credits, and consult with the Department Head/Director. All potential Program transfer credits for the DPT Program must be submitted for approval prior to enrollment in the DPT Program. Students must provide transcripts and a course syllabus or catalog with a course description so a determination can be made regarding the specific transfer credit request. All credit transfers will be evaluated by the DPT Admissions Committee and Department Head/Director.

Policies for Students Admitted to the DPT Program

Advisement of Students

Students are expected to formally meet with their advisors around midterm of each semester to discuss student progress, professional abilities, goals, and status within the Program. All formal advisement of students is to be documented on the 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 Program 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.

Grades will be calculated around mid-term each semester and will be provided to the faculty advisors who will in turn meet with their students to discuss progress and performance. The advisor will be responsible for reporting any mid-term grade falling below a "B" to the Chair of the Academic Review Committee (ARC) who will then notify the student in writing of his or her grade status.

Academic Misconduct

Academic integrity and ethical behavior are cornerstones of a high quality educational environment and is a legitimate concern for every member of the campus community. The Physical Therapy faculty fully embraces the University policy of accepting no form of academic misconduct. Students enrolling in WKU assume the obligation to conduct themselves in a manner compatible with WKU's function as an educational institution. WKU's policy on plagiarism and other forms of academic dishonesty is that it will not be tolerated. As a student at WKU, you are expected to demonstrate academic integrity, as outlined in the University's "Academic Offenses" (WKU Graduate Catalog, 2014-2015 and http://www.wku.edu/graduate/documents/catalog/grad_catalog.pdf). Violations of the academic code include, but are not limited to, **cheating** (by giving or receiving unauthorized information before or during an exam or assignment), **dishonesty** (including misrepresentation and/or lying), and **plagiarism**. Plagiarism consists of turning in work that is not your own—including, but not limited to, quoting material in a paper and not crediting the original author through proper citation, copying from a book, pasting text from web pages, or using an internet source to obtain all or part of a paper. Sanctions for academic dishonesty are outlined in the WKU Graduate Catalog, 2014-2015 and on the Judicial Affairs page of the Student Affairs website. In accordance with this policy, the Program has adopted a "zero tolerance policy" for any acts of cheating, plagiarism, or other forms of academic dishonesty/misconduct. Under this policy, any student found to have committed such an act will be brought before the Academic Review Committee (ARC). If the student is found to be guilty of an act that violates the academic standards of performance, a grade of "F" may be given for the course in which the act was discovered. If a grade of "F" is given, then the Department Head/Director will recommend to the Dean of the Office of Graduate Studies and Research that the student be subsequently dismissed from the Program. *The student must sign the attached statement as to his/her understanding of this policy.*

Academic Standing in the DPT Program

Each course within the DPT curriculum is graded with letter grades [A-C, F] with the exception of Clinical Education courses, which are graded as Pass or Fail. Criteria for progression in the Program as well as for student readiness to engage in clinical education include: appropriate course grade; and cumulative program GPA of at least 3.00 out of 4.00; compliance with technical standards; and appropriate performance in Professional Behaviors. Students who fail to meet established criteria may be dismissed or be offered the opportunity to withdraw from the Program based on a plan approved by the Academic Review Committee (ARC).

At the completion of each academic term, the Program faculty will review each student's performance to determine if academic and clinical standards are met, allowing for progression within the curriculum or graduation. The faculty reserves the right to examine extenuating circumstances in each case of non-acceptable academic and/or clinical performance. The student may be required to provide documentation to support any extenuating circumstances. The student who passes all of her/his academic and clinical coursework satisfactorily will progress in the Program and graduate. Required academic standards for progression are based on the Course Policies and are as follows:

1. *Academic Course Grade Requirement*
Students in the DPT Program are required to earn a final grade of "C" or higher in all courses.
2. *Semester/Cumulative Grade Point Average (GPA) Requirement*
A *minimum* cumulative GPA of 3.0 must be maintained. If the student does not maintain this requirement, the student will be placed on academic probation. The student's status in the Program will be determined by the Department Head/Director on the recommendation of the Academic Review Committee (ARC) regarding the student's action plan for remediation or dismissal.
3. *Clinical Education Course Grade Requirement*
Each clinical education course must be passed with a grade of P (pass). Students should refer to the Clinical Education Manual for specific information on clinical education course requirements. A student may register for a Supervised Clinical Education course only 2 times if the option to reapply is approved by the ARC and a recommendation is made to the Department Head/Director.
4. *Professional Behaviors and Technical Standard*
Students in the DPT Program must demonstrate appropriate behaviors according to the DPT Program Professional Behaviors and technical standards documents. Because these standards reflect behaviors necessary for success as a physical therapist in the clinical environment, failure to demonstrate appropriate behaviors can result in remediation plans aimed at addressing the specific deficiencies in professional behaviors that may include:
 - A need for additional coursework,
 - Additional clinical time,
 - Professional Behavior Warning status
 - A delay in progression or dismissal from the Program.

Academic Review

Each semester the DPT Program Academic Review Committee will meet as needed to discuss the progress each student is making in the curriculum toward meeting the qualifications for graduation. Any students with demonstrated academic deficiencies and/or professional concerns will be presented to the committee by the assigned student advisor. The student will be provided with the opportunity to discuss the issues and areas of concern with the committee. The committee chairperson will notify the student in writing of decisions that affect the student's progression in the curriculum. Student retention or dismissal will be a committee decision that is then submitted as a formal recommendation to the Department Head/Director. The student may request a review of the decision to the committee through an appeals process as appropriate.

Academic Review Committee

The Academic Review Committee (ARC) consists of three DPT Program faculty members who oversee academic and professional behavior issues for students in the DPT Program. Their role is to ultimately determine if any disciplinary action is warranted and make recommendations concerning such action to the Department Head/Director. They will meet as necessary when a student action is referred to the ARC. Disciplinary actions referred to the ARC are confidential and will proceed in the following manner:

- Any breach of professional behavior will be immediately addressed by the instructor or CI in charge.
- The student's advisor will be informed of the incident, who will then forward the information to the ARC Chair as appropriate.
- The incident will be documented and placed in the student's file.
- Depending on the situation, either the student's advisor or the ARC will arrange for formal advisement with the student.
- If a situation warrants ARC involvement, 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 develop an action plan to resolve the problem. The action plan will be written and signed by the ARC members and the student.
- If a student has already been notified by the ARC for previous academic, clinical, or professional behavior issues (i.e., warning or probation), ARC may directly handle new problems concerning the student.
- If the student does not follow through with the action plan, the ARC will meet again with the student.
- The ARC's recommendations for probation, dismissal from the Program or other disciplinary actions will be forwarded to the Department Head/Director.
- The Department Head/Director will make the final decision regarding probation, program dismissal, or disciplinary actions and notify the Dean of the Graduate School, who will then officially notify the student of the decision.

Probation

Students may be placed on probation if they fail to meet Program standards in the areas of academics, professional behaviors, and/or clinical performance. A student who performs in a way that constitutes probation may be dismissed from the Program. The ARC will make all recommendations for probation to the Department Head/Director, who will then make

recommendations to the Dean of the Graduate School. The Department Head/Director and the Dean of the Graduate School will make all disciplinary decisions and notify the student of such actions. In most cases, the probationary period will extend through one ensuing semester. In the event of probation status determined in or at the end of the Spring semester, the probationary status will extend through the Summer and Fall semesters. The ARC reserves the right to modify probationary time frames. If a student is placed on probation a second time for any reason, the ARC will make recommendations regarding dismissal, probation, probationary time frame, and/or remediation to the Department Head/Director. A student who meets any of the following criteria will be placed on probation:

- A student earns a cumulative GPA that falls below 3.0
- A student commits any infraction of professional behaviors
- Any clinical performance that is deemed unsatisfactory will result in remediation. If a student requires clinical remediation, they will be placed on probation (see remediation policy in **Clinical Education Handbook**)

Remediation

In the event that a student is placed on probation or is facing dismissal from the Program, the ARC may request that remediation activities be initiated. In this case, a remediation plan will be developed between the student and ARC, which will detail certain standards and expectations for the student to fulfill in order to continue in the Program. A plan will be presented addressing identified areas of weakness and suggested methods to assist with remediation, or satisfactory completion of that plan. Specific goals related to enhancing deficiencies within the student's academic or professional behaviors will be addressed and expected to be rectified within a certain period of time. This plan will be forwarded to the Department Head/Director for approval. Once approved, the student will follow the plan and be given suggestions to help with successful completion of future course work. Unsatisfactory completion of the plan or additional breaches in professional behaviors, academic performance or clinical performance while completing this plan would result in dismissal from the Program.

Program Dismissal Procedure

A student will be referred to ARC and may be dismissed from the WKU DPT Program in any of the following cases:

1. An earned "F" in any didactic course.
2. Failure of a third attempt of any competency check-off.
3. A failure of a third attempt of a practical exam (different than the competency check-off).
4. Inability to rectify probationary status within the time frame allotted by the ARC. This could happen if one or more of the following occur:
 - a. Cumulative GPA of 3.0 is not attained.
 - b. Inability to remediate documented shortcomings in the areas of clinical or professional behaviors previously referred to the ARC.
5. A student on probation whose actions warrant probation in another category (academic, professional behavior, clinical) may also be dismissed.
6. Unsafe or unprofessional behavior at a clinical site or classroom.
7. A student withdraws from the Program.

Reapplication Policy

In the event that a student is dismissed from the WKU DPT Program, he/she will have the option to re-apply for admission within a specified time frame following his/her dismissal and contingent upon a positive recommendation from the ARC, the Department Head/Director, and the Dean of Graduate Studies and Research. The reapplication process is as follows:

1. The student must reapply to the Graduate School and the WKU DPT Program to be re-admitted no earlier than one semester following the semester of dismissal.
2. The reapplication to the Program must include a statement addressing the reason for dismissal and actions that have been taken to remediate the student's success in completing the WKU DPT Program, if re-admitted. The student may include any documentation that may support or validate his or her growth and development in academic, professional and/or clinical areas in the time since his or her dismissal from the Program.
3. A copy of the reapplication must be submitted in writing to the WKU DPT Program and should be addressed to the Department Head/Director and the ARC. A copy must also be sent to the Dean of the Graduate School.
4. The Department Head/Director, with input from the ARC and the Dean of the Graduate School, will make the final decision regarding re-admission.
5. If a student was dismissed for professional behaviors, he or she may be re-admitted at the point in which he or she was previously enrolled in the Program, contingent upon a favorable recommendation from ARC and the Department Head/Director.
6. If a student was dismissed based on clinical performance, he or she may be re-admitted at the point in which he or she was previously enrolled in the Program, and the student must complete clinical coursework contingent on the recommendation of the ARC, the Department Head/Director, and the Dean of the Graduate School.
7. If a student is re-admitted and probation is warranted for any reason after his or her re-admission, he or she will be immediately dismissed, but will have the option of appeal.
8. The reapplication deadline is November 15th of each year for entry into the Spring semester, May 1st for the Summer semester, and August 15th for the Fall semester.

Dissemination of Information

Dissemination of information that directly affects all prospective and enrolled students will be sent in a timely manner to assure that all prospective and enrolled students understand the rules and regulations related to admission, matriculation, and progression through the Program.

All students must open and maintain a WKU e-mail account for the duration of their educational program. The faculty will use that account when corresponding with students.

Prospective students will receive information regarding admission requirements, the academic and clinical education portions of the curriculum, licensure, accreditation status of the Department, career opportunities, tuition costs, general information regarding financial aid, health care costs, housing, and the WKU campus.

Enrolled students will receive the WKU DPT Program Student Manual during orientation. This will include the Educational Philosophy and Mission Statement, curriculum plan, tentative calendar, course descriptions, policies, rules and regulations, general information regarding clinical education, and a brief introduction to the faculty. Each student will be advised to visit the WKU Graduate Studies web site to familiarize students with grants, scholarships, available financial services, counseling services, testing services, and Telemedia services.

Drugs and Alcohol

There will be no tolerance of alcohol or recreational drug use during class or clinic hours. In accordance with the Drug-Free Schools and Communities Act Amendment of 1989, WKU is committed to the prevention of alcohol or other drug abuse on campus. If a student appears to be under the influence of alcohol or recreational drugs, the student will be immediately referred to the ARC and the student will **not** be allowed to participate in classroom or clinical activities until the situation has been resolved.

Health Risks and Injuries

Health Conditions of a Continuing Nature

Students having health problems of a continuing nature may be referred to the ARC for recommendations. In any situation where a student has a significant change in medical status, a new physical must be completed and the student cleared by a physician before the student can resume either the clinical affiliation or coursework. In the event of pregnancy, students may continue clinical affiliations in accordance with agency policy or reschedule the clinical rotation with the DCE.

Health Risks

Students will be informed of health risks that they may encounter throughout the educational program and will follow the OSHA regulations and standard precautions as stated in the Clinical Education Manual.

Student Injury in the Classroom or Clinical Area

1. The faculty member and/or supervising clinical personnel will assess the extent of injury to determine if the student can remain in the classroom or clinical area.
2. If the student requests medical care, the faculty member and/or supervising clinical personnel will assist the student in obtaining appropriate care.
3. The student and faculty member and/or supervising clinical personnel must complete an incident report if required by the University or clinical agency.
4. The faculty member and/or supervising clinical personnel have the right to not allow the student to participate in class based on the extent of the injury.
5. In the case of emergency, the student is responsible for the cost of emergency services in off-campus education experiences.

Honor System

All students are expected to act honorable and ethically in all aspects of student and professional life. There is no tolerance for violations such as lying, cheating, plagiarizing or sabotaging. Respect for the rights of others and tolerance of individual and cultural differences is expected of all students at all time. Violation of the honor code and/or the rights of others may result in dismissal from the Program. Students are expected to comply with the APTA Code of Ethics and Guide for Professional Conduct. The student will find the APTA Professional documents (Code of Ethics, Guide for Professional Conduct and Standards of Practice for Physical Therapy) in the textbook: *Guide to Physical Therapist Practice, 2nd Ed (revised)*. Alexandria, VA: American Physical Therapy Association, 2003. This textbook is utilized in the DPT curriculum. The Program's expectations regarding student conduct and behavior is outlined in the Student Conduct and Behavior Policy, DPT-P6.

Informed Consent

If a student wishes to audiotape or videotape a class, the student must receive permission from the instructor and consent from the rest of the class. A sample form is included in the back of the Student Manual.

Also included with the Student Manual is an *Assumption of Risk/Release of Liability Form* that explains the potential risk involved with demonstration and practice of clinical skills sponsored by the WKU DPT Program. Each student in the Program needs to sign this form in the front of the Student Manual prior to initiating any clinical activities. Lack of a signature will preclude students from participating in these activities.

Retention of Students

Students are the focal point of the Program and the ability to address their issues of concern is crucial to its success. There are always open lines of communication between faculty and students. For example, students are encouraged to seek faculty consultation on any academic or professional issue they believe is pertinent to their success in the Program. Each student is assigned a faculty advisor and is required to meet at least once per semester. They also have the option of seeking further help as needed. Faculty provide individual counseling, hold mid-term evaluations of student progress, maintain regularly scheduled office hours, and offer open labs to assist in competency check-offs. Students may also access Student Disability Services if reasonable accommodations are needed.

Student Resume

Students will be expected to create and regularly update an expanded professional resume. The expanded resume will be used to compile the student's academic and professional activities and performance throughout their tenure in the Program. This should include: information regarding local, state, and national physical therapy activities and courses attended; academic items-examples of work deemed appropriate to include in a resume; service activities participated in and involved with; documentation of Professional Behaviors and growth plan; personal goals; and other associated items at the discretion of the Program faculty, advisor, and student.

Graduation Requirements

Students are required to follow the plan of study for the DPT degree. Students must be in compliance with the conditions and requirements for graduation – such as completing all coursework -- as set forth by the University. Students who fail to meet the necessary requirements will not be approved for graduation. Under extenuating circumstances, the Department Head/Director, with input from the ARC, may develop an alternate plan of study for a student.

Students must complete the application for the DPT degree no later than the first week of the term in which he/she expects to complete degree requirements. The form that must be completed is available in the Registrar's Office. Failure to file at the appropriate time may delay graduation.

Upon successful completion of the course of study in the DPT degree Program, students are awarded the DPT degree. A specific Program graduation ceremony will be held to honor graduates. All candidates for the DPT degree are encouraged to attend commencement exercises at the time which the degree is conferred.

National Licensing Examination

The Department Head/Director of the DPT Program will endorse the graduate of the DPT Program in his or her application to complete the national licensing examination as directed by the Federation of State Boards for Physical Therapists (FSBPT). The necessary application must be sought by the student prior to graduation. Students should plan to take the licensing examination as soon as they are eligible. The Department Head/Director of the DPT Program will recommend the graduate for state licensure as required by the licensing process for the individual states. Students are responsible for obtaining the application for licensure in the weeks prior to graduation.

Policies for DPT Courses and Classes

Auditing Classes

No classes may be audited by those not admitted to the WKU DPT Program without consent of the instructor. Physical therapy students wishing to audit a class or bring a visitor should also gain permission from the instructor.

Class Attendance

Students are required to attend all classes at the scheduled times and may have points deducted if tardy or absent. It is the student's responsibility to notify the instructor or the Program office associate/assistant prior to class if an unavoidable absence is anticipated. A student absence is considered unexcused if he or she does not notify the instructor/professor prior to the assigned time, although notification in and of itself does not make it an excused absence. Accumulated absences may be grounds for referral to ARC based on Professional Behaviors and may result in probation or dismissal from the Program.

Method for tracking attendance will be left to discretion of the course instructor, allowing each to employ a method that s/he finds most effective. For example, prior to the start of each class, the instructor might use a roll call, require students to sign in and document their time of arrival, or a variety of other methods to track this matter.

Students are **considered tardy** if they arrive for class after the scheduled starting time. If the student anticipates being late, he or she must notify the instructor or departmental office associate/assistant prior to class. It is the instructor's discretion whether or not notification of absence or tardiness is excused. Students with unexcused absences or excessive tardiness may be called before the ARC to discuss their behavior and continuance in the Program, and such a meeting may result in probation or Program dismissal for the student. A student missing a class or laboratory assignment other than observance of a religious holiday may or may not

have the opportunity to make up missed work, depending on the reason for the absence and if the student notifies the instructor in advance.

Religious Holiday Notification

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. Such make-up work will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the second week of the semester of his or her intention to participate in religious holidays that do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an unavoidable undue hardship on the instructor or the university.

Course Policies

- 1) All students are required to be skilled in all course content. Attendance is mandatory for all lecture and lab sessions. ***Tardiness will not be tolerated.*** If you are unable to attend due to illness or other extenuating circumstances, the instructor must be contacted prior to class. The student will be held responsible for all missed information.
- 2) Exams must be taken on the scheduled dates and assignments are to be handed in on their due dates. Late assignments without prior approval from the instructor may be subject to a penalty assessment of up to 10% off per day. Make-up exams will not be given unless prior arrangements are made with the instructor.
- 3) All printed homework assignments must be of high print quality (i.e., no blurred printing, no lines across the page). Students who are asked to reprint papers will be held to the late assignment policy (See #2 above).
- 4) Any grade below that of 80% reflects unsatisfactory work at the graduate level and as all work builds on preceding concepts, the following format will be followed:
 - a. A minimum grade of "B" (80%) is expected to be maintained in all course work. If a student's average score in any class is below 80% at midterm, the student will be notified in writing at the mid-term evaluation and should seek individual counseling with the instructor and or advisor to remedy the grade in question.
 - b. If a student's cumulative GPA or semester GPA falls below a 3.0 ("B" average) at the end of the semester, the student will automatically be placed on academic probation and be notified of this status (see **Probation** section in student manual).
 - c. Failure to restore the cumulative average to 3.0 or above at the end of the following semester in which the student was placed on probation will bring about recommendation to the ARC for dismissal from the Program.
 - i. In most cases, the probationary period will extend through one ensuing fulltime semester or 9 hours of gradable credit. In the event of probation in or at the end of a Spring semester, the probationary status may extend through the Summer and Fall semesters. Each such case will be reviewed by the ARC. The ARC reserves the right to modify the probationary time frame on a case by case basis.
 - d. If a student faces probation more than one time, the ARC will review the matter and a recommendation will be forwarded to the Department Head/Director and the Dean of the Graduate School as to remediation or dismissal from the Program (see **Probation**).
- 5) A student may not begin a clinical education course if he or she is on probation.
- 6) ***A student earning an "F" in any didactic course will be referred to the ARC and may be dismissed from the Program. An earned "Fail" in any Clinical Education course (DPT 751-754) is subject to ARC review, which may result in dismissal from the Program.***
- 7) An earned "FAIL" for any second take of a final practical exam, regardless of the course grade, will result in a referral to the ARC.
- 8) A student may also be referred to ARC and may be dismissed from the Program for professional behavior issues.
- 9) Within courses that have competency check-offs, a student will be given 2 additional opportunities to pass a failed competency check-off. Failing a competency check-off 3 times will result in a failure of that check-off and may result in failure of the course as well, regardless of the grade in the course prior to the third failed check-off. **Therefore, it is highly recommended that the student consult with the professor prior to attempting the third competency check-off.**
 - a. **Any breach of safety or professional behavior** will result in a referral to the ARC.

10) If a student is suspected of cheating, the case will be referred to the ARC.

Grading Policies

Numeric and Letter Grade Translation

Grading Scale:

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

Clinical Competencies

The WKU DPT Program may utilize either lab check offs and/or practical exams in courses where clinical skills are taught. The purpose of testing such clinical competencies is to ensure that the student is able to integrate cognitive and psychomotor abilities necessary to demonstrate clinical skills in a safe, accurate, and professional manner. Lab check-offs may be assessed on a pass/fail or scored basis, and acceptable on a scored check-off is 80% or better. Practical exams will be numerically graded according to course specific rubrics.

Lab Check-offs

Lab Check-offs may be graded on a pass/fail or scored basis.

A *pass* constitutes entry-level clinical competency for that skill, a *fail* constitutes a lack of clinical competency. Acceptable on a scored check-off is 80% or better. Failure in any one criterion will constitute a fail for the entire check-off. Each instructor will grade students on each performance criterion using their professional judgment in regards to the following areas: quality of care, supervision/guidance required (verbal cueing), accuracy/consistency of performance, complexity of task/environment, and efficiency of performance. Failure will also result if there is any breach of professional behavior or safety.

Each student will be given 3 opportunities to pass each individual check-off. The initial check-off will be scheduled as per instructions in the course syllabi. If the student fails, they will have 2 additional opportunities to pass during the course of the semester. All check-offs must be completed and passed prior to the final practical exam or the student will not be allowed to take the practical exam. The first re-take must be attempted within 1 week of the initial check-off. It is the student's responsibility to schedule this re-take with the instructor. If the first re-take is failed, the student will be allowed one additional re-take, which must be scheduled no later than one week prior to the final practical exam. Consistent with course policy, if the student does not pass in 3 attempts, a failure in that check-off will occur and the student will be referred to the ARC.

Failure to Achieve Competency in Lab Check-offs

Students who do not successfully pass a lab check-off after 3 attempts will be referred to the ARC. Following ARC discussions and/or meetings, the ARC can take the following action(s) including, but not limited to:

- requiring the student to complete a remediation plan
- postponing the placement of the student on clinical internship(s)
- dismissing the student from the Program

Practical Exams

Successful completion of a practical exam is contingent upon the student acting in a safe manner and achieving a grade of 80% or better.

A. **Completing the practical exam in a safe manner so that the patient is not at risk for injury.**

1. In the opinion of the instructor, the student must complete the exam in such a manner that the patient is not at risk for injury.
2. If patient safety is compromised, the student will fail the practical exam and the student will be required to repeat the exam.

B. **Achieving a grade of 80% or better**

All lab practical examinations must be passed with at least 80% competency. Any score less than 80% will be considered failing. The student will have 2 additional opportunities to re-take the practical exam to earn a grade of 80% or better. Students may not re-take a practical exam on the same day in which they failed to demonstrate competency.

1. If an 80% grade is not attained, it is the student's responsibility to schedule an appointment with the instructor to take a make-up practical.
2. If the instructor determines that further remedial work is necessary, he/she will inform the student and schedule such work.
3. Grades for make-up practical exams will be based upon the number of trials required to earn above the 80% level, each successive attempt will reduce the grade book entry for the practical exam (as follows).

1st Re-take

- If a student scores **80% or higher**, the student has demonstrated competence and successfully passed the practical exam.
- The score entered into the instructor's grade book will be the higher of the initial score earned by the student or 80% of the score earned on the re-take exam.
- If a student scores **less than 80%**, the student has not passed and needs to re-take the examination.

2nd Re-take

- If a student scores **80% or higher**, the student has passed and does not need to re-take.
- The score entered into the instructor's grade book will be the higher of the initial score earned by the student or 70% of the score earned on the re-take exam.
- If a student scores **less than 80%**, the student has not passed the practical exam and will be referred to the ARC.

Consistent with DPT Program Policy, a student who does not pass a practical exam in 3 attempts results in an automatic referral to the ARC, regardless of the overall grade in the course.

Failure to Achieve Competency in Lab Practical Exams

Students who demonstrate poor performance (failure to score greater than an 80% in 3 attempts) in lab practical situations will be referred to the ARC. Following ARC discussions and/or meetings, the ARC can take the following action(s) including, but not limited to:

- requiring the student to complete a remediation plan
- postponing the placement of the student on clinical internship(s)
- dismissing the student from the Program

Note: Only one exam re-take will be allowed on final practical exams.

Dress Code

Classroom Attire

Attire approved by the Program for the classroom and for research activities will be discussed at Orientation Day. Hairstyles that are extreme in color or style are not allowed. No hats may be worn. Nails must be kept short and clean. No excessive use of makeup, perfume, cologne or jewelry is allowed. Female students may wear one set of earrings that are small and discrete, but no other jewelry associated with body piercing may be visible. Male students may not wear earrings. No other jewelry associated with body piercing may be visible. Any visible tattoos must be covered with clothing, makeup, or a temporary cover. Closed toed shoes are recommended for safety and are required in labs. Shoes should be conservative in style and should be worn as appropriate for guest lecturers or when students are making presentations. Students will wear business casual attire for presentations, and women may wear high heeled shoes for presentations when business attire is requested or required by the instructor. Students presenting to class dressed inappropriately will be dismissed from class and not allowed to return until properly dressed. The ARC will also be notified for each violation. After the third breach of classroom attire is reported, the student will be called before the ARC for potential disciplinary action.

Lab Attire

Loose fitting shorts and t-shirts for the men and loose fitting shorts and t-shirts over sports bras for the women are the recommended dress for labs. Suitable **lab attire must be available in the students' lockers at all times**. Failure to have lab attire for labs may result in the student being dismissed from class and not allowed to return until properly attired in lab clothing. After the third breach of dress is reported, the student will be called before the ARC for potential disciplinary action.

White lab coats may be required for many check-offs and practical exams per instructor discretion. If so, the lab coats must be available in the students' lockers at all times. Failure to wear the lab coat for check-offs and practical exams when the lab coat is required will result in the student being dismissed from class and not allowed to take the check-off or practical exam until s/he has the lab coat. After the third breach of dress is reported, the student will be called before the ARC for potential disciplinary action.

Classroom Breaks

Since the typical minimum length of most classes exceeds 2 hours, adequate breaks will be given at the discretion of the instructor.

Cell Phone Use

Students are not allowed to use cell phones **during any class period**, including all lecture and lab sessions. Therefore, no text messaging, emailing or other cell phone functions are allowed. When students are on breaks, cell phone use may be resumed.

Classroom and Laboratory Housekeeping

Water will be allowed in classrooms or labs. No pets will be allowed in classrooms or labs. Students are expected to keep their immediate workspace clean. In addition, there may be clean up duty that will rotate weekly among the student body. Students may be allowed food in the classroom or lab provided that they clean-up appropriately.

General clean up:

Clean up and maintenance of rooms dedicated for DPT Program use are the responsibilities of the students. At the end of each day, students are responsible for cleaning the tables, putting away all equipment and for scheduling laundry assignments. To ensure this takes place, a sign-up sheet that rotates student responsibilities will be posted in the room. Additionally, students are responsible for the following:

The following items are provided for student use and must be maintained by the students on a regular basis:

Refrigerator
Microwaves
Mailboxes

Hazardous Materials

Laboratories should be maintained in the neatest possible order at all times. Each student is responsible for cleaning his or her area and maintaining a safe work environment. **All spills must be cleaned immediately to prevent slips or falls.** Students must be diligent about the storage and use of hazardous materials and be appropriately informed of the policies regarding storage or removal. This is especially true when working with cadavers. Dissection materials or any item that has contacted the cadavers must be disposed of in the waste receptacles marked **BIOHAZARDOUS MATERIALS**.

Equipment Maintenance

All equipment within the Program is regularly maintained and calibrated according to the manufacturers' recommended guidelines. Malfunctioning equipment should be brought to the attention of a faculty member, who will then inform the Department Head/Director of the issue.

Student Responsibilities

Attention and active participation are required in all sessions. Each student is expected to prepare for the lecture and lab session by reading the required materials prior to that session. Any student having particular difficulty with material presented in this course should seek

direction and/or assistance from the instructor or laboratory assistants as soon as the difficulty is perceived. Each student is expected to act according to the guidelines of Professional Behaviors set forth in this Student Manual.

Faculty – Staff Information

Faculty

Instructors should be addressed by their preferred title (such as 'Professor' or 'Doctor') and their last name, unless invited to use a less formal term.

Office Hours

Each instructor with status as a full time University employee will hold a minimum of *4 official office hours per week*. Office hours should be posted and the faculty shall be available to students, colleagues, and others during these times. Additional appointments should be scheduled with the individual instructor. If an instructor is not able to hold office hours s/he should notify the Program office associate/assistant and post a notice on their door when hours will be rescheduled.

Support Staff

Office Associates/Assistants are **not allowed to**:

1. Give personal information concerning students.
2. Give students their grades.
3. Type or copy information for students.
4. Take personal messages for students.

In case of an emergency, support staff may deliver a message to the student.

Additional Guidelines for Success in the DPT Program

Complying with Academic Rules and Regulations

All students are expected to comply with the academic rules and regulations of the University and of the Program. The following suggestions will help the student be in compliance:

1. Complete the assigned readings and homework prior to class.
2. Be punctual to all class sessions.
3. Telephone the faculty member, Program administrator or office associate/assistant early in the morning if absence or tardiness is unavoidable.
4. Discuss absences with faculty members.
5. Ask for tutorial assistance as needed.
6. Participate fully in lectures, laboratory sessions, and discussions.

Employment

Due to the academically rigorous nature of this program and the extensive time required for academic, lab, and clinical requirements, the faculty **strongly recommends that students NOT seek outside employment, particularly during the first year of the curriculum.**

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 unsupervised 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.

Directly regarding students in the DPT Program, consensual relationships (defined above as a romantic and/or sexual relationship to which both parties have given their consent) between University employees and DPT students are prohibited. Consensual relationships between DPT students and non-DPT Program university employees who have the potential to directly impact the student's academic or professional status or development currently or in the future are prohibited. This policy applies to all students, officers of instruction, including full-time faculty, clinical instructors, part-time, and adjunct faculty members during the duration of the student's tenure at WKU. Failure to comply with this policy can lead to disciplinary action up to and including dismissal.

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.

Copyright and Fair Use Laws

Faculty of the WKU DPT Program requires all students in the DPT program to familiarize themselves with, and to follow, copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies. To help familiarize yourself with copyright and fair use policies, you are encouraged to visit a copyright web page at <http://www.copyright.gov/>.

Responsible Use of Social Media

Social Media Policy

The purpose of the Social Media Policy is to provide guidelines for the responsible use of social media resources. These resources include, but are not limited to, software applications and websites such as Facebook, YouTube, Twitter, Flickr, Blogs, Wikis, Myspace and LinkedIn. This policy applies to all WKU DPT students, faculty, and staff who use social media in either a professional or a personal capacity.

WKU encourages the use of social media by university offices, faculty, and students to enhance our local, national and global reach and our connection with students, parents, alumni, donors, and other key constituencies. When used responsibly, social media sites provide an effective way to promote WKU and to share information and perspective across a broad range of topics.

Guidelines for the Responsible Use of Social Media

When using social media sites, students, faculty, and staff should:

- Maintain clear lines between professional and personal social media activities.
- Avoid using the university's name to promote or endorse any product, cause, religious view, political party, candidate, etc.
- Avoid using the University's name in connection with comments, photos, videos or images that could be interpreted or perceived as slurs, demeaning, inflammatory, illegal, unduly suggestive, sexual innuendo, inappropriate or otherwise contrary to the University's Mission.
- Remember that libel laws are in effect even when your social media accounts are set to "private."
- Refrain from posting content such as images or medical records that represent a breach of confidentiality.
- Maintain appropriate boundaries (For example, health professionals should not "friend" patients on their personal sites).
- Be advised that personal information can be used to perpetrate identity theft which can compromise the security of students, employees, and the institution.
- When in doubt, don't post.
- Protect confidential information and relationships. Do not post confidential, proprietary or controversial information about the university, its students, faculty, staff, or alumni.
- Respect copyright and fair use laws by obtaining proper permissions and giving appropriate credit for work.
- Follow university policies and federal regulations, such as FERPA, HIPAA, and PHI.
- Use official WKU logos only as specified in the university style guide.
- Consider the public nature and longevity of comments before posting.

Discipline for Violations

Any use of social media that threatens the safety of WKU constituencies, exhibits a lack of moral character, and/or is unlawful or a violation of University policy, may result in disciplinary action, up to and including termination or being asked to leave the institution. The University investigates and responds to all reported concerns about social media use or content. Please

be aware that you may be held responsible for any personal legal liability imposed for any published content.

Confidentiality

An important part of ethics in physical therapy is maintaining the student's and/or client's confidentiality. Written work submitted to the instructor must never contain the client's full name. Refrain from using client names in environments where confidentiality might be easily breached, particularly such as when discussing a client's case with family or friends in an open forum, hallways, elevators, and the like. Student records are kept under lock and in confidence in the Program office with access to these records being available only to the appropriate University officials. If the Program ascertains that the student's/client's confidentiality has been violated, the student/faculty member violating the confidence will be subject to disciplinary action.

Criminal Background Check and Recreational Drug Screen

Students may be required to obtain a background check depending upon the requirements of individual clinical sites. The Program will not require students to complete a drug screen; however, clinical sites may have this requirement. Students will be required to pay for the initial and subsequent background checks and drug screens. WKU will not be involved in the formal assessment of the background check; the individual clinical site is responsible for reviewing background checks and drug screens. If a student is unable to secure an affiliation in a specific setting due to their background check and drug screen, the student may not be able to complete requirements for the DPT Program.

Graduate Assistantships

Graduate assistantship awards are currently not available within the WKU DPT program, but will be given future consideration.

Rights, Privileges, and Safety of Individuals

The rights and safety of individuals involved in any aspect of the WKU DPT Program are protected by an appeals process. If a student wishes to file an appeal or a grievance pertaining to his or her graduate education, WKU Graduate Studies procedural steps are outlined in the Grievance Section of the DPT Policies and Procedures Manual.

To ensure that all students of the academic community of WKU have access to the opportunities for growth and learning, this policy is intended as a safeguard for that freedom. To ensure that this freedom is not betrayed, safeguards are incorporated that protect its performance and create a responsible attitude in the minds of the students enjoying this freedom.

Article I. Classroom Freedom

Section 1. Protection of Freedom of Expression

Students should be free to take reasoned exception to the data or view offered in any course of study.

Section 2. Protection against Improper Academic Evaluation

Students are responsible for maintaining standards of academic performance established for courses in which they are enrolled. At the same time, they should have protection against prejudiced or capricious academic evaluation.

Article II Student Records

Section 1. Maintenance of Records

To minimize the risk of improper disclosure of student records, academic and disciplinary records shall be kept separate. Transcripts of academic records shall contain only information about academic areas.

Section 2. Access to Student Records

Information from disciplinary or counseling files shall not be available to unauthorized persons without the express consent of the student involved except under legal compulsion or in cases where the safety of persons or property is involved.

Safety

In addition to observance of the University regulations on classroom conduct and the statement of Academic Dishonesty, students in the WKU DPT Program must act in a safe and professional manner. Unsafe or unprofessional behavior or practice -- in either a classroom or clinical setting -- may lead to probation or dismissal from the WKU DPT Program, regardless of previous academic or clinical performance. Examples of unsafe or unprofessional behavior include, but are not limited to the following:

- Inadequate preparation for safe patient care;
- Failure to seek appropriate assistance with new or unfamiliar procedures;
- Dishonest or unprofessional interactions with patients, families, staff, faculty, or peers;
- Engaging in practice when not mentally or physically fit;
- And/or placing or leaving a patient in a hazardous condition or circumstances;
- And/or any breach of WKU DPT Program policy or procedure.

Grievance – Procedural Steps (Page 27, Graduate Catalog)

Steps Within the College

A written grievance must **first be submitted to the faculty member involved**. If the grievance is not resolved to the student's satisfaction after this initial submission, the grievance may be submitted in a step-wise fashion through the following administrative channels:

1. Department Head/Director
2. College Dean
3. College Complaint Committee

Steps External to the College

4. University Complaint Committee

Filing a Complaint about the DPT Program to CAPTE

Physical therapy education programs in the United States are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), which works in conjunction with the American Physical Therapy Association (APTA) to maintain the standards of the profession. Students, parents, patients, faculty, and other stakeholders may lodge a complaint regarding the DPT Program to the APTA 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 sandrawise@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 Dr. Sandra Wise, Senior Director of Education, CAPTE 1111 N. Fairfax St. Alexandria, VA 22314.

WKU Ancillary Services Available to DPT Students

Academic Technology

Academic Technology Services provides a wide range of information technology for instruction and is located in the Mass Media and Technology Hall. The Academic Technology department provides services for WKU faculty, staff, and students such as student technology centers; Blackboard; technology training; software and media services; Technology Resource Center; support for departmental labs and classrooms; and technology support consultants.

Financial Aid

For general information regarding loans, grants, and scholarships contact Student Financial Assistance located in Potter Hall room 317.

Health Services

Health insurance is offered to all students, both undergraduate and graduate, and may be purchased from WKU Health Services. All students must have verification of health and liability insurance prior to starting their clinical rotations.

Laboratories

Equipment and laboratories will be available to physical therapy students only and those individuals involved in research or patients participating as part of a course. Access outside of scheduled class time will be granted for training and/or research purposes. Family members and friends are not allowed in the laboratories unless given permission by a faculty member. Violation of this code may result in probation or dismissal from the Program.

Libraries

All University library services are available to registered students.

Lockers

Individual lockers will be assigned to all students. These should be used for storage of books and all accessory items.

Parking

Students who register a vehicle should refer to WKU Student Handbook for vehicle regulations and assessments. Parking rules and regulations are distributed at the time of parking permit purchase for main campus parking. Contact the Parking and Transportation at (270) 745- 2361 or visit the following website for additional information: <http://www.wku.edu/transportation/>. Permits are currently not necessary for parking at the Medical Center Health Complex (MCHC).

Public Safety (Security)

The WKU Police Department provides police service to the university 24 hours a day, 365 days per year; the phone number for non-emergencies is (270) 745-2548. Call 911 for emergency situations.

Student Accessibility Resource Center (SARC)

Student Accessibility Resource Center (SARC) coordinates all academic accommodations for students with documented disabilities. SARC is the official office to review and house disability documentation for students, and to provide them with an official academic accommodation plan to present to the faculty if an accommodation is warranted. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for SARC. If you have a documented disability that may require accommodations, you will need to contact SARC for the coordination of services. SARC is located on the ground floor of the Downing Student Union, 1074; the contact numbers are (270) 745-5004, TDD: 270-745-3030, and Fax: 270-745-6289. For additional information, visit: <http://www.wku.edu/sarc/>.

Student Support Services

Personal counseling services are offered to students through the Office of Student Support Services. Counselors help students with transition issues, aid in setting realistic goals, and consult on personal issues.

Technical Support Services

Technical Support Services is comprised of three areas: Desktop Support, IT Helpdesk, and ResNet and is located in the Mass Media and Technology Hall. Desktop Support provides assistance with issues related to desktop software, computers, printers, projectors, and similar equipment that cannot be resolved remotely by the Helpdesk. IT Helpdesk serves as the initial point of contact for technology support and provides the first level of response for technology related problems and questions. ResNet is a network and computer support service available to all WKU students. While individual areas, they all work together to assist clients in resolving any technology issues they may encounter.

Office telephones may not be used except in cases of emergency.

WKU Writing Center

One-on-one or small group assistance with writing is available free of charge to WKU students at the Writing Center, located in Cherry Hall 123. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made online, in person or by calling 745-5719. More information can be found at: www.wku.edu/writingcenter.

The Writing Center also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions at the

website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

Emergency Procedures

If an emergency arises, contact the departmental office at (270) 745-4071 and the departmental secretary will contact the appropriate parties. The following are emergency telephone numbers for police, fire and rescue:

- Public Safety (WKU Police) (non-emergency number – ext. 52548)
- Public Safety (emergency number – 911)

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

Evacuation of Research Subjects or Patients

In the event of a fire alarm or disaster alarm, all faculty members and students are to check the MCHC PT classrooms as they prepare to evacuate the building. They are to make certain no subjects or patients are in these rooms. If a subject or patient is present, faculty members and students must assist in the evacuation of these individuals. The elevator on the 3rd floor will not be available. As a result, faculty members and students may have to do a fire carry of the individual to facilitate his or her transport to a safer environment. This might mean that 2 to 4 faculty members and students would make a “chair” by interlocking their upper extremities to physically carry the individual down the nearest available stairwell. In the event that the faculty members and students determine that they could not safely physically form a “chair” to carry the individual, they should obtain two full sheets from the classroom, lay the individual on the sheets

(two for double thickness and increased safety), and then carry the individual down the stairwell to the outside in this manner. Other faculty members and students should carry the individual's wheelchair (or other assistive device) down the stairwell to the outside to be available for the subject or patient.

Evacuation Plan for MCHC 3rd Floor

EMERGENCY EXIT PLAN



3rd FLOOR PLAN



**IN CASE OF FIRE USE STAIRS FOR EXIT
DO NOT USE ELEVATORS**

MCHC Response Plan

Evacuation – for a fire alarm or similar type event everyone should gather in the parking lot directly in front of the building near the emergency pole by the silver dome. A floor leader will coordinate this effort and account for personnel.

Evacuation Routes – These are posted in all the main corridors, which identify both primary and secondary means of egress, along with the fire extinguisher locations.

Fire Drill – Security will be conducting a fire drill annually, which usually occurs in May or June.

Sheltering – for events like a tornado we would expect the 3rd floor to proceed down to the 2nd floor or 1st floor.

1st floor – If you are on the first floor move to the center hallway near the bathrooms and we will identify a staging area with a set of arrows on the wall for staff to gather between. This should keep you furthest from areas where glass could break etc.

2nd floor – Gather in the office corridor where all the office doors are, not in the main public corridor. Staff should exit their office, close their office door and shelter in that hallway.

Tornado Drill – CHC as a whole will be participating in the **Statewide Tornado Drill** which occurs on the first Tuesday in March.

Forms & Documents

DPT Student Responsibility for Manual Information

Each student is responsible for being familiar with the information contained in this Student Manual. Failure to read the information will not be considered an acceptable excuse for non-compliance. All students 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 Student 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 student finds that extenuating circumstances might justify the waiver of a particular regulation, the student may petition the Department Head/Director.

Purpose

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

Acknowledgement 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

DPT Program Academic Dishonesty Policy

Academic integrity and ethical behavior are cornerstones of a high quality educational environment and the DPT Program fully embraces the University policy of accepting no form of academic dishonesty. In accordance with this policy, the Program has adopted a “zero tolerance policy” for any acts of cheating, plagiarism, or other forms of academic dishonesty/misconduct. Under this policy, any student suspected of committing such an act will be brought before the Academic Review Committee. If the student is found to be guilty of an act that violates the academic standards of performance, a grade of “F” may be given for the course in which the act was discovered. If a grade of “F” is given, then the Department Head/Director will recommend to the Dean of the Office of Graduate Studies and Research that the student be subsequently dismissed from the Program.

All faculty members are required to identify any suspected acts of academic dishonesty to the Department Head/Director and are responsible for the enforcement of the above policy. The disciplinary system described does not distinguish based on the type of act nor the type of assignment in which such act occurred. Any act that violates our academic standards, no matter how large or small, will receive the above stated disciplinary action. For this reason, it is critical that every student have a clear understanding of what is considered academic misconduct. Attached is a list of examples of academic dishonesty. Although this list is not all-inclusive it provides additional guidance to students and identifies several major categories of academic misconduct. This list should be reviewed by all students. Any student that is not clear as to any aspect of our academic standards should discuss this with their professor prior to the completion of any assignment or examination.

In order to ensure that every student understands the Academic Dishonesty Policy each student must sign the statement below and return it to the Program Office prior to the onset of the Program.

STUDENT STATEMENT: I have read the above statement and understand the DPT Program Policy on Academic Dishonesty. I understand that it is my responsibility to comply with the academic standards of the Program and that any act of academic dishonesty/misconduct will result in the disciplinary action described above.

NAME (Printed) _____

STUDENT SIGNATURE _____

Date _____

Academic misconduct includes, but is not limited to, the following:

1. Cheating

A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:

- a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
- b. A student must not use another person as a substitute in the taking of an exam or quiz.
- c. A student must not steal examinations or other course materials.
- d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
- e. A student must not collaborate with other persons on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student’s individual work.
- f. A student must not use any unauthorized assistance in lab, a computer terminal, or field work.
- g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
- h. A student must not alter a grade or score in any way.

2. Fabrication

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, lab results, data collection during research activities, and citations to the sources of information.

3. Plagiarism

A student must not adopt or reproduce ideas, words, or statements of another person **without appropriate acknowledgment**. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

- a. Quotes another person’s actual words, either oral or written;
- b. Paraphrases another person’s words, either oral or written;
- c. Uses another person’s idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

4. Interference

- a. A student must not steal, change, destroy, or impede another student’s work. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

5. Violation of Course Rules

A student must not violate course rules as contained in a course syllabus which are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. Facilitating Academic Dishonesty

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

Adapted from the Indiana University Code of Ethics, Part 3, Sec A, Part III: STUDENT MISCONDUCT

DPT Program Disclosure

The purpose of this document is to review certain facts described during the admissions process in an effort to prevent any misunderstanding by WKU applicants and students. Read the following information regarding your education process and initial each section to indicate your understanding and agreement of each item. When you have finished reading the entire form, sign your name and return this form to the Office Associate as part of your DPT student folder.

Housing and Employment While Attending WKU: Although employment from local businesses and housing in the immediate area of the University may be available, the University has not guaranteed me employment or housing. Because of the demands of full-time professional education, and the DPT Program specifically, it is recommended that students do not plan to work full time during the didactic portion of the Program, and not at all during clinical affiliations.

Initial:

Financial Assistance: As with any university, student loans and/or grants are made available depending upon the financial information provided by the applicant. The University has not guaranteed that I will receive a loan or a grant. If I receive a loan from any institution, I understand that I will be responsible for repaying the loan.

Initial:

University and Student Handbooks/Manuals: I understand that the University and Student Handbooks have terms and conditions regarding my education and that these are available through the <http://www.wku.edu/physicaltherapy/> website; before beginning class, I will read the handbooks and agree to abide by their contents.

Initial:

Attendance: The University requires daily attendance as an important part of my training program. Students failing to maintain satisfactory attendance requirements for their courses are subject to administrative actions, which may include probation, dismissal from school, or denial of graduation. The attendance policy is contained in the DPT Student Manual.

Initial:

Criminal Background Check and Drug Testing: I am aware that I will be required to undergo a criminal background check and possibly drug screening prior to being allowed to participate in clinical rotations. I understand that a record of criminal behavior may preclude me from being able to participate in clinical education at most, if not all, facilities and may prevent me from being employed. I understand that should I be prohibited from attending a clinical rotation at a clinical facility due to findings on my drug screening or criminal background check, I may be dismissed from the Program.

Initial:

Clinical Education Requirements: Clinical rotations and internships are an integral part of the curriculum and may require that a student temporarily relocate. I understand that I may, and most likely will, have to leave the local area, or the State, for any or all clinical affiliations. I am aware that I am responsible for the cost of the travel and other related expenses. Students will be required to meet all requirements outlined in the Clinical Education Manual on "Immunizations, Certifications, and Related Requirements" by the conclusion of their second semester. Failure to comply with these requirements can lead to dismissal from the Program. I understand that I will receive the Clinical Education Manual during orientation, and before beginning class, I will read the Manual and agree to abide by its contents. This information is available on the website.

Initial:

Core Performance Standards: Core Performance Standards are divided into 2 parts: Technical Standards and Professional Behaviors. I must review the Technical Standards required for the Program and, by signing this document, I attest that I meet the Technical Standards. Students will be introduced to the Professional Behaviors in the first semester. The Core Performance Standards are available for review in the Student Manual.

Initial:

Accreditation and Registration Statements:**Commission on Accreditation in Physical Therapy Education (CAPTE)**

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.

Effective April 24, 2013, Western Kentucky University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program may matriculate students in technical/professional courses and that the program is progressing toward accreditation. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation. To contact the APTA Commission on Accreditation in Physical Therapy Education call 703-706-3242 or 703-683-6748 (TDD) or e-mail accreditation@apta.org. You may also contact sandrawise@apta.org or ellenprice@apta.org.

Southern Association of Colleges & Schools, Commission on Colleges (SACS)

Western Kentucky University has received approval from SACS to offer the Doctor of Physical Therapy program.

DPT Program Disclosures Required by the State of Kentucky

1. The entry level DPT Program is pending accreditation by a national accrediting body (CAPTE) recognized by the United States Department of Education. The University has received approval from the regional accrediting body (SACS) recognized by the United States Department of Education.
2. If the program is not approved by CAPTE, and I wish to continue with my physical therapy education, I will be required to continue the entry level DPT Program at another university, such as the University of Nevada, Las Vegas; University of Kentucky; Belmont University; University of Indianapolis; IUPUI; East Carolina University; Loma Linda University; St. Louis University; or Bellarmine University, but not at Western Kentucky University.
3. If the Program is not approved by CAPTE, I may have spent three years of training in a Program that is not accredited. I may not be eligible to obtain state licensure as a Physical Therapist without CAPTE accreditation.
4. I understand that student loan or other financing may be affected by a change in institutions.

Initial:

By submitting this form, I agree to abide by the admission requirements of the DPT Program. *By signing my name in the space below, I verify that I have read, fully understand, and agree with the statements contained in this disclosure form.*

Student Signature: _____**Date:** _____

The Medical Center-WKU Health Sciences Complex· Bowling Green, KY 42101-3576· 270-745-0111
www.wku.edu/physicaltherapy/ wku@wku.edu

DPT Program Assumption of Risk / Release of Liability Form

Page 1 of 2

I, _____, understand and agree that the demonstration and practice of clinical skills sponsored by the DPT Program involves certain risks and that regardless of the precautions taken by the Department of Physical Therapy, some bodily injuries may occur.

Specific risks/hazards involved in **demonstration and practice of clinical skills** (manual skills, equipment use, and biohazardous materials) include but are not limited to the following:

1. Pain, soreness, or fatigue of muscles, joints, bones, and associated connective tissues
2. Sprain/strain of the spine, vertebral discs, and associated muscles, joints, and connective tissues.

Knowing this information, in consideration of my participation in the demonstration and practice of clinical skills sponsored by the DPT Program, I **expressly** and **knowingly release** the Board of Regents of the University and on behalf of the Western Kentucky University (WKU) and the DPT Program, and the Commonwealth of Kentucky their officers, agents, volunteers, and employees, from any and all claims and causes of action for property damage, personal injury or death sustained by me arising out of any travel or activity conducted by or under the auspices of the DPT Program caused by **risks associated by this activity** and/or the **negligence of the sponsoring group**.

In addition, I understand and agree that the DPT Program cannot be expected to control all of the risks articulated in this form but may need to respond to accidents and potential emergency situations. Therefore, I hereby give my consent for any medical treatment that may be required during my participation with the understanding that the cost of any such treatment will be my responsibility. **WKU does not carry medical or accident insurance** for the activities mentioned unless the participants are informed otherwise. As such, participants should review their personal insurance portfolio.

Finally, I **voluntarily** and **knowingly** agree to **protect, hold harmless, and indemnify** the Board of Regents of the University on behalf of WKU and the DPT Program, and the State of Kentucky, their officers, agents, volunteers, and employees, against all claims, demands, or causes of action for property damage, personal injury, or death, including defense costs and attorney's fees arising out of my participation in the demonstration and practice of clinical skills sponsored by the DPT Program.

I have read the agreement and have willingly signed for the consideration expressed and with a full understanding of its purpose. The participant represents that he/she is competent to legally execute this agreement.

Print Name	_____	ID #	_____
Date of Birth	_____	Phone #	_____
Local Address	_____		
E-mail Address	_____		

Participant Signature

Date

DPT Program Assumption of Risk / Release of Liability Form

Page 2 of 2

If you are under 18 years of age, a parent/guardian must sign this also. By signing the document you are saying that you have read, understood, and agree to the conditions set forth in the release of liability.

Parent / Guardian Signature

Date

Person to Notify in Case of an Emergency

Your Name _____

Date of Birth _____

Name _____

Phone # _____

Address _____

City _____ State _____ Zip _____

It is the student's/participant's responsibility to report any medical conditions that may limit their participation in classroom activities to the Professor of record:

ONE COPY SHOULD REMAIN ON CAMPUS IN A DESIGNATED LOCATION THAT CAN BE ACCESSED IN CASE OF EMERGENCY AND ONE COPY SHOULD ACCOMPANY THE FACULTY/STAFF ADVISOR FOR THE TRIP OR ACTIVITY.

Student Demonstration Informed Consent

Physical Therapy is a hand-on profession that requires manual skills. These skills are applied to the human body. In order for you as a student physical therapist to learn the skills, you will need to practice these skills on your fellow students. Also, at times, it will be necessary for the program faculty to demonstrate certain skills on the students. These activities are a necessary and important part of your education. For your protection we are asking your permission to carry out these activities. It is your responsibility to disclose any medical or preexisting condition that may preclude you from taking part in a demonstration.

I give my permission for my student colleagues to perform physical therapy related skills on me and I give my permission for the program faculty to perform physical therapy related skills and demonstrate examination and intervention techniques on me. I understand my responsibility to disclose any current or preexisting condition that may interfere with the demonstration or bring harm to me. I understand that the program faculty member must inform me of the nature of the demonstration prior to the activity. I also understand that I may decline at any point to take part in a demonstration by a program faculty member without a penalty in my course grade. I understand that, although this activity is part of a course, any information disclosed and the outcome of any examination remains confidential.

I give my permission for a member of the WKU DPT Program faculty to perform a physical therapy examination and/or physical therapy intervention and/or clinical demonstration. I understand that this is for an education purpose and the students will be present. I also give my permission for (a) student(s) of the WKU DPT Program to perform a physical therapy examination and/or physical therapy intervention and/or clinical demonstration under the direct supervision of a program faculty member. I understand that I have the responsibility to disclose any current or preexisting condition that may interfere with the demonstration or that may bring harm to myself. I understand that the program faculty member must inform me of the nature of the demonstration prior to my participation. I also understand that I may decline at any point to take part in the demonstration. I understand that the clinical demonstration is not to be physically or psychologically detrimental. I understand that, although this activity is part of a course, any information disclosed and the outcome of any examination remains confidential.

Print Name

Signature

Date

Informed Consent of Parents for Clinical Demonstration

I give my permission for a member of the WKU DPT Program faculty to perform a physical therapy examination and/or physical therapy intervention and/or clinical demonstration on my child. I understand that this is for an education purpose and the students will be present. I also give my permission for (a) student(s) of the WKU DPT Program to perform a physical therapy examination and/or physical therapy intervention and/or clinical demonstration under the direct supervision of a program faculty member on my child. I understand that I have the responsibility to disclose any current or preexisting condition that may interfere with the demonstration or that may bring harm to my child. I understand that the program faculty member must inform me of the nature of the demonstration prior to my child's participation. I also understand that I may decline at any point to have my child take part in the demonstration. I understand that the clinical demonstration is not to be physically or psychologically detrimental. I understand that, although this activity is part of a course, any information disclosed and the outcome of any examination remains confidential.

Child's Name

Print Name

Signature

Date

Videotape/Photograph Consent Form

I give permission to the WKU DPT Program at Western Kentucky University to videotape and to photograph me and use the videotape(s)/photograph(s) of me for program and recruitment purposes.

Print Consenter's Name

Consenter's Signature

Witness Signature

Date

Photo Consent Form

I give my consent to the WKU DPT Program at Western Kentucky University to take my photograph for the purpose of identification. I understand that my photograph will be distributed only to Department faculty and staff and will not be used for any other purpose.

Print Consenter's Name

Consenter's Signature

Witness Signature

Date