High Point University 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 Handbook Policies and Procedures Manual carefully. Questions related to the content of this Handbook should be directed to the Department Chair.
# Table of Contents

PREFACE ........................................................................................................................................... 6

CAPTE ACCREDITATION STATUS ..................................................................................................... 7

MESSAGE FROM THE DEPARTMENT CHAIR ..................................................................................... 8

ADMINISTRATION, PERSONNEL & STUDENT REPRESENTATION ..................................................... 9
  Office of the Dean, Congdon School of Health Sciences ............................................................... 9
  Department of Physical Therapy Administrative Governance ................................................... 9
  Department of Physical Therapy Core Faculty .............................................................................. 10
  Department of Physical Therapy Staff .......................................................................................... 11

HIGH POINT UNIVERSITY .................................................................................................................... 12
  High Point University Background ............................................................................................... 12
  Department of Physical Therapy Background ............................................................................. 12
  Mission .......................................................................................................................................... 12
  Vision ........................................................................................................................................... 13
  Values .......................................................................................................................................... 13

Student Goals and Expected Outcomes ............................................................................................ 14

INFORMATION ABOUT THE CLINICAL EDUCATION PROGRAM .................................................. 24
  Eligibility for Clinical Education ..................................................................................................... 24
  Pre-requisites for Clinical Education Placement ............................................................................ 25
    Student Information Form ............................................................................................................. 25
    Drug Screening ............................................................................................................................. 25
    Criminal Background Check ........................................................................................................ 25
    Health Insurance Portability and Accountability Act (HIPAA) Training ...................................... 25
    Infection Control/Blood Borne Pathogens .................................................................................. 26
    Cardiopulmonary Resuscitation Certification (CPR) ................................................................. 26
    Immunizations ............................................................................................................................... 26
    Health Insurance ......................................................................................................................... 26
    Professional Liability Insurance ................................................................................................. 26
    Health Status ............................................................................................................................... 26

PERSONAL SECURITY, SAFETY, AND INFECTION CONTROL .......................................................... 27
  Emergency Preparedness ................................................................................................................ 27
  Class Laboratory Rights and Safety ................................................................................................ 27
  Inherent Risk and Standard Precautions ......................................................................................... 28
  Safety Training ............................................................................................................................... 29
  Post-Exposure Protocols ................................................................................................................ 29
  Personal Security ............................................................................................................................ 30
    Incident Report Form .................................................................................................................... 32
  Professional Conduct ..................................................................................................................... 33
  Professional Dress Code ................................................................................................................ 33
  Computer Requirements ................................................................................................................ 35
  Classroom Behavior ....................................................................................................................... 36
  Student Grievance Procedures ......................................................................................................... 37
  Academic Honesty .......................................................................................................................... 38
  Copyright Protection of Educational Materials ............................................................................... 38
  Social Media and the Medical Professional ..................................................................................... 39
Program Specific Social Media Expectations ................................................................................................... 39
Photo and Video Permissions ............................................................................................................................ 40
Dating and Relationships .................................................................................................................................. 40
Drug and Alcohol Policy .................................................................................................................................... 41
Attendance, Tardiness and Participation Policy ............................................................................................... 41
Illness ................................................................................................................................................................. 46
Inclement Weather Policy .................................................................................................................................. 46

ACADEMIC POLICIES AND PROCEDURES .................................................................................................. 47
HPU Statement on Diversity and Inclusion ...................................................................................................... 47
Doctor of Physical Therapy Program Student Council ...................................................................................... 49
Advising ............................................................................................................................................................. 51
Student Academic Records ............................................................................................................................... 51
Grading Policies .................................................................................................................................................. 52
Written Examinations ......................................................................................................................................... 52
Practical (or other Clinical Skill-based/Integrative) Examinations .................................................................... 52
Missed Examinations .......................................................................................................................................... 53
Tardiness to Examinations .................................................................................................................................. 53
Progress Testing ................................................................................................................................................ 53
Testing Policy .................................................................................................................................................... 55

Academic Review Committee .......................................................................................................................... 58

Appeals of Disputed Course Grades ................................................................................................................ 60
Criteria for Matriculation .................................................................................................................................. 61
Remediation ....................................................................................................................................................... 62
Criteria for Dismissal ......................................................................................................................................... 63
Reapplication Policy .......................................................................................................................................... 64
Clinical Education ............................................................................................................................................ 65
Course Content .................................................................................................................................................. 67
Probationary Status ......................................................................................................................................... 67
Time to Complete DPT Degree .......................................................................................................................... 67
Retention ............................................................................................................................................................ 67
Graduation Rates ............................................................................................................................................... 68
Employment Rates .......................................................................................................................................... 68
Pass Rates on Licensing Examinations ............................................................................................................... 68

TUITION AND EXPENSES ............................................................................................................................ 68
Cost of Attendance* ........................................................................................................................................... 68
Financial Aid ...................................................................................................................................................... 68
Payment .............................................................................................................................................................. 69
Refund Policy .................................................................................................................................................... 69
Amount Student Will Be Charged by Day of Official Withdrawal .................................................................... 69

ACADEMIC SUPPORT SERVICES .................................................................................................................. 69
Bookstore ........................................................................................................................................................... 69
Office of Information Technology ....................................................................................................................... 70
Library and Learning Resources ...................................................................................................................... 70

STUDENT SUPPORT SERVICES .................................................................................................................... 71
Counseling Services .......................................................................................................................................... 72
Routine Medical Services and Health Coverage ............................................................................................... 72
Security Department .......................................................................................................................................... 72
PREFACE
This Doctor of Physical Therapy (DPT) Student Handbook Policies and Procedures Manual provides information regarding policies, procedures and requirements specific to the High Point University (HPU) DPT Program. This Student Handbook is designed to assure transparency of expectations and department policies and procedures between the DPT faculty and staff and the student. This manual is meant to unite the efforts of the Department of Physical Therapy and the students to provide excellent professional and clinical education.

Policies and procedures outlined in the Student Handbook Policies and Procedures Manual may change based on Department of Physical Therapy Program outcomes, assessment by the faculty, and feedback received by the students.

Students enrolled in the DPT Program are expected to be familiar with the information provided in this Manual and the Clinical Education Manual. All students will acknowledge such by signing the form “ACKNOWLEDGEMENT OF RECEIPT” found in the back of this Manual after having reviewed it.

High Point University 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 Doctor of Physical Therapy Student Handbook carefully.

Questions related to the content of this handbook should be directed to the Department Chair and the Director of Students.

Department Chair Information
Dr. Eric J. Hegedus, PT, PhD, DPT, MHSc, OCS
Phone: (336) 841-4596
Email: ehegedus@highpoint.edu

Director of Students Information
Dr. Renee N. Hamel, PT, DPT, CBIS, C/NDT
Phone: 336-841-9724
Email: rhamel@highpoint.edu
CAPTE ACCREDITATION STATUS

The Doctor of Physical Therapy Program at High Point University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA; phone: (703) 706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.

If needing to contact the program/institution directly, please call Dr. Eric Hegedus at (336) 841-4596 or email at ehegedus@highpoint.edu.

Filing a Complaint about the HPU 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.

Any stakeholder to include but not limited to, students, parents, patients, faculty, and other affiliated or non-affiliated interests may LODGE A COMPLAINT regarding the HPU DPT Program to the APTA or the CAPTE in order to report a wrongdoing or concern that directly involves student rights and privileges, patient/client rights, and privileges, and or public safety.

To contact CAPTE call (703) 706-3245 or at accreditation@apta.org. All complaints should be followed up by a written letter of complaint that is signed and dated. USPS Mail should be sent to Department of Accreditation, APTA, 1111 N. Fairfax St. Alexandria, VA 22314.
MESSAGE FROM THE DEPARTMENT CHAIR

As the Chair of the Department of Physical Therapy, I would like to welcome you to High Point University! We are thrilled to have you join our group of world-renowned faculty, dedicated students and to have you learn in our unparalleled facilities.

You have been selected as an elite group of students that will be trained to set a new standard for entry-level physical therapists. You will differentiate yourselves through your professionalism, clinical skills, and the ability to apply research and movement analysis to clinical practice. In applying these skills and learning to work with other motivated disciplines, our hope is that you will become healthcare innovators who will make a difference in the health of our local and global community.

We have laid before you a challenging road with great expectations, but the faculty and staff are on this journey with you. Our commitment is to offer you an extraordinary education in an inspiring environment with caring people! Thank you for choosing High Point University!

The future is bright!!!

Eric J. Hegedus, PT, PhD, DPT, MHSc, OCS
Professor and Founding Chair
Department of Physical Therapy
High Point University
ADMINISTRATION, PERSONNEL & STUDENT REPRESENTATION

Office of the Dean, Congdon School of Health Sciences
Daniel Erb, PT, PhD, is the Dean of the School of Health Sciences at High Point University. In this capacity, Daniel Erb bears overall responsibility for leadership of the educational, research, and clinical activities within the School of Health Sciences.

Daniel Erb, PT, PhD
Professor, Founding Dean, & Senior Vice President of Academic Affairs
derb@highpoint.edu
336-336-841-4595

Department of Physical Therapy Administrative Governance

Eric J. Hegedus, PT, PhD, DPT, MHSc, OCS
Professor & Founding Chair
Department of Physical Therapy
Congdon School of Health Sciences
ehagedus@highpoint.edu
336-841-4596

Alicia J. Emerson, PT, DPT, MS, OCS, FAAOMPT
Assistant Professor & Director of Clinical Practice
Department of Physical Therapy
Congdon School of Health Sciences
aemerson1@highpoint.edu
336-841-9726

Kevin R. Ford, PhD, FACSM
Professor & Biomechanics Laboratory Director
Department of Physical Therapy
Congdon School of Health Sciences
kford@highpoint.edu
336-841-9495

Angela Spontelli Gisselman PT, PhD, DPT, OCS
Assistant Professor & Associate Director of Clinical Education
Department of Physical Therapy
Congdon School of Health Sciences
agisselm@highpoint.edu
336-841-9838

Dora J. Gosselin, PT, DPT, PCS, cNDT
Assistant Professor & Director of Curriculum & Outcome
Department of Physical Therapy
Congdon School of Health Sciences
dgosseli@highpoint.edu
336-841-9725

Renee Hamel, PT, DPT, CBIS, C/NDT
Assistant Professor & Director of Students
Department of Physical Therapy
Congdon School of Health Sciences
rhamel@highpoint.edu
336-841-9724

Devon Werner, PT, DPT, NCS
Assistant Clinical Professor and Director of Clinical Education
Department of Physical Therapy
Congdon School of Health Sciences
dwerner@highpoint.edu
336-841-9270
Department of Physical Therapy Core Faculty

Steven Dischiavi, PT, DPT, MPT, SCS, ATC, COMT
Assistant Professor
Department of Physical Therapy
Congdon School of Health Sciences
sdischia@highpoint.edu
336-841-4606

Don Goss, PT, PhD, OCS, ATC
Associate Professor
Department of Physical Therapy
Congdon School of Health Sciences
dgoss@highpoint.edu
336-841-9274

Paul W. Kline, PT, DPT, PhD
Assistant Professor
Department of Physical Therapy
Congdon School of Health Sciences
pkline@highpoint.edu
336-841-2878

Lance M. Mabry PT, DPT, OCS, FAAOMPT
Assistant Professor
Department of Physical Therapy
Congdon School of Health Sciences
lmabry@highpoint.edu
336-841-9807

Garrett Naze, PT, DPT, OCS, CCTT, NBC-HWC, FAAOMPT
Clinical Assistant Professor
Department of Physical Therapy
Congdon School of Health Sciences
gnaze@highpoint.edu
336-841-9318

David R. Sinacore, PT, PhD, FAPTA
Professor
Department of Physical Therapy
Congdon School of Health Sciences
dsinacor@highpoint.edu
336-841-98

James M. Smoliga, DVM, PhD, CSCS, FACSM
Professor
Department of Physical Therapy
Congdon School of Health Sciences
jsmoliga@highpoint.edu
336-841-9480

Lisa A. Zukowski, PhD
Assistant Professor
Department of Physical Therapy
Congdon School of Health Sciences
lzukowsk@highpoint.edu
336-841-9581
Department of Physical Therapy Staff

Debbie Bowman
Department Administrator
Department of Physical Therapy
Congdon School of Health Sciences
dbowman1@highpoint.edu
336-841-9527

Tammy Hines
Administrative Assistant
Department of Physical Therapy
Congdon School of Health Sciences
thines@highpoint.edu
336-841-9791

Dominique Reynolds
Clinical Education Specialist
Department of Physical Therapy
Congdon School of Health Sciences
dreynold@highpoint.edu
336-841-9723

Audrey Westbrook
Biomechanics Research Engineer
Department of Physical Therapy
Congdon School of Health Sciences
awestbro@highpoint.edu
336-841-9373
HIGH POINT UNIVERSITY

High Point University Background

Founded in 1924, High Point University is a private liberal arts institution with over 5,000 undergraduate and graduate students from around the world. The Department of Physical Therapy is housed in the Congdon School of Health Sciences (CSHS), which contains both undergraduate and graduate programs, including Exercise Science, Athletic Training, and Physician Assistant Studies.

Leadership and faculty at High Point University and in the CSHS take a long-term outlook on student success with the aim of preparing students to function and thrive in their healthcare career for the next 40 to 50 years. Together, High Point University, the CSHS, and the Department of Physical Therapy strive to give every student an extraordinary education in an inspiring environment with caring people.

Department of Physical Therapy Background

The Department of Physical Therapy began in January of 2011. Effective May 12, 2020, the Commission on Accreditation in Physical Therapy Education elevated our status in granting the High Point University Doctor of Physical Therapy Program Official Accreditation.

The Department currently consists of internationally renowned faculty and the world-class Human Biomechanics and Physiology Laboratory (HBAPL) and Virtual Reality and Clinical Gait Analysis Lab (VRCGAL). The HBAPL houses department faculty’s clinical practice entity: Targeted Enhanced Athletic Movement (TEAM). TEAM translates the evidence produced by the HBAPL, VRCGAL, and by other scientists from around the globe into the clinical practice of injury prevention, athletic development, and rehabilitation. The department is driven by an innovative mission and vision and is grounded in our foundational values and beliefs.

Mission

The mission of the Department of Physical Therapy is to promote excellence in clinical practice by recruiting and developing leaders within the health professions who actively engage in meaningful interdisciplinary educational, research or clinical experiences and to create autonomous, ethical and compassionate evidence-based clinicians and scientists who maximize the quality of life in the communities they serve.
Vision
The High Point University Department of Physical Therapy will be a student-centered, community-engaged, globally-involved educational, research, and clinical leader dedicated to the improvement of health and well-being through the advancement of knowledge in rehabilitation science and the practice of physical therapy.

Values
As a Department, we value integrity, honesty, kindness, respect, hard work, independence, responsibility, trust-worthiness, intrinsic motivation, humility, collegiality, skill, and excellence. We are committed to applying these values in all interactions as we strive to accomplish our mission.

Foundational Beliefs

The faculty of the Department of Physical Therapy is comprised of an accomplished, motivated and cohesive group dedicated to excellence and life-long learning.

The curriculum of the HPU Doctor of Physical Therapy program has been designed and revised by the expert faculty at HPU and in conjunction with a Curriculum Advisory board composed of clinicians from around the nation. The education of future physical therapists must allow the autonomous practitioner to practice along the entire continuum of care and across the lifespan, but the need for that autonomous practitioner to be part of a healthcare team cannot be lost along the way.

The HPU DPT curriculum is infused with the following foundational beliefs, which the faculty believe will set HPU DPT graduates apart. These foundational beliefs are encouraged and infused both formally and informally throughout the curriculum:

1. Professionalism is a fundamental component of physical therapy practice.
2. Significant learning takes place in mentored clinical practice, which cannot be replicated in a classroom setting.
3. Systems Based Thinking is a priority.
4. Our students will differentiate themselves by their skill in the interventions of exercise prescription, manual therapy, and building self-efficacy.
5. Innovation and creativity are valuable skills that transcend time periods and market forces.
6. Physical therapists are experts in comprehensively analyzing human movement across the lifespan.
7. Physical therapists must be skillful in interprofessional practice along the continuum of care including roles as first responder, primary care practitioner and wellness consultant.

While HPU DPT faculty feel strongly that the education of the future physical therapist is of vital importance, it is not the only way in which the program strives to develop students to be impactful in the field of physical therapy through the following three pillars of physical therapy:

- Clinical practice is a natural component of experiential learning for HPU DPT students and promotes professional growth for clinically active department faculty. In addition, clinical practice makes classroom teaching more effective, provides the opportunity for
faculty and clinicians to work together for the education of students and is one very important way to give back to the community.

- **Scholarship**, producing and professionally disseminating the science of physical therapy and rehabilitation, is important for the profession on a global scale. Scholarship is one of the chief mechanisms by which professions are recognized and can distinguish themselves. Looking forward, it is abundantly clear that healthcare is changing and that professions will need to work together more closely and efficiently to be effective. Student participation in consuming, discussing, and producing scholarly activity is an excellent area in which to demonstrate the interdisciplinary approach to a problem.

- Finally, physical therapists of the future will need to be prepared to impact the *global stage*. Therefore, while HPU DPT faculty recognize the shortage of physical therapists locally in the Piedmont Triad region of North Carolina and plan to meet those needs, the department will search worldwide for collaboration in experiential learning, research and clinical practice.

By focusing on HPU DPT foundational believes and these three pillars of physical therapy, laying their foundation on fiscal responsibility and being ever vigilant about assessing internally while looking outside the department, DPT faculty believe that graduates of the program will be responsible forward-looking physical therapists that will have a positive impact on the Department of Physical Therapy, the Congdon School of Health Sciences, High Point University and the lives of the populations served.

At the completion of the curriculum, HPU DPT students will be trained as generalists able to practice in a variety of settings and with a variety of patient populations throughout the lifespan. However, with the multitude of clinical education experiences, research opportunities, specialty selectives, and expert faculty, students will be provided with the tools to pursue specialization at their choosing.

**Student Goals and Expected Outcomes**

**Students/graduates will:**

**GOAL 1.** Find, critically evaluate, and apply best evidence and innovation when solving clinical questions in order to maximize patient outcomes.

- **OUTCOME 1A.** Demonstrate the ability to find, critique, summarize and present best evidence.
- **OUTCOME 1B.** Demonstrate the use of patient history information in examination, treatment and establishment of a prevention or treatment plan of care.
- **OUTCOME 1C.** Demonstrate the use of outcome measures.
- **OUTCOME 1D.** Demonstrate reflective practice.

**GOAL 2.** Apply movement analysis as part of evaluation, diagnosis, prevention, and treatment of patients and clients.

- **OUTCOME 2A.** Demonstrate the ability to perform movement analysis.
- **OUTCOME 2B.** Demonstrate the ability to modify movement through intervention to optimize outcomes.
GOAL 3. Safely address local (impairment), regional (functional), and global (ability) needs of patients and clients through interventions, especially manual therapy, exercise prescription, and building self-efficacy.

OUTCOME 3A. Demonstrate excellent manual therapy skills with an understanding of contraindications and precautions.
OUTCOME 3B. Demonstrate exercise prescription and other interventions that address impairments, functional limitations, and disability with an understanding of contraindications, precautions, and tissue healing parameters.
OUTCOME 3C. Demonstrate the ability to instill an internal locus of control in patients and clients by making them a partner in the rehabilitation process.

GOAL 4. Function in a highly professional, ethical, legal, and culturally-competent manner and demonstrate commitment to society and the profession.

OUTCOME 4A. Demonstrate professional behaviors.
OUTCOME 4B. Become lifelong learners.
OUTCOME 4C. Demonstrate commitment to the profession.
OUTCOME 4D. Collaborate with other health care team members.
OUTCOME 4E. Participate in activities for the benefit and education of the public.

GOAL 5. Communicate and educate the individual, family, community, and other professionals about rehabilitation, positive health, prevention, and wellness.

OUTCOME 5A. Demonstrate effective communication skills.
OUTCOME 5B. Demonstrate effective teaching skills.

GOAL 6. Value and respect each healthcare professions’ unique skills and expertise in working collaboratively to provide care that is effective, safe, and of high quality for individual patients, communities, and populations.

OUTCOME 6A. Actively engage other healthcare team members in consultation/discussion to improve communications and provide effective and high quality care.

DOCTOR OF PHYSICAL THERAPY CURRICULUM OVERVIEW

At High Point University, every student receives an extraordinary education in an inspiring environment with caring people. These principles apply to students in both the didactic and clinical education components of the program’s curriculum.

The Doctor of Physical Therapy program consists of 129 credit hours of full-time study which are offered in nine semesters over three calendar years. The three-year curriculum begins in the summer session and ends during the spring term of the third year. Classes are held in traditional weekday format with rare exception. The first year of the curriculum begins with the foundational sciences (Anatomy, Exercise Physiology, and Movements Science) and clinical skills that will form the basis for future practice management courses. The fall and spring semesters start to develop the musculoskeletal curriculum, which when combined with evidence-based practice and intervention courses, prepare students for their first clinical education experience at the end of the first year. The second year of the curriculum begins to emphasize neurological practice management, medically complex patients, and more specific populations including pediatrics and integumentary and specialty practice settings. In the third year, the didactic portion of the
curriculum culminates with a variety of ancillary courses that will help instill the attributes of an autonomous practitioner and entrepreneur.

Upon successful completion of the Program, graduates are awarded a Doctor of Physical Therapy (DPT) Degree. This degree prepares students to be autonomous general practitioners equipped with the necessary tools to practice physical therapy in the 21st century. Graduation requirements include completion and passing one End of Year (EYE) progress exam and one final comprehensive Prep Board Exam. In addition, students are eligible to take the physical therapy licensure examination in any U.S. jurisdiction.

The DPT curriculum is predicated on evidence-based practice. Clinically oriented courses draw extensively from primary source research as well as traditional theory and practice. A strong foundation in basic science is established early in the curriculum alongside courses in which students learn skills necessary for the practice of physical therapy. The physical therapy curriculum explores motor control and movement theory as foundational principles of PT education. Students study movement and its effects on each body system and how it relates to physical therapy management across the lifespan. Extensive study of the foundational sciences is incorporated into the curriculum. Within an evidenced-based practice perspective, graduates apply the most current medical literature to daily clinical decisions. This model enables students to successfully link theory and application to clinical practice. Integration between didactic courses and clinical practice takes place in on-site PT clinics, which are a fundamental component of the Program.

A major goal of the curriculum is to encourage students to develop lifelong learning skills as a means of remaining up to date throughout their careers. This is accomplished, in part, by educating students to be consumers of relevant literature and make wise choices for their future continuing education experiences. Recognized clinical experts are regularly utilized as instructors in the Program in an effort to further develop the relationships between expert clinical practice and research.

The future of healthcare has always rested on the art and scientific inquiry of its practitioners. Physical therapy is a profession which, like other health care professions, is ever evolving and advancing in the quality, nature and extent of services offered. The body of knowledge of physical therapy will only grow if its practitioners engage in basic and clinical research. The PT Program at High Point University is firmly committed to developing new knowledge and advancing the profession of physical therapy.

The curriculum is designed in a core curriculum format with each student taking all courses within the designated timeline. The curriculum design along with the academic/clinical schedule are described in the following schemes:
# HIGH POINT UNIVERSITY DOCTOR OF PHYSICAL THERAPY PLAN OF STUDY

## HPU DPT Class of 2023 Plan of Study

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>15-weeks</th>
<th>Credits</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PT 7000 Anatomy</td>
<td>7</td>
<td>208</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 7020 Cardiovascular and Pulmonary I</td>
<td>4</td>
<td>117</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 7010 Movement Science I</td>
<td>3</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 7060 Foundational Clinical Skills</td>
<td>2</td>
<td>52.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 7090 Professional Ethics and Values</td>
<td>2</td>
<td>57.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>507</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 2</th>
<th>15-weeks</th>
<th>Credits</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PT 7600 Musculoskeletal I</td>
<td>4</td>
<td>101</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 7520 Cardiovascular and Pulmonary II</td>
<td>4</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 7170 Dry Needling and Modalities</td>
<td>3</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 7550 Movement Science II</td>
<td>3</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 7810 Clinical Pathology</td>
<td>2</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 7280 Evidence Based Practice I</td>
<td>2</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>480</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Semester 4</th>
<th>15-weeks</th>
<th>Credits</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PT 7060 Community Outreach</td>
<td>3</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 7770 Pain Science</td>
<td>3</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 7550 Neuroscience II</td>
<td>2</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 7590 Clinical Manual and Doc.</td>
<td>2</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 7680 Evidence Based Practice II</td>
<td>2</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 8385 Pediatrics</td>
<td>2</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>14</td>
<td>330</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Semester 7</th>
<th>7-weeks/7-weeks</th>
<th>Credits</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PT 8110 Integ and Specialty Practice</td>
<td>4</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 8090 Prof. Develop. and Responsibility</td>
<td>8</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 8420 Selective III</td>
<td>2</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 8500 Local Clinical Experience III</td>
<td>6</td>
<td>280</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>462</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Semester 8</th>
<th>12-weeks</th>
<th>Credits</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PT 8900 Terminal Clinical Experience I</td>
<td>12</td>
<td>480</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>12</td>
<td>480</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Semester 9</th>
<th>12-weeks</th>
<th>Credits</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PT 8910 Terminal Clinical Experience II</td>
<td>12</td>
<td>480</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>12</td>
<td>480</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Dates</th>
<th>University Holidays</th>
<th>Additional Required Academic Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>9/7/20-12/18/20</td>
<td>11/25/20-12/27/20</td>
<td>EYE I 4/1/21</td>
</tr>
<tr>
<td>4</td>
<td>2/1/21-3/16/21</td>
<td>3/31/21</td>
<td>Prep Board Exam I 8/31/22</td>
</tr>
<tr>
<td>6</td>
<td>5/28/21-10/22/21</td>
<td>11/1/21-12/17/21</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>11/23/21-2/22/22</td>
<td>4/15/22</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2/23/22-7/22/22</td>
<td>7/13/22-8/26/22</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>7/23/22-12/22/22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note that Plan of Study and Academic Calendars are subject to change.
# Course Descriptions

## YEAR 1- Summer Term (18 Cr)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 7000</td>
<td>ANATOMY</td>
<td>7 CR</td>
</tr>
<tr>
<td></td>
<td>Human anatomy of the following systems will be covered with the assistance of cadaver dissection: Cardiovascular, respiratory, endocrine/metabolic, gastrointestinal, genital &amp; reproductive, hepatobiliary, lymphatic, renal &amp; urologic, nervous, integumentary, and musculoskeletal. Surface anatomy, palpation, and imaging will also be incorporated. Common diseases, disorders, and case studies will be included during lectures, team activities, and assessments to help develop beginner diagnostic skills related to gross anatomy.</td>
<td></td>
</tr>
<tr>
<td>PT 7010</td>
<td>MOVEMENT SCIENCE I</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>This course introduces biomechanical principles and integrates material from anatomy, exercise science, and kinesiology that serve as a foundation for understanding and analyzing movement. Normal and abnormal movement biomechanics will be studied using a regional approach and applied more globally during gait analysis. Students will participate in lectures, group discussions and lab activities using current clinical- and research-grade technology.</td>
<td></td>
</tr>
<tr>
<td>PT 7020</td>
<td>CARDIOVASCULAR AND PULMONARY (CVP) I</td>
<td>4 CR</td>
</tr>
<tr>
<td></td>
<td>This course will provide students with an understanding of the structure and function of the cardiovascular, renal, and pulmonary systems and how they integrate together in health, exercise, and disease. The pathophysiology of selected cardiopulmonary diseases will be covered, as well as management of cardiopulmonary conditions within the scope of an integrated healthcare setting. Emphasis on how the underlying physiology relates to the clinical examination, evaluation, and management of patients with cardiovascular and pulmonary disorders throughout various physical therapy settings. This course is the first part of a two course sequence. The cardiac, vascular, and renal systems will be the key emphasis of this first course.</td>
<td></td>
</tr>
<tr>
<td>PT 7040</td>
<td>FOUNDATIONAL CLINICAL SKILLS</td>
<td>2 CR</td>
</tr>
<tr>
<td></td>
<td>Foundational Clinical Skills (PT7040) introduces the clinical examination sequence paradigm and clinical reasoning. Learners will consider models of patient management (biopsychosocial, ICF, and Guide to Physical Therapist Practice) and begin to develop patient interview and documentation skills. The lab components of the course will focus on patient transfers, assistive device training, gait training, screening assessments, palpation skills, and usage and assessment of range of motion, flexibility, muscle strength and balance.</td>
<td></td>
</tr>
<tr>
<td>PT 7090</td>
<td>PROFESSIONALISM &amp; LEADERSHIP I</td>
<td>2 CR</td>
</tr>
<tr>
<td></td>
<td>This first in a 3-part series of courses looking at the physical therapy profession and its associated professional standards as well as leadership aspects of leading other people, clinics, or organizations. This course specifically addresses professional behaviors, ethics and values, cultural sensitivity, confidentiality, practice acts within the physical therapy profession, the APTA’s Standards of Practice for Physical Therapy, and the importance of the APTA and professional service.</td>
<td></td>
</tr>
</tbody>
</table>

## YEAR 1- Fall Term (16 Cr)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 7170</td>
<td>INTERVENTIONS I: MODALITIES AND DRY NEEDLING</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>This first in a 3-part series of courses addresses the introduction of pain science and discusses pain relief from a “local” or site interventions acute and chronic stages of healing and recovery. Specific interventions include modalities (light, heat, cold, sound electrical), dry needling, and early exercise principles for one muscle strengthening and flexibility.</td>
<td></td>
</tr>
<tr>
<td>PT 7280</td>
<td>EVIDENCE-BASED PRACTICE (EBP) I</td>
<td>2 CR</td>
</tr>
</tbody>
</table>
The first course in the EBP sequence will focus on the basics of acquiring and appraising/critiquing research related to physical therapy practice so that the student can become a critical consumer of the physical therapy scientific literature. Specific topics will include accessing and critiquing scholarly literature, the scientific method, and experimental study designs. In addition, students will learn how to apply and integrate evidence into physical therapy practice. The material presented in lecture will be accentuated with considerable amounts of primary literature.

**PT 7510 MOVEMENT SCIENCE II**  
This course is a laboratory-based experience in the mechanical, neuromuscular, and anatomical bases of human movement. The purpose of the course is to expand the prerequisite knowledge in basic biomechanics (using primary literature) and apply it to investigate fundamental human movements such as walking, running, jumping, reaching and throwing. Students will also be introduced to current techniques of biomechanical analysis including the use of high-speed videography, ground reaction force analysis, and electromyography. Material is delivered via lecture and lab using current technology and live human subjects.

**PT 7520 CVP II**  
This course will provide students with an understanding of the structure and function of the cardiovascular, renal, and pulmonary systems and how they integrate together in health, exercise, and disease. The pathophysiology of selected cardiopulmonary diseases will be covered, as well as management of cardiopulmonary conditions within the scope of an integrated healthcare setting. Emphasis on how the underlying physiology relates to the clinical examination, evaluation, and management of patients with cardiovascular and pulmonary disorders throughout various physical therapy settings. This course is the second part of a two course sequence. The pulmonary system, integrated systems exercise physiology, and exercise testing and prescription will be the key emphasis of this second course.

**PT 7600 MUSCULOSKELETAL PRACTICE (MSK) I**  
A musculoskeletal examination sequence will be introduced and components of the musculoskeletal examination and treatment are explored. Screening, examination, evaluation, diagnosis, and intervention in patients with dysfunction of the temporomandibular joint, cervical spine, thoracic spine, and upper extremities will be performed. Subject matter includes functional anatomy, patient interview, outcomes measures, appropriate screens and screening tools, physical performance testing, motion assessment, muscle performance testing, reinforcement of palpation skills, and special tests. Evidence-based interventions will be stressed including psychosocial aspects of care, manual therapy, patient education, and exercise. An introduction to nutritional factors and pharmacology related to common musculoskeletal pathologies will be also be provided. This course will be heavily lab-based.

**PT 7810 CLINICAL PATHOLOGY**  
This course is designed to provide physical therapy students an understanding of how cellular and tissue function ultimately translates to clinical practice. This course is rooted in lecture and independent learning, but will regularly employ case / problem sets to emphasize how a strong understanding of pathophysiology is essential to optimize clinical practice. The course covers the pathophysiology of selected diseases most likely to be encountered by entry-level physical therapists.

**YEAR 1- Spring Term (14 Cr)**

**PT 7050 CLINIC I**  
Students are assigned to a clinical facility for half of a day throughout a 7-week clinical education experience. This course will provide students with exposure to clinical settings, interactions with patients, and mentorship from a licensed clinician. Students will focus on examination, evaluation, history taking, interventions and professional behavior.

**PT 7180 TYPICAL DEVELOPMENT AND AGING**  
The purpose of the class is to expose students to the multi-system changes associated with development healthy aging as well as the implications for function and participation. Students will also be introduced to administering various developmental standardized tests, cognitive and functional mobility assessments.
PT 7480 NEUROSCIENCE I
This course will cover neuroanatomy, neuropharmacology, and neurophysiology of the central and peripheral nervous systems. Students will learn the fundamentals of how the human nervous system is structured (neuroanatomy) and how it works (neurophysiology). Neuropharmacology will be taught with a focus on treatments for primary disorders, drug interactions, and physical therapy considerations. Clinical case studies, guided by clinical faculty, will facilitate understanding of important concepts.

PT 7610 MSK II
An examination and intervention paradigm is reinforced and components of the musculoskeletal examination are explored. Screening, examination, evaluation, diagnosis and intervention in patients with dysfunction of the lumbosacral spine, and lower extremities. Subject matter includes chart review and patient interview, outcomes measures, appropriate screens and screening tools, motion assessment, muscle performance testing, reinforcement of palpation skills, and special tests. Evidence-based interventions will be stressed including medications for pain/inflammation, psychosocial aspects of care, manual therapy, patient education, and exercise. This course will be heavily lab based.

PT 8400 SELECTIVE I
Students will have the opportunity to learn more about specialty areas in physical therapy.

YEAR 2- Summer (14 cr)

PT 7060 COMMUNITY OUTREACH I: BIOPSYCHOSOCIAL AND CULTURAL FACTORS
In this first of a series of 3 courses, students will participate in mentored practice in the pro bono clinic serving the underserved, perform community service, and perform educational outreach. Students learn to practice as front-line providers in pain management. Biopsychosocial and health behaviors screening is integrated into clinical practice. Topics such on diversity, cultural awareness and humility are introduced. Special consideration and attention are given to the expected patients in the clinic.

PT 7680 EBP II
The second course in the Evidence-Based Practice sequence will further expand the students’ analytical skills by focusing on quantitative data analysis, including basic statistical procedures, measurement properties (i.e. reliability and validity), and experimental methodology as it relates to research in the field of physical therapy. Part of the course will be devoted to the use of outcome measures in physical therapy practice across the continuum of care. This EBP course sequence will culminate with students completing a team-based independent research project.

PT 7580 NEUROSCIENCE II
This course will cover the systems of the central and peripheral nervous systems. Students will learn the fundamentals of how the human nervous system is structured and how it functions. Students will also be introduced to neurological disorders and begin to diagnose dysfunctions based on clinical case studies.

PT 7590 PROFESSIONALISM AND LEADERSHIP II
This second in a 3-part series of courses looking at the physical therapy profession and its associated professional standards as well as leadership aspects of leading other people, clinics, or organizations. This course specifically is focused on practice management. The course addresses styles of leadership, ethics and morals in leadership, entrepreneurship, and billing practices in practice including inpatient and outpatient settings.

PT 7770 INTERVENTIONS II: MANAGEMENT OF PAIN

3 CR
This second in a 3-part series of courses addresses regional interventions. Further exploration of pain science is established so that intervention selection is supported both by the understanding of regional biomechanical and neurophysiological mechanisms. Major topics include integration of the previously established understanding of motor control and regional strengthening and flexibility exercises (multi-joint / multi-planar). Topics in pharmacology used in pain management are introduced. Nutritional screening and implications of malnutrition are discussed in context of regional interventions. Regional musculoskeletal, pharmacological, psychological, and nutritional factors impacting vestibular presentations are introduced.

**PT 8385 PEDIATRICS**

This course will focus on the functional and participatory consequences of atypical development in children birth through 21 years of age. The management of common central and peripheral neurologic diseases, neuromuscular and musculoskeletal pediatric conditions will be emphasized. Pathology, genetics, clinical presentation, examination, evaluation, physical therapy diagnosis, prognosis, and intervention will be stressed. Class discussion of contemporary research and evidence-based clinical practice will be used to focus student’s attention on the undergirding principles of neurorehabilitation and musculoskeletal interventions and their practical application.

<table>
<thead>
<tr>
<th>YEAR 2- Fall (11 cr)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PT 7550 CLINIC II</strong></td>
</tr>
<tr>
<td>Students will be assigned to a clinical facility for half a day throughout a 7-week clinical education experience in a setting different than Clinic I. This course provides students with exposure to clinical settings, patient interactions, and mentorship from a licensed clinician. Students will focus on examination, evaluation, history taking, interventions and professional behaviors.</td>
</tr>
<tr>
<td><strong>PT 7560 COMMUNITY OUTREACH II: COMMUNICATION</strong></td>
</tr>
<tr>
<td>In this second in a series of 3 courses, students will participate in mentored practice in the pro bono clinic serving the underserved, perform community service, and perform educational outreach. Students learn to practice as front-line providers in pain management. Biopsychosocial and health behaviors screening is integrated into clinical practice. Topics of health literacy, self-efficacy, coaching, motivational interviewing, and cognitive behavior therapy are introduced.</td>
</tr>
<tr>
<td><strong>PT 7690 INTERPROFESSIONAL COMMUNICATION AND PRACTICE</strong></td>
</tr>
<tr>
<td>This course is designed to facilitate student understanding of the roles of health care professionals that are part of collaborative interdisciplinary patient care teams. The four interprofessional education (IPE) competencies published by the Institute of Medicine and the Josiah Macy, Jr. Foundation will be introduced and serve as undergirded principles of the course. These competencies are: 1) values/ethics for interprofessional practice; 2) roles/responsibilities; 3) interprofessional communication; and 4) teams and teamwork. Throughout this course, the students will have direct interaction with students and faculty from other health professions in the Congdon School of Health Sciences. Class discussion will emphasize core IPE competency themes of discipline-specific roles, perceptions and stereotypes, communication among members of the health care team, values and ethics, and teamwork, as well as how these key themes are applied in clinical practice settings to provide optimal patient-centered care.</td>
</tr>
<tr>
<td><strong>PT 8380 ADULT NEURO REHAB</strong></td>
</tr>
<tr>
<td>This course focuses on the management of adults with complex central nervous system (CNS), multisystem disorders and peripheral nervous system (PNS) and neuromuscular disease. Neuropathology, clinical presentation, examination, evaluation, physical therapy diagnosis, prognosis, and intervention will be stressed. The role of the physical therapist will be addressed across treatment environments and across the time course or progression of the disease; acute through chronic as appropriate. Class discussion and lab-based learning emphasizing contemporary research and evidence-based clinical practice will be used to focus student’s attention on the principles of neurorehabilitation and their practical application in patient care settings.</td>
</tr>
<tr>
<td><strong>PT 8410 SELECTIVE II</strong></td>
</tr>
<tr>
<td>Students will have the opportunity to learn more about specialty areas in physical therapy.</td>
</tr>
</tbody>
</table>
**YEAR 2- Spring (14 cr)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 8060</td>
<td>COMMUNITY OUTREACH III: CONTEMPORARY HEALTHCARE TOPICS</td>
<td>2 CR</td>
</tr>
<tr>
<td></td>
<td>In this third in a series of 3 courses, students will participate in mentored</td>
<td></td>
</tr>
<tr>
<td></td>
<td>practice in the pro bono clinic serving the underserved, perform community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>service, and perform educational outreach. Students learn to practice as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>front-line providers in pain management. Biopsychosocial and health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>behaviors screening is integrated into clinical practice. Equitable access</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to health care is presented from a social justice perspective. Topic include</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the roles national and global health policies, income inequities, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>marginalization of populations have in clinical presentations.</td>
<td></td>
</tr>
<tr>
<td>PT 8070</td>
<td>INTERVENTIONS III: SYSTEMS-BASED INTERVENTIONS</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>This third in a 3-part series of courses addresses the major topics of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>global exercise, return to function, wellness, prevention, and nutrition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>individuals. Specific topics to address are cardiovascular exercise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(bikes, treadmills, upper extremity ergometers, stair climbers), plyometrics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and high-speed exercise, Olympic-style lifting, performance enhancement,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>wellness, prevention, and nutrition individuals.</td>
<td></td>
</tr>
<tr>
<td>PT 8075</td>
<td>ORTHOTICS &amp; PROSTHETICS</td>
<td>2 CR</td>
</tr>
<tr>
<td></td>
<td>This course is designed to provide students with opportunities to develop,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>integrate, and apply knowledge and skills necessary to examine and treat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>individuals with selected musculoskeletal, neuromusculoskeletal, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>medically complex conditions in which orthotic and/or prosthetic intervention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and management are indicated. Topics emphasize the role of the physical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>therapist across treatment environments with emphasis on examination,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>evaluation, prognosis, and intervention. The laboratory sessions are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>designed to provide students with opportunities to apply physical therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>examination and treatment techniques used in the management of clients with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a prosthesis or an orthotic.</td>
<td></td>
</tr>
<tr>
<td>PT 8160</td>
<td>PRIMARY CARE</td>
<td>4 CR</td>
</tr>
<tr>
<td></td>
<td>To provide lectures and lab experience on advanced techniques in differential</td>
<td></td>
</tr>
<tr>
<td></td>
<td>diagnosis and interventions particularly in primary care settings. This</td>
<td></td>
</tr>
<tr>
<td></td>
<td>course will expand on the lecture and lab material and will enforce clinical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reasoning in determining if a patient may need additional screening or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>referral. The emphasis will be on topics in primary care, differential</td>
<td></td>
</tr>
<tr>
<td></td>
<td>diagnosis, pharmacological considerations, diagnostic imaging necessity/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>selection/interpretation, review of systems, and use and interpretation of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>laboratory testing.</td>
<td></td>
</tr>
<tr>
<td>PT 8490</td>
<td>MEDICALLY COMPLEX PATIENTS</td>
<td>4 CR</td>
</tr>
<tr>
<td></td>
<td>This course is designed to coalesce the students’ learning of the major</td>
<td></td>
</tr>
<tr>
<td></td>
<td>body systems (integumentary, musculoskeletal, neuromuscular, and cardiovascular &amp; pulmonary) and foundational knowledge in the context of patients with multisystem involvement that may be encountered in acute care and across the continuum of care. Polypharmacy and its negative side effects will be covered. This course will take advantage of case studies, practice opportunities, and lecture.</td>
<td></td>
</tr>
</tbody>
</table>

**YEAR 3- Summer (12 cr)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 8050</td>
<td>CLINIC III</td>
<td>6 CR</td>
</tr>
<tr>
<td></td>
<td>The class will be split in two, with half going out on full day clinical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>affiliations for 7 weeks and the other half taking classes. The two halves</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will then switch. Students will be assigned to a clinical facility for a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7-week, full-time clinical education experience. As a full-time experience,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students will be expected to independently examine, evaluate, and treat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>patients with a variety of diagnoses.</td>
<td></td>
</tr>
<tr>
<td>PT 8090</td>
<td>PROFESSIONALISM &amp; LEADERSHIP III</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>This final in a 3-part series of courses looking at the physical therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>profession and its associated professional standards as well as leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>aspects of leading other people, clinics, or organizations. This course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>specifically aims to give students additional skill sets that add value to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the clinical practice in which they work. This course</td>
<td></td>
</tr>
</tbody>
</table>
will specifically address leading clinical quality enhancement/quality improvement initiatives, understanding of teaching and learning styles in the Clinical Instructor role, and professional service through government advocacy. Students must take and pass a mock board examination. Students also will learn of the necessary processes for taking the board examination and undergoing the process of licensing. Other topics to include readiness to find employment (resume preparation, interview, negotiations), and an introduction to residencies and fellowships in physical therapy.

**PT 8110 INTEGUMENTARY AND SPECIALTY PRACTICE**  
This course will contain two modules. The first module will address the vital functions of the integument, it’s diagnosis, examination, evaluation, and treatment. Common pathologies of the integument will be studied as well as the integument as a window to suspecting other pathologies that may be outside the scope of PT practice and require referral to another health care provider. In the specialty practice module, practice areas of specialized physical therapy will be explored including but not limited to hand therapy, occupational health/industrial medicine, oncology, rheumatology, and men’s and women’s pelvic health, bariatric, organ transplantation and the role of physical therapy in regenerative medicine/rehabilitation.

**PT 8420 SELECTIVE III**  
Students will have the opportunity to learn more about specialty areas in physical therapy.

<table>
<thead>
<tr>
<th>YEAR 3- Fall (11 cr)</th>
</tr>
</thead>
</table>
| **PT 8900 CLINICAL CAPSTONE I**  
Students will be assigned to a clinical facility for a 12-week, full-time clinical education experience. This course provides students with the opportunity to apply their didactic knowledge to the clinical setting, while continuing to refine their professional behaviors. Students are expected to be able to independently care for a full caseload at the end of the experience as an entry-level clinical provider. |

<table>
<thead>
<tr>
<th>YEAR 3- Spring (9 cr)</th>
</tr>
</thead>
</table>
| **PT 8910 CLINICAL CAPSTONE II**  
Students are assigned to a clinical facility for a 12-week, full-time clinical education experience. This course provides students with the opportunity to apply their didactic knowledge to the clinical setting, while continuing to refine their professional behaviors. Students are expected to be able to independently care for a full caseload at the end of the experience as an entry-level clinical provider. |
Detailed information regarding clinical education can be found in the Clinical Education Handbook. Students should be thoroughly familiar with the clinical education policies, procedures, and objectives, and students are expected to be active learners during clinical education coursework.

At High Point University, we believe that clinical exposure will provide impactful learning experiences for our students to prepare them to be experts in the art and science of physical therapy. When in the clinic, students will apply their didactic knowledge, refine their professional behaviors, cultivate evidence-based clinical decision making, practice their hands-on skills, and more importantly, appreciate that each individual patient and client presents uniquely and are partners in the recovery or prevention process.

Students will be exposed to clinical education early and often, with the aim of capitalizing on all of the benefits that these experiential learning opportunities provide. Clinical settings will offer a diversity of treatment styles and patient populations. Students will be encouraged to actively participate and challenge themselves in all experiences. Structurally, the department supports a student to clinical educator ratio models of 1:1, 2:1, or 3:1. Clinical educators are encouraged to question and challenge students to promote collaboration and discussion between students which often provides impactful learning by requiring self-guided solutions for problems.

Eligibility for Clinical Education

Prior to beginning a clinical education experience, students must complete all requirements of the assigned clinical site. The prerequisites listed below apply to many clinical sites, however, some sites have unique standards to which the student must conform. Failure to comply with any of the prerequisites may result in a delay of the clinical education experience. Once complete, students must submit the Verification of Clinical Education Prerequisites (Appendix 11 Clinical Education Manual) to the Director of Clinical Education (DCE), including proof of met requirements, at least one month prior to the start date.

The Program will confidentially maintain student prerequisite information. The DCE will send a copy of the completed Verification of Clinical Education Prerequisites form to the clinical site as well as provide the students with a copy. The Program will not send copies of a student’s prerequisite information, including drug screens and criminal background checks, or information regarding a student’s academic standing to clinical education sites. Such information will only be released with written permission from the student. The Program and clinical facilities are expected maintain confidentiality of student information.
Pre-requisites for Clinical Education Placement

In order to participate in clinical education experiences, students must be in good academic standing, having passed all didactic courses and end of the year comprehensive exams preceding the clinical education course. Students who have successfully completed all previous DPT coursework, have maintained professional behavior, and have met all pre-clinical requirements will be eligible for participation in clinical education.

Prior to matriculation into the HPU DPT program, students are required to fulfill a number of compliance items (Appendix 7 of the Clinical Education Handbook). The DPT program contracts with CastleBranch to collect and monitor all Program compliance requirements. Students are responsible for maintaining and monitoring their own compliance status throughout the Program via CastleBranch. Failure to do so will be considered a violation of professionalism and the requirements of the Clinical Education Program and may result in referral to the Academic Review Committee.

Student Information Form

Students are required to complete the Clinical Education Student Information form (Appendix 10 Clinical Education Manual) prior to each placement. This form will be shared with the clinical site prior to the start of the clinical experience.

Drug Screening

All students are required to complete and pass a 10-panel drug screening, including MDMA and Oxy, at their own expense. The Program has partner companies who perform drug screening at a discounted rate for students, however, students may take a comparable drug test at a provider of their choosing. While all results will be confidential, a failed test, without acceptable explanation by a physician, will preclude the student from entering the clinical education program. Some sites may require a more comprehensive drug screen. If so, the student is responsible for the planning and payment of such testing.

Criminal Background Check

A criminal background check will be conducted on all students, which may include social security number traces, OIG Sanctions List, and sex offender and predator registry searches. Findings from this investigation could prevent the student from entering the Program in a clinical education site and would therefore result in dismissal from the Program. Results of the background check may be shared with the assigned clinical site with written student permission. The clinical site’s previously established criteria, will determine a student’s ability to participate at their facility. The Program has partner companies that perform background checks for students at a discounted rate, however, students are entitled to have a comparable background check performed by a provider of their choosing.

Health Insurance Portability and Accountability Act (HIPAA) Training

All students must complete HIPAA training annually either by training seminars or online learning modules supplied by the Program with additional site specific confidentiality and/or HIPAA
training provided by the clinical facility. Students are reminded that any information (Protected Health Information-PHI) regarding patients and their families is strictly confidential. Therefore, it should not be shared with friends or family, or other health care providers except in need-to-know situations. Breach of patient confidentiality is a federal offense and may be subject to penalty under law. Breach of patient or facility confidentiality may result in failure of internship and/or removal from the Program. Any assignments from clinical experience must be de-identified of all personal information prior to removal from the facility. Documentation with patient information should never be removed from the clinical site.

Infection Control/Blood Borne Pathogens
All students must complete annual training on Blood Borne Pathogen, Standard Precautions, and Infection Control annually either by training seminars or online learning modules supplied by the Program.

Cardiopulmonary Resuscitation Certification (CPR)
Students are required to maintain Basic Life Support (BLS) CPR certification throughout their enrollment in the Program. BLS training will be available, onsite, to students each summer.

Immunizations
All students are required to show proof of current immunizations (or a signed waiver if applicable) in accordance with CDC recommendations for health care personnel including those for tetanus, diphtheria, pertussis, hepatitis B, measles, mumps, rubella, chicken pox, polio, and an annual influenza vaccination, as well as proof of testing for tuberculosis, within the twelve months prior to the clinical experience.

Health Insurance
All students are to maintain health insurance during the course of each supervised clinical practice experience and to provide proof of such health insurance to the University upon request.

Professional Liability Insurance
High Point University provides each student with professional liability insurance. It is the clinical education team’s responsibility to provide each clinical site with a copy of this certificate prior to the clinical education start date. Any legal action regarding a student must be reported to the Director of Clinical Education immediately.

Health Status
Students may be required to provide documentation of their current health status to their assigned clinical site. It is the student’s responsibility to contact the assigned site about this requirement. Health forms can be completed by student health.
PERSONAL SECURITY, SAFETY, AND INFECTION CONTROL

The safety of students, faculty, staff, and patients is of utmost importance to the Department of Physical Therapy, the Congdon School of Health Sciences, and High Point University. The University’s safety website can be found at [http://www.highpoint.edu/safety/](http://www.highpoint.edu/safety/).

Emergency Preparedness

The HPU emergency preparedness website can be located at this link: [http://www.highpoint.edu/safety/emergencypreparedness/](http://www.highpoint.edu/safety/emergencypreparedness/).

Details of emergency procedures to be observed in every event from fire to bomb threat to inclement weather can be found at this site. High Point University uses a two-tiered emergency notification system:

- **A Panther ALERT** is issued for situations that pose an immediate threat to campus safety (i.e., tornado warning, active shooter). Panther Alerts are sent to every possible communications device (Ex: text, email, campus computers, Facebook, Twitter).

- **A Panther ADVISORY** is issued for situations that may affect the safety of the campus, but immediate, life-protecting action isn’t required (i.e., tornado watch, robbery near campus). Panther Advisories are sent as a text and email only.

Students are automatically enrolled in the emergency notification system.

Class Laboratory Rights and Safety

Serving as patients/subjects for classmates is a vital learning tool for the Program. All DPT students have the right to safety when serving as a subject/patient. In order to help with student safety, the department will maintain and calibrate all equipment. In addition, every effort will be taken to ensure modesty and safety. Should the student feel uncomfortable with any draping, manner of touch, or treatment, he or she will appropriately address the involved individual. If the subject/patient is unable to obtain satisfactory resolution, he or she will discuss the issue with the course instructor(s), Director of Students or Department Chair.

Students agree to follow the dress code for lab as explained in the DPT Student Handbook and individual course syllabi and understand that failure to do so impairs the learning of classmates.

Students will provide academic and clinical faculty with advance notice of any allergies, such as latex, nylon fibers, asthma or other cardiovascular conditions, and other medical conditions that may impact their participation in laboratory sessions and will alert faculty of any precautions or contraindications they may have that may influence their ability to safely participate in laboratory sessions.
Inherent Risk and Standard Precautions
There are inherent risks for DPT students throughout their training and clinical practice including injury and exposure to infectious materials and bodily fluids among others. These are similar risks to those encountered by practicing physical therapists. This policy is designed to minimize those risks. DPT students, staff and faculty must adhere to all established High Point University safety policies and all Congdon School of Health Sciences safety policies. Students must notify their CI and the HPU DPT Director of Clinical Education (DCE) as soon as possible of any exposure to bodily fluids or potentially serious infectious diseases. All faculty, staff and students will utilize standard precautions during all activities that present a risk of exposure to blood/body fluids or chemical hazards. Failure to do so will be grounds for disciplinary action and immediate referral to the Academic Review Committee. When participating in the clinical education program, the policies and procedures in the Clinical Education Handbook as well as those of the clinical site apply.

I. Standard Precautions
Definition: Standard precautions are the minimum safety and infection prevention practices that apply to all patient care and laboratory or technical skills training experiences in any setting where healthcare or healthcare training is delivered. These practices are designed to protect healthcare professionals (HCP) and prevent HCP from spreading infections to others. Students will be instructed in standard precautions in the Clinical Methods and Procedures I course and again in the Introduction to Clinical Education course.

Standard precautions include:

- **Hand hygiene.** Good hand hygiene is critical to reduce the risk of spreading infection. Current CDC guidelines recommend use of alcohol-based hand rub for hand hygiene except when hands are visibly soiled (e.g. dirt, blood, body fluids), or after caring for patients with known or suspected infectious diarrhea, in which cases soap and water should be used. Key situations where hand hygiene should be performed include:
  - Before touching a patient, even if gloves will be worn
  - Before exiting the patient’s care area after touching the patient or the patient’s immediate environment
  - After contact with blood, body fluids or excretions, or wound dressings
  - Prior to performing an aseptic task
  - If hands will be moving from a contaminated-body site to a clean-body site during patient care
  - After glove removal

- **Use of personal protective equipment (PPE):**
  - *Exam gloves* will be worn when there is risk of contact with or when handling blood or body fluids or when there is a potential for contact with mucous membranes, non-intact skin or body orifice areas, or contaminated equipment.
  - *Facial masks, protective eyewear and/or gowns (as well as gloves)* will be worn when performing/assisting procedures with a risk of body fluid or other hazardous material splashes or sprays.

- **Safe injection practices:**
  - No recapping of needles unless required by the specific procedure being performed
  - Use of self-sheathing needles and/or needleless systems when available
• Placing all needles and other disposable sharps in designated puncture resistant containers as soon as possible after their use

• **Safe handling of potentially contaminated surfaces or equipment:**
  • Environmental cleaning: Areas in which patient care activities are performed will be routinely cleaned and disinfected at the conclusion of the activity.
  • Medical equipment safety: Reusable medical equipment must be cleaned and disinfected (or sterilized) according to the manufacturer’s instructions. If the manufacturer does not provide guidelines for this process the device may not be suitable for multi-patient use.

• **Respiratory hygiene/cough etiquette:**
  • Cover mouth/nose when coughing or sneezing
  • Use and dispose of tissues
  • Perform hand hygiene after hands have been in contact with respiratory secretions
  • Consider using a mask to prevent aerosol spread
  • Sit as far away from others as possible when ill with respiratory symptoms

Compliance with all safety practices is a not just good procedure, it is a mark of professionalism. **Persistent failure to observe and practice standard precautions may result in adverse/disciplinary action for unprofessional behavior and referral to the Academic Review Committee.**

**Safety Training**
Students will be required to complete any clinical site-specific safety or security training requirements in preparation for supervised clinical practice rotations. When on a clinical rotation, the policies and procedures in the Clinical Education Handbook as well as those of the clinical site apply.

**Post-Exposure Protocols**
Should an exposure to blood and/or other body fluid or a needle stick injury occur, the procedure for obtaining appropriate medical care is as follows:

1) **When an exposure occurs:** Wounds and skin sites that have been in contact with blood or body fluids should be washed with soap and water; mucous membranes should be flushed with water. Use of caustic agents (e.g., bleach) is not recommended.

2) The student should **notify his/her course director and/or clinical instructor immediately.** The instructor and student should fill out the DPT “Incident Report” form (attached and found on the HPU DPT webpage under Student Resources) as well as any forms in use by the clinical site. These forms should go with the student to his/her evaluation for treatment.

3) **Medical Evaluation:** It is very important that medical evaluation take place immediately because treatment decisions must be made within 2 hours of exposure. HIV prophylaxis for high-risk exposure appears most effective if started within 2–4 hours. It is also extremely important to evaluate the donor’s risk status immediately.

4) **Medical Evaluation Facilities:** The student should report IMMEDIATELY to Student Health Service if the exposure occurs on the High Point University Campus during regular
working hours. If the exposure occurs at an off-campus clinical site, the student should follow the infection control policy of that facility. Outside of these hours, the student should go IMMEDIATELY to the nearest emergency room associated with the clinic or office where the incident occurred for the initial evaluation. Follow-up can be done at Student Health. **Note: If the incident occurs at a VA Hospital, the VA Employee Health Clinic may be able to do the initial evaluation.**

5) **Program Participation:** Continued participation in the activities of the DPT Program will not be affected by any injury or illness that occurs while enrolled provided the student continues to meet all Technical Standards and fulfill all defined requirements for program progression and is not directly infectious by way of routine contact. **Note:** This only applies to serious, potentially life-threatening infections.

6) **Insurance:** The student’s insurance identification card should be shown when medical evaluation is needed. Students will be financially responsible for all costs incurred during compliance with this policy.

7) **Laboratory Testing/Treatment:** a) To determine whether treatment of the student is necessary, blood must be drawn from the patient/donor (i.e. source of contamination) to evaluate Hepatitis B, C, and HIV status. In a hospital setting, the Infection Control Nurse or Nursing Supervisor is often authorized to order these tests on the patient/donor. The Infection Control Nurse or Nurse Supervisor should also review the medical record, question the patient/donor about risk factors, and obtain the patient’s/donor’s consent to do the tests necessary to evaluate their health status.
   
   b) If the exposure occurs in an outpatient setting (and these tests cannot be done), the patient/donor may need to accompany the exposed student for evaluation.

**Personal Security**

Campus safety and security are enhanced by a professional security force and supplemented by officers with the High Point Police Department on a well-lighted and fenced campus. Technological enhancements include Campus Assistance Response to Emergency (C.A.R.E.) points (blue security towers), expansive video system and a robust access control system.

**Procedures**

- **Contacting Security:** If emergency assistance is required:
  - Dial extension 9111 from a campus extension.
  - Call (336) 841-9111.
  - Push the emergency call button on any C.A.R.E. point.
  - Our non-emergency phone number is (336) 841-9112 or campus ext. 9112.
  - The Security Department can be reached at either location: the main office (located in the North College Administration building at 1911 N. Centennial St) or the Security Service Center (located in the main lobby of the Wanek University Center).

- **Contacting Transportation:** If immediate assistance is required:
  - Dial extension 9113 from a campus extension.
  - Call (336) 841-9113.
• **C.A.R.E. Points:** C.A.R.E. points are located throughout campus and may be used for Security assistance. Students should become familiar with their locations across campus.

• **Crimestoppers:** The Security Department maintains a Crimestoppers site for anonymously reporting suspicious activity on campus. To offer suggestions or comments visit our Crimestoppers website or call (336) 841-4646. For crimes or suspicious activity in progress, please call Security Communications at (336) 841-9111.

• **Security Officers:** High Point University has well-vetted and trained officers and dispatchers to maintain the safety and security of persons and property. Dispatchers receive calls for service and coordinate responses. Officers evaluate situations, provide assistance, and investigate incidents.

• **Congdon School of Health Sciences Building:** The personal safety and security of all PT Department and DPT Program students, faculty, and staff are very important. Please observe the following policies regarding activities in the PT Department area:
  - Routine hours of the Department of Physical Therapy are 8:00 am to 5:00 pm Monday through Friday
  - DPT students, as with all graduate students, have access with their Passport cards after hours
  - There are occasions where campus buildings are locked and Passport cards will not allow access
    - In these cases, security should be called at (336) 841-9112 or campus ext. 9112
  - Certain doors to the building will be locked at all times and program suites may be locked when not in use
  - **Doors should never be propped open for anyone at any time**
  - When leaving any area, turn off the lights as well as any appliances, computers, or other audiovisual equipment that has been used
  - Following use, restore the area to original order (including proper disposal of trash), so that it is ready for routine business use the next day

*Failure to follow these rules may result in referral to the Academic Review Committee (ARC) for disciplinary action, and may also result in revocation of student after-hours access privileges to the department area.*
Incident Report Form

INFORMATION OF PERSON INVOLVED

Last Name ___________________________________ First Name ___________________________________

Home Address ____________________________________________________________________________

City __________________________ State ______ Zip __________

Contact Phone Number __________________________ Employer _____________________________

Person involved is a/an (please circle): patient provider visitor employee

Location of Occurrence _________________________________________________________________

Date _______________ Time _____________________________________________________________

Description of Occurrence (be specific and brief)

___________________________________________________________________________________

___________________________________________________________________________________

Witness(es) _____________________________________________________________

Witness Phone Number _____________________________________________________________

Signature of Person Preparing Report ___________________________ Date _________________

Signature of Supervisor ___________________________ Date _________________

Action Taken __________________________________________________________________________

Investigation Completed/Closed __________________________________________________________________________

___________________________________________________________________________________

Signature ___________________________ Date __________________________

Printed Name ___________________________ Position ___________________________
PROFESSIONAL STANDARDS

Professional Conduct
In addition to a core of cognitive 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 process of developing professional behaviors takes place over time. Students are educated about the specific professional behaviors that relate to the physical therapy profession at multiple points throughout the curriculum. In addition to facilitate discussion on related topics, students are provided opportunities to develop self-reflective skills to determine appropriate venues/directions for professional growth and development. Professional behaviors are emphasized both in the classroom and clinical environments. A supporting document utilized throughout the curriculum on Professional Behaviors is located in the Appendix. This generated list of abilities and behaviors were identified by clinicians as the most important abilities for DPT graduates to possess. These abilities and the behavioral criteria reflect the Program’s values and expectations for matriculating students and graduates.

The DPT Degree Program utilizes abilities-based assessment throughout the curriculum to ensure the acquisition of entry-level skills and promote the development of professional behaviors. Ability-based assessment is a dynamic process that focuses on behavior to complement knowledge acquisition and skill building. Basic science knowledge provides the framework for physical therapy education; however, to cultivate successful practitioners, the didactic delivery must bear responsibility for instilling characteristics that promote personal responsibility and the development of professional behaviors.

Students will participate in ongoing assessment of their behaviors utilizing the list of abilities and behaviors for self-assessment. Both formative and summative assessments may be utilized by faculty to inform students of their performance and to provide direction for improving performance in the classroom and during clinical education.

Professional Dress Code
Wearing professional attire is one means of identifying oneself as a professional in physical therapy and as a representative of High Point University’s Doctor of Physical Therapy Program. Professional dress is required at all times unless otherwise instructed by the course director. It is the responsibility of the student to seek guidance from the course instructor if there is any question on the acceptability of a chosen outfit. Students are expected to use discretion and good judgment in their personal appearance and grooming. Students should be mindful that some outfits, although neat and stylish, may not be appropriate for a professional/clinical environment. Good personal hygiene is required of all students, at all time. The goal is to present a professional appearance.

As is reasonable, visible tattoos should be covered in professional settings. Any body art showing depictions of violence, foul language, nudity, or symbols that may be offensive to patients must be covered in all professional settings. Two pierced earrings in each earlobe are allowed. Jewelry should not be functionally restrictive or excessive. Students should avoid wearing long or dangling earrings for their own and for patient safety. There should be no visible jewelry in body piercings with the exception of earrings. In the case of religious requirement, certain piercings may be
acceptable. Please consult the Department Chair or the Department Chair’s designee if you have a religious requirement for piercings. No other facial jewelry (e.g., tongue, eyebrow piercings, etc.) is allowed.

**General Attire Guidelines**

Students should present a clean appearance including:

- Clean and combed hair, and when tied back, is done so neatly
- Make-up for women as appropriate
- Trimmed or shaved facial hair
- Clean and trimmed finger nails
- Dress shirt and tie for men with dress shoes and socks
- Dress as for a professional business meeting for women

The following types of attire are **not** considered acceptable:

- Blue jeans
- Shorts
- Pant length shorter than capris (hitting below the calf)
- Bare midriff, halter or shoulderless tops
- T-shirts
- Sandals
- Oversized, ripped, or sloppy attire
- Clothing that is too tight or revealing
- Visible body piercings save earrings
- Backless or strapless tops, cropped shirts, or shirts with spaghetti-type straps
- Tank tops or muscle shirts
- Artificial fingernails or extenders (natural nail tips must be less than ¼ inch long)
- Athletic shoes (including dress tennis shoes) or flip-flops
  - Appropriate shoes must be worn at all times for basic hygiene and personal safety

**Clinical Laboratory Attire**

Students are required to come to skills labs ready to work and donned in the appropriate attire. Unless otherwise specified, men are required to wear shorts and T-shirts, and women are required to wear shorts and a halter-type top. Tennis shoes or sneakers that are in clean and in good repair should be worn.

Frequently, students move directly from lecture to lab and must be prepared to dress appropriately for both environments. Students should also cover themselves appropriately when not directly inside the laboratory (i.e. when walking between lockers and lab). Students seeking lab accommodations for cultural reasons should provide such requests, in writing, to the Director of Students at the start of the term for discussion and consideration.

If a class is labeled a laboratory that involves bringing patients into the classroom, the professional dress code is required.
Anatomy Laboratory Attire
Students are required to purchase and wear properly cleaned medical scrubs. Students should only wear closed-toed shoes in the gross anatomy laboratory.

Off-site and/or Clinical Experience Attire
When HPU DPT students are interacting on or off campus with health professionals or patients, they should dress professionally. Requirements for professional dress off campus are the same as they are within the classroom. On occasion and depending on the setting or patient population, a clinical site may require specific dress (e.g., scrubs for wound care), and the student should follow the Clinical Education Handbook and the dress code of their clinical site.

Computer Requirements

In order to ensure that students are able to effectively run the software, Examplify, needed to take assessments throughout the program, it is required that each student has a laptop with one of the following operating systems. Failure to do so may result in the computer being unable to function during a quiz or exam. If this is the case, students MAY be able to borrow a laptop, but availability is not guaranteed.

Examplify can be used on most modern Microsoft Windows based computers (i.e. purchased within the last 3-4 years). Please see specific system requirements as noted below.

Examplify cannot be used on virtual operating systems such as Microsoft's Virtual Machine, Parallels, VMware, VMware Fusion or any other virtual environments.

- Alternate versions of Windows 10, such as Windows RT, and Windows 10 S are NOT supported at this time.
- ExamSoft does not support Tablet devices other than Surface Pro as detailed below
- CPU Processor: 1.86Ghz Intel Core 2 Duo or greater
- RAM: highest recommended for the operating system or 2GB
- Hard Drive: highest recommended for the operating system or 1GB of available space
- For onsite support, a working USB port is required (Newer devices may require an adaptor)
- Internet connection for Examplify Download, Registration, Exam Download and Upload
- Screen Resolution must be 1024x768 or higher
- Administrator level account permissions

Surface Pro Requirements:

- Surface Pro, Surface Books, and Surface Laptop devices are supported (Non-Pro Surface devices are NOT supported)
- Must be running a supported Operating System (See PC Requirements above)
- External keyboard (USB or Bluetooth) required. Bluetooth keyboards must be paired prior to launching exam
- Hard Drive: 1GB or higher available space
• Adobe Reader XI is required for exams containing PDF attachments
• For onsite support, a working USB port is required (Newer devices may require an adaptor)
• Internet connection for Examplify Download, Registration, Exam Download and Upload
• Screen Resolution must be 1920x1080
• Administrator level account permissions

Examplify can be used on most modern Mac OS X based computers (i.e. purchased within the last 3-4 years). Please see specific system requirements as noted below.

Examplify cannot be used on virtual operating systems such as Microsoft's Virtual Machine, Parallels, VMware, VMware Fusion or any other virtual environments.

In order to use Examplify on Apple Macbook, Macbook Air or Macbook Pro natively, students must have:

• CPU = Intel processor
• RAM = 2 GB
• Hard Drive = 1 GB or higher free disk space
• Operating System:
  o Mac OS X 10.9 Mavericks
  o Mac OS X 10.10 Yosemite
  o Mac OS X 10.11 El Capitan
  o Mac OS X 10.12 Sierra
• Screen Resolution must be 1024 x 768 or higher
• Server version of Mac OS X is not supported
• For onsite support, a working USB port is required (Newer devices may require an adapter)
• Internet connection for Examplify Download, Registration, Exam Download and Upload
• Administrator level account permissions

**Classroom Behavior**

Students are expected to behave in a manner commensurate with their status as mature, intelligent and professional adults. Actions and behaviors should reflect the student’s awareness and appreciation of the importance of all instructed material. Daily attendance and punctuality are mandatory. Students are expected to be fully prepared at the start of each class.

Examples of expected professional classroom behaviors include:

• Attendance/Punctuality: Consistently attends class and required events on a timely basis; Adheres to centralized time off policy for scheduled absences before occurrence or as soon as possible for unscheduled absences
• Class participation/Learning/Initiative: Participates actively and consistently in class discussions and assignments; Takes responsibility for getting notes, assignments etc. if a class is missed due to absence; Takes responsibility and shows motivation for self-directed learning
• Writing Skills: Produces clearly written documents with appropriate and correct grammar, spelling and utilization of accurate medical concepts and terminology
- Verbal Skills: Speaks clearly, concisely and logically using appropriate medical terminology
- Dress/Attitude/Deportment: Consistently presents a professional demeanor in dress and attitude for class, labs and events; Maintains a positive attitude and accepts constructive feedback with maturity
- Interaction: Consistently demonstrates respect and sensitivity to fellow students, faculty and staff

Examples of unacceptable classroom behavior include, but are not limited to: tardiness, early departure, excessive talking or texting/messaging between students during lecture, cell phone use (cell phones must be on silent mode during class), and inattentive or distracting behavior, such as a head on a desk, feet on a table, sleeping, or engaging in activities that are unrelated to the class itself. Computers used in the classroom are to be used only for course related activities. Checking email or engaging in activities not directly related to the course being instructed is strictly prohibited.

Violations in professional classroom behaviors noted by the course director may result in student referral to the Academic Review Committee.

**Student Grievance Procedures**

Any student that is unsatisfied with their experience or encounter with any student, faculty or staff member of the Department of Physical Therapy at High Point University is advised to file a timely written complaint with the department.

The process for handling complaints is as follows:
- When possible, the grievance must first be discussed between the parties involved. If the grievance is not resolved to the student’s satisfaction after this initial encounter, the grievance may be submitted through the following administrative channels:
  a. Director of Students
  b. Department Chair
  c. Congdon School of Health Sciences Dean
  d. Vice President of Academic Affairs

While it is recommended that the filing student pursue appeal to the personnel above in an ascending order beginning with the person with whom they have an issue, it is of primary importance that the filing student feel comfortable with the appeal process, and therefore, the student may pursue their grievance at the level where they feel most comfortable.

Complaints that fall outside of due process should be directed in writing to Dr. Eric J Hegedus, Professor and Chair, Department of Physical Therapy at ehegedus@highpoint.edu. If the complaint that is being filed is against Dr. Hegedus, then complaints can be addressed to Dr. Daniel Erb, Dean, Congdon School of Health Sciences and Vice President of Academic Affairs or to the offices of the Assistant Vice President of Academic Affairs or President as the complainant sees fit. This policy is also available in the program handbook, which is available by request.
Academic Honesty
Academic dishonesty in any form, be it plagiarism, fabrication, cheating, or academic misconduct, will not be tolerated and will be treated seriously. The Honor Code espouses the values of truth, honesty and fairness. The Code of Conduct serves to remind students that while each individual strives for the pursuit of excellence, behavior should align with and respect the societal standards in which the effort takes place. Students are encouraged to review the University Honor Code that is present within every course syllabus and posted in the HPU Student Guide to Campus Life for a more comprehensive review of the standards by which students are bound. In addition, as members of an established profession, the program faculty and students will adhere to the American Physical Therapy Association (APTA) Code of Ethics. Any violation of that code is subject to disciplinary action up to and including dismissal from the Program. A copy of the APTA Code of Ethics is provided in PT 7090, Professionalism and Leadership I.

Additional standards reflective of academic integrity and appropriate conduct on written and practical examinations, performance assessments and course assignments are as follows:

1. All course assignments and assessments are required activities. Failure to take the understanding and mastery of knowledge necessary for patient care seriously may result in referral to the Academic Review Committee and will be recorded in the student’s file as a breach of professionalism.

2. The following principles apply to all mechanisms of evaluation, be they oral, written or psychomotor (practical) in nature:
   a. It is expected that all students demonstrate academic integrity, awareness and affirmation of the fact that one’s physical therapy education is the product of one’s individual effort.
   b. “Cheating” will not be tolerated and is considered a violation of the spirit of physical therapy education and, as such, will result in judicial action. “Cheating” includes, but is not limited to: plagiarism, the transmission (giving and/or receiving) of examination content to others, the use of past assessments not authorized by the faculty member of record, and the transmission of information during an assessment inconsistent with the format/directions.
   c. Unless otherwise specified, students are reminded that all work should be completed individually. Assignments and assessments given in the spirit of individual initiative should be carried out in that same fashion. Representing the contributions of others as one’s own is not permitted.
   d. Collaboration with others to prepare for exams and to complete group projects is permissible up to the limits set by the instructor of record.
   e. Copyright restrictions and computer hardware/software should be utilized fairly and appropriately up to the limits set by the instructor of record.
   f. Students and faculty have a responsibility to report known or suspected violations of academic integrity as this ethical responsibility rests with each individual. Making accusations in the absence of reporting such information demonstrates unethical and unprofessional behavior.

Copyright Protection of Educational Materials
Students may not copy or redistribute educational materials (print, audio and/or visual) that they receive through their education at the University or the department without the expressed written
consent of the course instructor. Dissemination or unauthorized duplication of educational materials will be considered a violation of this policy and a breach of academic integrity.

Social Media and the Medical Professional
The HPU Department of Physical Therapy supports the American Physical Therapy Association’s (APTA) Policy and Position Statement HOD PO6-12-17-16 “Standards of Conduct in the Use of Social Media” and outlined below:

- Whereas, social media creates opportunities to communicate in a public forum;
- Whereas, Physical therapists (PT), physical therapist assistants (PTA) and physical therapy students (students) must be knowledgeable and respectful of the principles of patient/client privacy and confidentiality in safeguarding identifiable patient/client information as it relates to social media;
- Whereas, PTs, PTAs, and students who use social media should represent their own views and be professional and accurate in their communications;
- Whereas, errors and omissions in communication, harassing statements, and unprofessional language presented via social media may have a long-lasting and possibly negative impact on the individual or the physical therapy profession;
- Whereas, PTs, PTAs, and students shall consider when and how to separate their personal and professional lives on social media; and,
- Whereas, PTs, PTAs, and students should be knowledgeable about employers’, educational institutions’, or clinical training sites’ published policies on social media;
- Resolved, Physical therapists (PT), physical therapist assistants (PTA) and physical therapy students (students) shall consider whether to interact with patients on social media or create separate personal and professional social media profiles;
- Resolved, PTs, PTAs, and students shall not misrepresent when they are speaking for themselves or the American Physical Therapy Association (APTA), other organizations, educational institutions, clinical sites, or employers; and
- Resolved, if an individual identifies content posted to social media by a colleague that appears unprofessional, s/he has a responsibility to bring that to the attention of the individual that has posted the content so that s/he can remove it or take other appropriate action;
- Resolved, PTs, PTAs, and students engaging in social media activities shall demonstrate appropriate conduct in accordance with the Code of Ethics for the Physical Therapist and Standards of Ethical Conduct for the Physical Therapist Assistant.

Program Specific Social Media Expectations
HPU Department of Physical Therapy students, faculty and staff should understand and adhere to the following guidelines and professional considerations when engaging in social media networking:

- HPU PT faculty and staff members are not permitted to befriend or follow any student on any social media outlet, including but not limited to Facebook, Instagram, Twitter, Snapchat, etc. This also includes the liking of their photos, tweets or any other posts created by the student.
The exception to this policy is if that faculty is the immediate family of the DPT student, or immediate family or partners of that DPT student.

- Faculty who are already social media “friends” with an incoming DPT student must “defriend” the student upon their enrollment into the DPT Program.

- Classroom and clinical site training commitments should be respected. Students should not engage in social networking during in-class and on-site clinical time.

- The integrity of the coursework of the HPU DPT Program, student and classroom should be protected. Students should not share questions or answers to assignments, exams or quizzes via social media.

- Patient privacy must be protected. Students should not share any identifiable patient or clinical information via social media. HIPAA laws apply to all social networking sites.

- Students should ensure accuracy regarding statements made about the HPU DPT Program and its community members. Students should not provide false, intentionally inaccurate or inflammatory comments.

- All laws governing copyright and fair use of copyrighted material must be followed.

- Students should recognize that one’s professional reputation can be affected through social networking and therefore be judicious when posting content.

**Photo and Video Permissions**

High Point University reserves the right to take photos and videos of University students, family members and guests on campus. The images may be used in University publications, marketing materials or on the University website. HPU may edit the material for brevity, clarity, focus and to enhance audio and visual formats for consistency and best results. The images and/or commentary may appear in any of the wide variety of formats and media available to the University or may come available in the future, including but not limited to print, DVD, social media channels, YouTube and other electronic/online media. High Point University is released and discharged from any and all claims and demands arising out of or in conjunction with the use of the photographs and/or video or other commentary, including any and all claims for libel. This policy is in compliance with FERPA guidelines.

**Dating and Relationships**

The University prohibits dating and romantic or sexual relationships between University faculty or staff members and students. This includes, but is not limited to, dating faculty, asking faculty for dates, engaging in romantic or sexual activities with faculty, asking faculty to engage in romantic or sexual activities, or engaging in any activities designed to encourage or which does encourage a romantic or sexual relationship with faculty.

Faculty members and other University employees who work with students must also take care not to exploit students in other situations, such as mentoring, advising or work-study assignments.
Inappropriate relationships are not limited to sexual, romantic and dating relationships, and may also include close friendships, partnerships, business, fiduciary and other types of relationships. It is difficult to define when a positive, healthy and appropriate relationship has “crossed the line,” and therefore students are encouraged to be cognizant of such relationships with faculty.

Students and their immediate family should avoid developing any relationships with faculty or staff and their immediate family, which are disruptive to the learning environment, create a conflict of interest or the appearance of a conflict of interest, and potentially lead to charges of favoritism, discrimination, exploitation, coercion and harassment.

Strong suspicion of inappropriate relationships should be reported to the Department Chair, Director of Students and/or other appropriate administrator for further investigation and intervention.

High Point University reserves the right to take whatever action is appropriate, in its discretion, to protect the University's interests in the event of inappropriate relationships or violation of this policy. This may include, among other things, reassignment or dismissal of one or more of the employees or interns involved.

**Drug and Alcohol Policy**

The University prohibits the unlawful possession of alcohol and illicit drugs by students, faculty and staff either on University property or at any University-sponsored activity. This prohibition extends to activities sponsored by groups or organizations related to the University; and it extends to off campus professional activities, including professional conferences, where attendance by faculty, staff or students is sponsored, wholly or in part, by the University or by organizations related thereto. Furthermore, the University reserves the right to discipline members of the University community who, in other situations, whether on campus or off, are found to be in violation of federal, state and local laws related to the use of controlled substances.

**There will be no tolerance of alcohol or illicit drug use during class, laboratory or clinic hours while on campus or during clinical rotations.** If a student appears to be under the influence of alcohol or illicit drugs, the student will be immediately referred to the Academic Review Committee (ARC). The student will not be allowed to participate in classroom or clinical activities until the situation has been resolved.

Consequences of drug or alcohol use may include suspension and/or dismissal from the program as determined by the ARC and Department Chair in consultation with the Dean of the Congdon School of Health Sciences.

**Attendance, Tardiness and Participation Policy**

The philosophy of the department is that a professional curriculum requires certain standards that may differ from non-professional graduate school programs. Punctual and consistent attendance is one of these differences DPT students will demonstrate. Students are expected to model professional behavior by being on time and prepared for classes, labs, tutorials, meetings and clinical experiences. Students should view their courses in a manner similar to the way they would...
Attendance

1. **Attendance**
   a. **Didactic Phase**
      i. Attendance is required for all program lectures and activities. Students receive semester schedules prior to the beginning of each semester. It is recommended that, throughout the duration of the HPU DPT Program, students refrain from making other commitments during the hours of 8:00am-5:00pm, Monday through Friday. It is the responsibility of the student to review the semester schedule and to avoid conflicts where possible. Students are expected make every effort to modify their schedule conflicts to avoid absence from class. As an example, students should change an early plane flight to a later one to allow attendance at class. If, however, conflicts cannot be avoided, it is the student’s responsibility to complete a centralized time off request form at least one month in advance of the required class session to determine whether approval of the absence will be obtained.
      ii. If an absence is approved through the centralized time off request system, the student is responsible for any missed content and should communicate with classmates to obtain course information. Students should contact the course directors to discuss make-up work, if applicable.
      iii. If an absence is not approved, it will be considered an unexcused absence if the student misses the required class session(s). In the event of unexcused absences, students are unable to make up work, assignments, assessments, and forfeit all points for all classes missed. Course director may also refer the student to the Academic Review Committee for breach of professionalism.
      iv. During the didactic phase, students are allowed to request one excused absence. It is expected that students will use good judgment when requesting an excused absence, doing so only for legitimate and unavoidable reasons.
      v. In the event that a student requests additional excused absences from any didactic courses, approval is at the discretion of the Director of Students.
      vi. Family obligations, employment, travel, and previous plans are not generally accepted as reasons to requested additional excused absences. The following are examples of reasonable occurrences that warrant the request of additional excused absences:
          - Personal illness with medical provider’s note or permission from course director.
          - Family emergencies.
          - Birth of a Child.
          - Death in the immediate family.
          - Observance of a religious holiday.
      vii. All requests for excused absences must be submitted via the Centralized Time Off Request Form that is located on the HPU Department of Physical Therapy’s website on the left menu. Students will:
• Navigate to the HPU DPT website and click Centralized Time Off Request under DPT Student Resources quick link from the left menu or access the form directly via this link: http://highpoint.co1.qualtrics.com/jfe/form/SV_4H3CCXpUqHzuzwV
• Once the student completes all fields and submits the time off request, the Director of Students will distribute the request to the appropriate course directors
• Each course director will vote
  o Yes- approve this as an excused absence
  o No- this is an unexcused absence
• Majority vote will determine the outcome
• In the event of a tie, the Department Chair will be the tie-breaker
• The student will be notified by the Director of Students regarding the outcome of the time off request
• Please note that this policy is only for didactic classes that are NOT clinical rotations. Students will follow the time off policy as outlined in the Clinical Education Handbook while in clinic.

viii. In the case of an unforeseen unexcused absence, the student must contact the course director within 24 hours to explain their absence from class. Failure to do so may result in a referral to the Academic Review Committee.
ix. Medical/dental appointments should be scheduled, when possible, at times when classes or scheduled activities are not in session. Special circumstances will be reviewed by the Director of Students on a case-by-case basis.
x. Students are responsible for making up any missed work during an excused absence. The Academic Review Committee will not consider absences as reasons for poor performance.
xi. If a student is approved for an excused absence that results in a missed exam, the student should refer to the missed examination section of the course syllabus.

b. Clinical Phase
i. Daily attendance and punctuality are mandatory. (Please see the Clinical Education Handbook for further details.)
ii. All students will follow the work schedule of their CI, which may include evenings, weekends and holidays. Students are allowed to observe the same holiday schedule as the clinical site and/or CI, unless other arrangements are made (i.e. religious observance). Students on clinical assignment DO NOT follow the HPU University holiday schedule.
iii. Students may miss ONE day due to illness during each clinical experience, and may be asked to submit a physician’s note as verification.
iv. Students should directly contact their CI/CCCE via phone communication as soon as possible if the student is unable to attend the clinical experience due to illness. Voicemail, text message and/or email are discouraged as the primary means of notification. Students also must notify the DCE of their absence due to illness.
v. Students who miss more than one day of their clinical affiliation must develop a plan to make-up clinical hours with the CI/CCCE and have that plan approved by the DCE.
vi. In the event of an illness or emergency necessitating absence from the clinical rotation, students must notify both the Director of Clinical Education (DCE) and the clinical instructor by 8:00am on the day of the absence. Students are required to submit appropriate documentation supporting the reason for any unplanned absence(s).

vii. Failure to report an absence without appropriate justification will result in a formal evaluation of a student’s professionalism and referral to the Academic Review Committee (ARC). The ARC will make appropriate recommendations to all involved parties. Potential outcomes include Clinical Education Remediation as well as the possibility of achieving a grade of incomplete or fail for that clinical education course.

viii. All requests for scheduled absences such as religious observances, job interviews, or personal reasons must be made at least TWO weeks in advance to the DCE. If the DCE grants the request for absence the student must then contact the CCCE/CI. The clinical site must approve the requested day off. The student must notify, email preferred, the DCE once approved.

ix. During the final two internships, students may request one day off per internship for the purpose of attending job interviews. Clinical days missed, besides one sick day and one day for interviews, MUST be made up by the end of the clinical experience. If the schedule of the clinic, CI, or CCCE does not allow for makeup days, an alternative learning experience or assignment may be required at the discretion of the DCE and CCCE/CI. Alternative learning experiences may include community outreach, observation of specialty practice, special clinic improvement project, etc.

x. Absences in excess of three (3) days during any clinical experience may result in an extension.

xi. If a student arrives to the clinical site more than 2 hours late or leaves the clinical site more than 2 hours early, he/she is required to notify the DCE immediately. Making up missed hours is at the discretion of the DCE and CCCE/CI.

xii. Students are required to be at their assigned clinical site a minimum of 36 hours per week.

xiii. Students may be required by some clinical sites to engage in clinical or educational activities during the evenings and/or weekends. Additional activities, assignments and meetings during the evening or weekend hours may also be required by the Department of Physical Therapy.

xiv. If the preceptor or his/her designee is unavailable to work with the student for 2 or more scheduled clinical days (e.g. vacation, scheduled days off, etc.), the student is required to notify the DCE so that an alternate assignment may be made.

xv. Absence from a clinical site during a DPT educational conference (e.g., CSM, NEXT) for the purpose of conference attendance may be permitted with the permission of the DCE. The student is still responsible for ensuring that any rotation benchmarks are not compromised by conference attendance.

xvi. An absence is determined to be excused or unexcused by the DCE during the clinical phase. Unexcused absence is considered unprofessional and may result in formal evaluation of a student’s professionalism and referral to the Academic Review Committee.
2. **Unexcused absences**
   a. Any absence that is not included within the didactic phase and clinical phase headings above is considered an unexcused absence. An unexcused absence is considered unprofessional and may result in formal evaluation of a student’s professionalism and referral to the Academic Review Committee.
   b. Unexcused absences will follow the penalties as outlined in the course syllabus. If not explicitly outlined in the syllabus, the following policies for assessments will prevail when an absence is deemed unexcused:
      i. Zero credit on quizzes or other written examinations/assignments; at the discretion of the course instructor, the student may be permitted to engage in the assessment for a maximum score not to exceed half the total point value for that assignment or assessment.
      ii. Zero credit for a psychomotor assessment or other practical examination; students will be permitted to take the psychomotor assessment or practical examination one time (considered 2nd attempt) and must earn the passing standard for that attempt (there are no further repeat opportunities beyond this attempt), if permitted by the course director.

3. **Participation**
   a. Multiple modalities are utilized by the program to ensure program learning outcomes are being met, as mandated by CAPTE. To maximize learning, students must actively participate in all learning activities, including required pre-class reading and preparation, class discussions, assignments, problem-based learning, team-based learning, case studies, and laboratory skill sessions. Students who do not demonstrate appropriate levels of preparedness (i.e. incomplete assignments, inappropriate attire to participate fully in activities, absence of needed supplies for participation) may be asked to leave class and may be subject to an “unexcused” absence for the session. Failure to actively participate in program requirements is considered unprofessional behavior and may result in referral to the Academic Review Committee.
   b. Students are required to participate as patient models during laboratory sessions and skills assessments. Students are expected to willingly participate in a professional manner. On occasion, it will be requested that students wear appropriate clothing that will easily facilitate physical exam by fellow classmates. For females, this will consist of an appropriate sports bra or tank top and shorts and males will be requested to wear shorts. Students who require accommodation related to this policy should meet with the course instructor and provide reasonable justification for an alternative approach that allows the student comply with the intent of the policy to the best of their ability. Missing labs where participation is critical and assignments are designed to promote a specific task/skill are not acceptable. By missing these, course coordinators have the prerogative to reduce grades through class participation options.
   c. Students on clinical rotations are required to participate in all activities assigned by their clinical instructor (e.g. attend lectures, conferences, educational programs, etc.) unless illegal or unethical. If a student feels an assignment is inappropriate, he/she should discuss their concerns with a Clinical Coordinator or the Director of Clinical Education.
d. At times, students will be responsible for facilitating the learning of their classmates (e.g., during TBL/PBL) and failure to put forth the best effort in these activities may result in referral to the Academic Review Committee.

**Illness**

In the case of a medical or significant family emergency that results in an extended period of absence from any course, it is the student’s responsibility to set an appointment either in person or via email to meet with the course director and course coordinators to develop a plan to make up missed class time and assignments. The final decision to allow make up of class assignments rests with the course coordinator.

In the case of illness, each student is personally responsible for calling or emailing the departmental office to notify the instructor of the absence as a professional courtesy. This absence does not relieve the student of the responsibility of completing discussed materials for assignments. Many courses incorporate small group dialogue, and grades are affected if students do not actively participate or come to class unprepared to discuss expected materials. Absences of more than three (3) consecutive days must be substantiated by a written letter from a licensed health care practitioner.

The department is committed to assisting students with illness in keeping pace with their academic work during their recovery. For relatively short-term changes in health status, the filming of lectures and laboratories can occur to minimize disruption to matriculation and to help maximize student achievement. However, there are situations wherein too much time may be missed or a student is unable to fulfill the technical standards of a course, therein necessitating a medical leave of absence. The Director of Students facilitates this process when contacted by the student and/or course faculty.

Students who are ill may request a copy of a recorded lecture or laboratory, if available.

Instructors who need to cancel classes due to illness will provide notification to students in as timely of a manner as possible. While mass email notification is recommended, at times that might not be possible, in which case the posting of a cancellation notice on the classroom door may occur.

**Inclement Weather Policy**

The policy of High Point University is to conduct scheduled classes, keep offices open and carry on normal college operations under conditions deemed to be reasonably safe. When adverse weather conditions or other events force the temporary closing of the university or postponement of classes, students will be notified via email and postings on the HPU website. Emergency situations (i.e. tornado warnings) are communicated via the Panther Alert system. This includes emergency text/voice messaging, emails, desktop alerts and campus sirens (when necessary). It is the responsibility of each student to ensure that the university has up-to-date contact information.

In the event that Program activities are being held, students should not attempt to travel in unsafe conditions or take unnecessary risk due to inclement weather. The Director of Students and/or
course faculty should be notified if the student is unable to attend class or other activity due to the weather.

ACADEMIC POLICIES AND PROCEDURES

HPU Statement on Diversity and Inclusion
High Point University’s commitment to diversity, equity and inclusion is a core component of our mission and extends to every level of our community including hiring and admissions. Our continued success as a university rests in our collective ability to embrace a multitude of opinions, ideas, and beliefs so that we can effectively educate the next generation of leaders who are culturally responsive, knowledgeable, and globally engaged.

COMMITMENTS & POLICIES
Our campus—where we live, study, and work—has made a commitment to all matters of diversity, equity, and inclusion; we consider difference as an opportunity for growth, one where we learn more about not only ourselves but also each other and our world. Equally important, we adhere to the following non-discrimination policies and legislations: the Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964.

INTERNATIONAL LIFE
High Point University welcomes students from every hemisphere and honors individual cultural and ethnic backgrounds. Our International Student community has grown from about 20 students in 2013 to more than 150 international and internationally affiliated students who are engaging and learning with faculty, staff and student groups. The International Club is a rapidly growing, very active group focused on leadership, service, and fellowship, and they offer events throughout the year to heighten awareness of global events and issues on campus. Together with the HPU Interfaith group, international students participate in holiday celebrations and religious observations that provide outlets for spiritual growth as well as learning opportunities for those from various religious backgrounds.

CHAPEL & RELIGIOUS LIFE
High Point University, a United Methodist-affiliated institution, is Christian by tradition and interfaith in vision. High Point University has been nationally recognized for its creative philosophy toward religious life, which helps students engage in both Christian spiritual formations while also encouraging students to recognize value and learn more about multiple faith traditions and spiritual practices. Our active programming efforts all work toward our mission: Doing Justice; Loving Mercy; Walking Humbly with God.

CURRICULAR MATTERS
The scholarly life at High Point University is a key component to embracing matters of diversity, inclusion and equity, for it is in the classroom and through the academic coursework that students learn about the historical, analytical, and theoretical differences of varying cultures, languages, and people. No matter which major students are studying, they have countless opportunities across the curriculum—whether it’s a multi-ethnic literature course, a Buddhist religion course, a biology of women course, a women’s and gender studies course, a Japanese pop culture course, an African
history course, to name just a few—to be challenged and exposed to a wide array of worldviews and philosophies. See our current Bulletin for a complete list of courses across every department and specific courses which are considered “Diversity Rich.”

**WOMEN’S & GENDER STUDIES**

Women's and Gender Studies at High Point University is a vibrant, interdisciplinary program that offers courses, programming, and events that promote social justice on our campus and in local and global communities. Using an intersectional approach, Women’s and Gender Studies promotes diversity through the analysis and discussion of historical and contemporary systems of privilege and oppression, with special attention to the ways gender intersects with race, class, sexuality, ethnicity, ability, religion, and nationality. The WGS Program offers a 20-credit minor; an Individualized Program of Study major; houses a chapter of Iota Iota Iota, a national women's studies honor society; and sponsors Feminists Advocating in Today's Society (FACTS), a student-run organization.

**COMMUNITY OUTREACH**

High Point University is committed to making connections between our students and our local community, and this happens in a variety of ways under our quickly growing Service Learning Program, where service, civic leadership and ethics intersect. Students merge theoretical coursework and community-based research with active problem solving and hands-on practices to form strong citizens of our democracy, create social innovation and develop knowledge-based leadership skills. Some of the other programs that work in tandem with the Service Learning Program and serve our community are the Community Writing Center, the MLK Day of Service, the AmeriCorps VISTA Program, and the Bonner Leader Program. Each of these programs is designed to engage students in an experiential and interdisciplinary learning environment.

**STUDENT CLUBS**

The Student Diversity Council is a strong network of student organizations that is dedicated to the mission of promoting diversity of thought. The Council consists of the Diversity Club, Black Cultural Awareness, P.R.I.D.E., the National Association of Black Journalists, the National Pan-Hellenic Council, and InterFaith United. The Student Diversity Council routinely sponsors events such as speakers, round-table discussions, retreats, and cultural activities.

**EVENTS**

Our campus continually hosts a wide array of artists, scholars and innovators at venues across campus who explore matters of diversity across races, cultures, sexual orientations, abilities and more. Students, faculty, staff, and members of our community have enjoyed such guests as actor Lea DeLaria from *Orange is the New Black*, best-selling author Wes Moore, and Queen Noor of Jordan. Peruse our cultural enrichment calendar for upcoming events.

The faculty of the Physical Therapy Program value students with diverse educational backgrounds and life experiences. Individuals with a bachelor’s degree, in any major, from a regionally or nationally accredited institution are encouraged to apply for admission. Those individuals with higher degrees in other areas are also encouraged to apply for admission.
Doctor of Physical Therapy Program Student Council
The DPT Student Council serves as the primary vehicle through which students communicate collectively with the DPT Program faculty, the Congdon School of Health Sciences, University Administration, HPU Graduate Student Council, the APTA and various community organizations.

Through the council, students gain access to a variety of professional development, community service and fundraising opportunities. All students are strongly encouraged to participate.

At the beginning of the fall semester of year one, the President of the second year DPT Student Council will call for nominations for class representatives. Students receiving two or more nominations will be notified of all positions for which they were nominated and will be asked to identify one position for which they wish to run. Following all nominations, a formal election process will be held within the class, and the student receiving the majority of votes will be elected. The responsibilities of these individuals may include, but are not limited to:

1. Communicating on behalf of the class at faculty meetings and/or faculty retreats.
2. Serving on department ad hoc committees.
3. Representing the Program on the HPU Graduate Student Council.
4. Communicating with liaisons at the APTA, North Carolina Chapter of the APTA and other outside groups.

Elected officers of each class shall be the President, Vice-President, Secretary, Treasurer and Admissions Representative. These individuals constitute the Executive Committee. All officers shall participate in all Class Government meetings as active voting members and serve as liaisons between the Student Class Government and the student body for the class.

Duties of the Officers

President
The President shall conduct all meetings of the Class Government and shall be the official spokesperson for the class. The President shall serve as the primary liaison between the Student Class Government and the student body, and between the Student Class Government and the Assistant Chair of the Department of Physical Therapy. The President shall assist with the succeeding class elections and shall present a graduation speech to the class at Convocation. Following graduation, he/she shall assist the department with alumni contact information and events and serve as an alumni representative of the class.

Vice President
The Vice-President shall assist the President in all duties and assume them in the President’s absence. He/she shall assume responsibility for maintaining internal relations among Class Government members and facilitate productivity at all Class Government meetings by focusing discussions. The Vice President shall serve as chairperson on task forces or special committees developed by Student Class Government or as requested by the Faculty Advisor to the Student Class Government. The Vice President shall assist with succeeding class elections. Following graduation, he/she shall assist with alumni events, shall assist the school with alumni contact information, and shall serve as an alumni representative of the class.

Secretary
The secretary will record all information during student council meetings, meetings with outside organizations and meetings with faculty members. These meeting minutes will be sent to faculty advisors. The secretary will be the main point of contact between students, faculty, outside organizations and student council through our student council email and will keep the email account organized along with responding to emails in a timely manner. The secretary will be in charge of keeping fellow members of student council,
students and faculty up to date on current happenings through update emails and in person meetings. The secretary will keep track of student volunteer hours.

**Treasurer**
The treasurer of each individual class will manage and protect all the funds raised and acquired by all the classes of the DPT program. He/she will work closely with the other classes treasurers to manage this joint account. Each class shall be responsible for keeping records of their portion of the sums kept in the single SGA bank account shared by the entire DPT student council. The treasurer will work closely with the SGA Representative in lobbying for supplemental funds from the SGA for expenses such as sending students to conferences. The treasurer will also work with fundraising chairs to assist and manage the money related to their events.

The Treasurer shall be responsible for managing the funds allocated to the student body by the department as well as any funds collected through fundraising events. Funds received through student fundraising will be split equally between classes. Each class treasurer is responsible for maintaining records for their class. The Treasurer shall be responsible for accessing funds in accordance to the decisions made by the Student Class Government and/or student body. He/she shall maintain accurate and complete records of financial transactions and shall make these available to the student body upon request. He/she shall be a source for understanding the financial system at High Point University in regard to purchase orders, check requests, deposits, etc. He/she shall be actively engaged in attempting to increase funds for the benefit of the student body. He/she shall assume duties of Secretary in the Secretary’s temporary absence. The Treasurer will have access to a University student account that contains monies raised for professional development activities (attendance at CSM, NEXT conference, National Student Conclave) or class specific activities. When such monies are generated in fundraising (e.g. bake sale, clothing order for the class, 5k), a portion of the funds will also be used to support a service project selected by the class (e.g., Wounded Warriors, monetary support to a child in a developing nation).

**SGA (Student Government Association) Representative**
The SGA representatives will be the main points of contact between the PT Founders Society and the University’s SGA association. One SGA representative is required to attend each University SGA meeting. They will also organize meetings and events pertaining to the PT Founders Society. This chair position will transition to a full student council position in the future.

**Extended Student Council**

**Fundraising Chair**
The High Point University Department of Physical Therapy Fundraising Chair(s) is responsible for seeking out, organizing and tracking fundraising events for Doctor of Physical Therapy classes to financially support class activities. Duties of the Fundraising Chairs are as follows:

1. With the assistance of the entire Student Council, develop fundraising plan for the academic year that will allow the class to meet budgetary needs.
2. Create and submit a list of possible fundraising events to the board.
3. Upon board approval, plan and organize each fundraising event for the academic year.
4. Advertise each event by creating campus and community awareness of the event.
5. Working with the Treasurer, ensure that all funds raised are deposited in the HPU DPT checking account no later than five business days following the event.
6. Maintain a history of each event, documenting total funds raised and member attendance.
Responsible for developing and implementing fundraisers to help support class activities such as sending students to present posters, bringing in guest speakers, Christmas party, etc. and raise money for the DPT Scholarship Fund. Work in conjunction with the apparel chair to use it as a fundraiser.

**Admissions/Mentor Chair**
Responsible for coordinating mentor/mentee pairings and develop specific mentor/mentee events in the beginning of the first semester of the first year. Will work closely with Tammy Hines in regard to admission information sent out to newly accepted students. May also coordinate events with HPU undergraduate PT Club such as mentor/mentee pairings, building tours and student panels. Work to develop relationships with other university PT clubs to set up student panels for students aspiring to enter the field of PT and promote our program.

**Social Chair**
Responsible for organizing class events/gatherings at least once a month (ex: journal club at Potent Potables). If the class wants to have a formal/holiday party, this chair would be responsible for planning that. Can also work in conjunction with fundraising chair to develop social fundraisers such as “Skip-A-Meal” or “Proceeds Night” (ex. going to Chipotle from 6-9:00 pm, and we get 10% of the profits). Work closely with Tammy Hines to be more active on the HPU DPT social media pages (Facebook, twitter, Instagram) to promote our program.

**Service Chair**
Responsible for coordinating one service event per quarter and maintaining contact with community resources (i.e. Halloween 5K, HPU food bank, local schools, Undergrad PT club, etc.).

**Apparel Chair**
Primarily responsible for developing design, ordering, and distributing apparel. Will work closely with Tammy Hines to get designs approved through HPU. May also work with the 2nd year class. May work with fundraising chair to use apparel as a possible fundraiser.

**Advising**
Students are expected to formally meet with their faculty advisors two times per semesters during their first year and around midterm of each semester during all semesters thereafter to discuss student progress, professional abilities, goals, and status within the Program. All formal advisement of students is documented on Starfish. The items documented by each advisor 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 of those students noted to be at risk of low passing or failing a course. Advisors will in turn meet with their students to discuss progress and performance. The course director and/or advisor will be responsible for reporting any “failing” mid-term grade to the Director of Students as Chair of the Academic Review Committee (ARC) who will then notify the student in writing of his or her grade status.

**Student Academic Records**
Student files are maintained in a locked storage unit in a locked office accessible only to DPT Program faculty and staff. Students who have matriculated into the DPT Program are permitted
to view their own personal student files and make copies of the information. However, students are not permitted to take ownership of the original files maintained by the DPT Program, nor are they allowed to leave the DPT Program office while viewing their files. Students are not permitted to have access to the academic records or other confidential information of other students or faculty.

Student files kept by the Program include documentation related to the following:

- that the student has met published admission criteria,
- that the student has met institution and program health screening and immunization requirements,
- student performance while enrolled including progression requirements,
- identification of student deficiencies in knowledge or skills and remediation efforts and outcomes,
- summaries of any formal academic/behavioral disciplinary action taken against a student, and
- that the student has met requirements for program completion.

**Grading Policies**

Each course within the DPT curriculum is graded as Pass, Low Pass, or Fail. A passing grade is obtained when the student achieves a score of at least 80% on the outcomes/learning objectives assessed, unless otherwise more stringently specified by the course syllabus. A Low Pass is obtained when the student achieves a score between 70% and 79%. A Failing grade is any score < 70%. This grading policy was chosen based on educational literature which reports that a Pass/Fail Grading System helps encourage self-regulated learning, including more active, collaborative, and student-centered methods. In addition, Pass/Fail grading systems have found an increase in student satisfaction and improved well-being without sacrificing overall academic performance.

**Written Examinations**

1. The acceptance of oral questions during written examinations will occur at the discretion of the faculty member of record. There is no uniform policy to preclude the arrangement of an external proctor with the prohibition of asking questions during the assessment.
2. Faculty will review examination data to determine the clarity or appropriateness of a particular question in situations where less than half the class responds correctly. Faculty retain the right to accept multiple answers, retain the question “as-is,” or eliminate the question entirely from the examination (including reducing the total number of questions by which the examination is calculated).
3. Test questions may be formulated from required readings (whether discussed directly in class or not) and may be retained, at the discretion of the faculty member, regardless of the percentage of students responding appropriately.
4. No class-wide curves are permitted.

**Practical (or other Clinical Skill-based/Integrative) Examinations**

1. For courses wherein a laboratory component exists, a passing grade must be achieved on all practical examinations to successfully pass the course, regardless of the overall combined point total in the class.
a. A passing grade for a practical examination is deemed an 80%, unless otherwise noted in course syllabus.

2. Practical examinations not passed on the first attempt can be repeated a second time. Students who score below 80% on the first attempt must complete a remedial exam no more than 1 week following the return of the exam and the remedial exam will be considered the 2nd attempt. On the 2nd attempt, the highest possible score a student can receive will be the passing standard of 80%. Failure to pass the practical examination on the 2nd attempt will result in report to the ARC with development of a formal remediation plan as outlined in remediation planning below.

   a. Repeat assessments will consist of a new practical examination (different case/scenario/skill). However, faculty reserve the right to require a student to demonstrate mastery over the initial practical examination content as well should the repeat assessment embody different knowledge, skills, and behaviors than the initial assessment.

Missed Examinations
Unless pre-approved by the faculty member of record, make-up examinations will not be permitted, and a grade of zero will be awarded. Exceptions will be made only in extenuating situations where prior notification and excuse was not possible under the circumstances. In situations where the absence is excused, the faculty member of record will determine a suitable time for the make-up examination. The student will not incur academic penalty when absences are pre-approved and deemed “excused.”

Tardiness to Examinations
A student who, without prior notification and excuse, arrives late to a required examination or assessment will not be allowed extra time to compensate for the late arrival unless the student demonstrates good cause for the late arrival and demonstrates that prior notification and excuse could not reasonably be given under the circumstances.

Progress Testing
To monitor overall student performance over time to assess advancement toward competency, progress testing will occur at least three times throughout the curriculum. Students are required to pass the examinations and will be allowed no more than three (3) attempts on each exam, which is consistent with the Federation of State Boards of Physical Therapy protocol for passing the National Physical Therapy Examination (NPTE).

The purpose of progress testing is to ensure that our students acquire the foundational knowledge, attitudes, and clinical skills (both cognitive and physical) necessary to succeed on the NPTE and to learn optimally from the clinical internship phase of physical therapy education. The assessment strategy for each component is listed below.

1. End of Year Exam I – (Anatomy, Movement Science, Cardiovascular Pulmonary, Pathology, Musculoskeletal, Interventions, Professionalism & Leadership) This component of the curriculum provides students the opportunity to develop foundational
knowledge, attitudes, and skills required for life-long learning, and in particular, for learning optimally from Performance Development II. Performance Development I courses provide a level of basic science knowledge necessary to understand the foundational science that is applicable to clinical practice. In addition, students develop basic skills necessary for the professional practice of physical therapy, such as communication skills, physical examination skills, clinical reasoning skills, presentation skills, basic technical skills, and skills necessary for active, self-directed learning. This assessment will occur at the end of Year 1 and will weigh heavily on basic science and musculoskeletal content. The assessment strategy will be multiple choice using specialty examination software, and it will try to replicate a similar format to that of the National Physical Therapy Licensure Exam. This exam is administered at the end of Year 1. A score of 70% is required to pass this exam.

2. Scorebuilders Exam(s) – Scorebuilders has developed a timed, computer-based, multiple choice practice exam for National Physical Therapy Exam (NPTE) Candidates. The exam helps you identify your strengths and weaknesses prior to taking the actual licensure exam. Questions have been developed by experienced clinicians and item writers in the same format as the NPTE. You get two timed sessions to complete the 200-questions on the Scorebuilders exam. Scorebuilders offers immediate scoring; a detailed performance report by content area and system; explanations and rationales behind correct answers; and references to help you increase your knowledge. A score of 65% or greater is required to pass the Scorebuilders exam. The following policies are related to administration of the Scorebuilders exam:
   a. The exams are administered in August, December and February (when needed) of Year 3
   b. Students must pass one of three Scorebuilders exams
   c. Students who pass the first Scorebuilders exam (August of Year 3) are required to sit for the 2nd Scorebuilders exam (December of Year 3)
   d. Students who fail to meet the passing standard on Scorebuilders Exam 1 will be allowed to matriculate into Terminal Clinical Experience I (PT 8900) during the fall semester, but must participate in remediation with designated faculty, as determined by the ARC, during Terminal Clinical Experience I (PT 8900)
   e. Students who pass Scorebuilders exam 1 but do not pass Scorebuilders exam 2 must participate in remediation with designated faculty, as determined by the ARC, during Terminal Clinical Experience II (PT 8910).
   f. Students who do not pass Scorebuilders exam 1 or 2 will not matriculate to Terminal Clinical Experience II (PT 8910) and will re-take the Scorebuilders exam in February of the subsequent year.
   g. If a student passes the exam on the third attempt there will be an effort made to place the student in Terminal Clinical Experience II (PT 8910) on an altered schedule; however, it is possible that this accommodation may not be able to be made and the student will be placed in Terminal Clinical Experience II with the lower cohort.
   h. Students who pass the Scorebuilders exam on the third attempt but have not completed Terminal Clinical Experience II (PT 8910) will be able to walk at the graduation ceremony with peers, but will not be awarded a diploma until the completion of Terminal Clinical Experience II (PT 8910).
i. Students who do not pass the Scorebuilders exam on the third attempt will enter participate in an additional, individualized remediation, which may include taking additional board preparation course(s), and will not be given clearance to sit for the NPTE until the requirements outlined in the remediation are met.

Testing Policy

The following procedures are to be followed for DPT examinations:

1. All principal course examinations will be administered by at least two proctors, one of whom is faculty.
2. Once an exam has begun, students will not be permitted to leave the testing room until they have completed and submitted the exam. This includes leaving to use the restroom unless a doctor’s note documenting the student’s medical needs is provided prior to the exam. The only exception will be in the case of an emergency at the discretion of the instructor/proctor. Any time taken for personal needs as deemed necessary by the proctor will be deducted from the allotted exam time. Students must abide by Academic Integrity standards at all times if permission to leave the room is granted.
3. Students are not permitted to communicate amongst themselves, verbally or nonverbally, during the examination. This includes, but is not limited to, methods of communication such as gesturing and facial indicators.
4. The area surrounding a student taking an exam must be free of books, cell phones, iPads, electronic devices, smart watches, papers, etc. These items are to be placed at a specified area in the testing room prior to the designated testing time. If students are using their own computer for the exam, they are permitted to access only the exam during this time period. Students may be given blank paper with pen/pencil or blank marker board with marker to be used as “scratch.” This must be handed in to the proctor and labeled with the student’s name at the end of the exam.
5. Students must sit with one empty seat between themselves and any other exam takers. If a student opts to take his/her exam at one of the examination tables, he/she must sit at the opposite end and opposite side of another student at the same table. There may be no more than two students per examination table.
6. All students must take the exam in the same assigned area. Exceptions include:
   a. Students who have current documented need for accommodations through the HPU Committee on Students with Disabilities.
   b. Students who must miss an exam for illness or who have a prior-approved alternate make-up time.
7. Grades will be accessible via the online learning management system.

In most cases, DPT written exams are administered electronically using ExamSoft®. ExamSoft® is an exam testing software that blocks access to all applications and stored files on the laptop during the exam. Once the exam begins, students can work only on the exam and cannot regain access to their files until they exit the exam. Even if the laptop is shut off, crashes, or freezes, upon rebooting the computer a dialog box appears informing the student that an unfinished exam has been located and gives the student an option of continuing the exam or, if the student is finished and wants to exit, of exiting the exam. The application saves the student’s exam every
60 seconds and creates multiple backup copies, all of which are stored in encrypted format on the student’s hard drive. If the student’s laptop crashes during an exam and there are problems with rebooting it, an encrypted copy of the exam will be on the laptop, which only authorized personnel can retrieve. At the end of an exam, students upload their exam answers to a secure server via the internet. The answer files are retrieved and graded by the professors.

Basic Information:

1. Students must install the software and complete the process of registering their computers with ExamSoft® prior to the first day of class. This can be completed by following the installation instructions provided by the ExamSoft® link that is e-mailed to the students.

2. It is the student’s responsibility to provide his/her own laptop and power cord and to install the ExamSoft® software on the laptop. It is also the student’s responsibility to ensure that hardware conforms to program requirements (see Technology Policy).
   a. It is the student’s responsibility to make sure the laptop/computer is in working condition.
   b. Students are expected to be fully familiar with the equipment and ExamSoft® program.
   c. Training in the ExamSoft® program is the responsibility of the student.
      i. Training video may be viewed at: http://learn.examsoft.com/exam-takers
      ii. Technical Support is provided by ExamSoft® at http://support.examsoft.com/h/ or by phone at 1-866-429-8889
      iii. DPT faculty and HPU tech support staff are not trained to provide ExamSoft technical support and will only be able to assist with maintaining internet connections.

3. Students must have a current copy of Adobe Reader installed on their testing computer. Other brands of pdf readers are not compatible with ExamSoft.

4. In the event of a catastrophic computer failure or other extenuating circumstances (not due to lack of student ExamSoft training/installation or equipment preparation), the student should immediately notify the proctor. An alternative testing method may be provided by the instructor at the course instructor’s discretion.

5. Any attempt to disable or tamper with or otherwise circumvent the security features of ExamSoft® will be treated as a violation of the Department’s Honor Code and/or Academic Integrity Policy. (A copy of the Honor Code can be found within the syllabi for each course, and the Academic Integrity Policy is outlined on page 41 of the Student Handbook.)

6. Students who accidentally use the “practice mode” to type their exam will receive a grade of zero (0) for the exam. Exams typed in the “practice mode” are not saved, printed or produced.

Before the Exam:

1. Student must download the exam. This must be completed during the scheduled download time/prior to the scheduled start time for the examination period.
Additional time to download the exam will come out of the allotted testing time. It should be noted that a re-posting of the exam to allow additional downloads requires a fifteen (15) minute waiting period.

2. Updates that automatically run on student’s laptop should be scheduled for non-exam times.
3. Students must resolve any ExamSoft® technical problems prior to arrival for the exam. Technical support information is provided above.
4. Students must have the appropriate materials for the exam which may include:
   a. Functioning laptop with ExamSoft® installed, power cord and charged battery pack (required).
   b. Pen, pencil and/or calculator as allowed by course instructor.
   c. Student login and ExamSoft® password.

Note: Any actions the student must take to remedy the situation for 2 - 4 above will come out of the allotted time for the exam.

During the Exam:
1. Start Time: Students are not allowed to write/type until instructed to do so by the proctor.
2. ExamSoft® users who experience software/computer failure should notify the proctor immediately.
3. Questions about the exam are limited to those of a technical nature only. No questions about content or wording of questions are permitted.

After the Exam:
1. Calling Time: When proctors say "stop," students must stop writing/typing immediately unless the exam is configured for an automatic upload at the end of the allotted time.
2. Students must upload their exam files immediately upon completion of the exam.
3. When the exam is uploaded, proctor must confirm successful submission of the exam prior to student leaving the room. Proctor will confirm notification on computer screen.
4. Following verification of exam submission by the proctor, students should exit the room as quietly as possible.
5. Students MAY NOT remove any of the exam materials, scratch paper, etc. from the classroom.

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, or those that have violated academic regulations, 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.
Chair. The student may request a review of the decision to the ARC through an appeals process as appropriate.

**Academic Review Committee**
The Academic Review Committee (ARC) consists of the Director of Students, who serves as chair of the committee, the student advisor, and members of the department leadership team. The ARC serves to oversee academic and professional advancement of students in the DPT Program. The role of the ARC is to aid in student retention through early identification of student challenges within the program and clinic settings and provide appropriate support and intervention through implementation of student-specific plans. Additionally, the committee reviews student progress and performance and acts to protect the public by intervening immediately when safety is a concern, to determine if any disciplinary action is warranted, and to suggest a remediation plan to the Department Chair.

The ARC will meet when a student is referred to the committee by faculty members through Starfish or written/verbal request made to the Director of Students. Reasons for these referrals can include:

- Early support for students identified as at risk for low passing or failing a course by the course director
- Professionalism mentoring and development support for students identified by faculty and/or the clinical education team
- Facilitating the process of medical leaves of absence
- Earning a final grade of “low pass” in a course
- Earning a final grade of “fail” in a course
- Not achieving required DPT benchmarks for matriculation, including:
  - Failure to pass practical exams at > 80% in a course
  - Failure to pass end of year exams
  - Failure to pass prep board exams
  - Earning more than two grades of low pass in the curriculum
- Breach of professional behaviors or professionalism concerns, including:
  - Tardiness or absence without appropriate notification/approval
  - Student verbal communication that indicates a lack of respect
  - Student use of unprofessional language including swearing
  - Student use of potentially discriminatory or demeaning language
    - speaking ill of a patient
    - use of joke that could reasonably be considered demeaning or discriminatory
  - Evidence of cheating on an assignment or test
  - Student intoxication or presumed intoxication from alcohol, prescription, or other drugs
  - Student communication or interaction that is openly discriminatory, demeaning, or could reasonably be physically harmful to another
- Risk of dismissal from the HPU DPT program
- Dismissal from the HPU DPT program

All actions referred to the ARC are confidential and will proceed in the following manner:
• Any breach of professional behavior, safety, or significant issue of concern will be immediately addressed by the instructor or course director then be documented in Starfish
  o The student’s advisor will be notified
  o The Director of Students will follow up on this concern and notify the student
  o ARC meeting will occur

• Any recommendation for proactive support in the area of academics and professionalism will be noted by faculty in Starfish
  o The student’s advisor will be notified
  o The Director of Students will notify the student
  o The faculty member who refers the student to ARC will initiate a proactive remediation plan of support
  o Proactive support ARC meeting will occur

• Any outcome of “low pass” or “fail” in a course, failure to achieve department benchmarks for matriculation, or dismissal from the HPU DPT program occurs
  o The student’s advisor will be notified
  o The Director of Students will notify the student
  o ARC meeting will occur
  o Letter of Notification will be provided
    ▪ Probation
    ▪ Remediation
    ▪ Recommendation for Dismissal

When ARC meetings occur, the following procedure and outcomes are expected:
• When a situation warrants ARC involvement, the Director of Students will notify the student stating the time and place of the meeting.
• The ARC and the student will develop an action plan to provide support and resolve the problem.
  o The action plan may include, but is not limited to, referral to appropriate resources, developing a contract regarding behavioral modification, on-going advisory meetings and other means of assisting the student to improve problem areas.
  o The action plan will be a written document signed by the ARC members and the student then placed in the student’s file.
  o The action plans may be proactive support plans or remediation plans depending on the reason for referral to the ARC as outlined above.
• If the student does not follow through with the action plan, the ARC will meet again with the student.
• If a student has ongoing ARC action plan(s), has already received a letter of notification from the ARC, is on probation or remediation for previous academic, clinical, or professional behavior concerns, or is under other disciplinary action, the ARC will coordinate any additional action needed for the student.
  o The student may require additional meetings with the ARC and/or Department Chair to discuss additional specific steps for improvement.
• The ARC’s recommendations for probation, dismissal from the HPU DPT program, or other disciplinary actions will be forwarded to the Department Chair.
• The Department Chair 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.

In general, ARC meetings are considered to be a tiered approach to guide, mentor, or remediate. In circumstances when a student is not at risk for a low pass or dismal from the program, the ARC will be comprised of the Director of Students and the student’s advisor.

When referrals are made for performance or support needed in clinical education courses, a member of the clinical education team will serve as part of the ARC. In higher-stakes circumstances including a student low passing or failing a course and risk of dismissal from the program, the ARC will be comprised of the Director of Students, the student’s advisor, and at least one additional member of the leadership team.

In the circumstance that significant scheduling conflicts with the student, advisor, and other leadership team members are present that would delay the ARC meeting from occurring in a reasonable and timely manner, the student and Director of Students will meet. The Director of Students will then send a meeting summary and written ARC documentation to student advisor for approval and feedback. If advisor recommends changes to the ARC plan, the Director of Students will edit document and coordinate student and advisor agreement to new plan and signatures.

In the interest of the student success, those students identified as ‘at risk for failing’ and those who receive final grades of “low pass” will have limited opportunities to engage in any additional, non-required courses or opportunities afforded by the Department as determined by the ARC which may include but not limited to:

• Inability to participate or audit more than one selective
• Inability to participate in ‘Independent Study’ courses
• Inability to participate in research projects

**Appeals of Disputed Course Grades**
All grade appeals must be initiated within the first four weeks of the semester or term following receipt of the grade that is being challenged.

The following procedure is to be followed if students wish to protest a grade received in a course.

1. The student first contacts the instructor and reviews the issues. If the grade remains in dispute the student should follow step 2.
2. The student contacts the Director of Students in writing in order to dispute the grade. Both the student and the instructor then submit written statements explaining the issue to the Director of Students. The Director of Students arranges an Academic Review Committee to consist of three faculty members to review the case. The student and the instructor each appoint one of the three committee members. The third committee member is chosen by the Director of Students. The Department Chair participates as an ex-officio member of the committee. The committee reviews evidence in any manner the committee deems equitable. (Usually a written statement from each party which the other party can review and respond to in writing.) Oral presentations to the committee may be requested. Care should be taken lest either of the parties be intimidated through the oral procedure.
Note: The size of the committee may vary slightly based on the situation. In all cases, the student will have the opportunity to select a committee member to participate.

Following a review of the evidence and other relevant information by the committee, a recommendation is made to the Department Chair. The Department Chair reviews the proceedings to date, obtains any new information deemed appropriate, and makes a final determination. The Department Chair then notifies the student and the instructor of the decision in writing. If either party wishes to further contest the committee’s solution, step 3 should be followed.

3. The dissatisfied party appeals to the Dean of the Congdon School of Health Sciences within two weeks of receipt of the Department Chair decision or solution. The Dean reviews the proceedings to date, obtains any new information deemed appropriate, and makes the final determination. The Dean notifies all parties in writing. The decision of the Dean is final.

Criteria for Matriculation

Students must earn the grade of P (Pass) in all courses to proceed in the curriculum. Those students scoring a Low Pass (LP) will be placed on Academic Probation. Students are allowed a maximum of two grades of LP in separate courses to matriculate in the curriculum. Students who earn a 3rd grade of LP will be given the grade of Fail at which time policies regarding a failing score are implemented. Those students earning the grade of Fail (F) will be given a grade of “incomplete” for the specified course and referred to the Academic Review Committee (ARC). The ARC will submit a formal recommendation to the Department Chair advocating for student re-entry into the program with recommendations regarding remediation of failed content or advocating for formal dismissal of the student from the program. The Department Chair makes the final decision.

If re-entry with remediation is decided upon, the student will then be permitted to pursue remediation of failed content within the course one time to achieve the passing standard (for specifics, see Remediation). The remediation must be completed successfully before the student can continue in the curriculum.

Students must earn the grade of Pass or Low Pass in all courses required for the degree to participate in terminal full-time clinical experiences. Students must earn the grade of Pass in all clinical courses, inclusive of two integrated clinical experiences and three terminal full-time experiences, to meet passing standards. Students may not participate in any terminal full-time clinical experience until all integrated clinical experiences are successfully passed. Students who receive a grade of Fail in either of the first two integrated clinical experiences will be permitted to repeat the course one time to achieve the passing standard. This course will be registered as an Independent Study and will occur in the same or subsequent semester. Students participating in this Independent Study may matriculate in the curriculum but may not participate in any subsequent clinical experience until all integrated clinical experiences are successfully passed.

Students who receive the grade of Fail in a terminal full-time clinical experience may not proceed to other full-time clinical experiences until successful completion of remediation has occurred. A student permitted to repeat a terminal full-time clinical experience must obtain the passing standard on the repeat experience prior to enrolling in a different full-time clinical experience. There are no opportunities to repeat the remediation if the outlined standards are not achieved.
There are no decelerated curriculum options. If, under extreme circumstances, a change in academic progression needs to occur, the pre-requisite and co-requisite curricular table will govern academic progression.

Graduation requires a grade of Pass or Low Pass in all required academic and a grade of Pass in all clinical education courses as well as the End of the Year Exam (EYE). In addition, students must demonstrate patient safety, professional behaviors, and ethical behaviors throughout the curriculum. Failure to do so may result in penalties ranging from failure of a class and remediation to dismissal from the program.

**Remediation**

Students are the focal point of the Program and the ability to address their academic and professional areas of concern is crucial to their success and to the maintenance of a diverse student body. The procedure outlined hereafter is applied uniformly to all students in the program and is designed to maximize retention of a diverse student body.

**Academic Performance**

Students who are initially unsuccessful in achieving the passing standard in any course are required to successfully pass all criteria outlined by the Academic Review Committee within the remediation plan. The student will be permitted to pursue remediation of failed content within a given course *one time* to achieve the passing standard. Failure to successfully complete the remediation plan in full will result in immediate withdrawal from the program. Further, the student may pursue a maximum of two remediation plans (one per course) due to a failed course for the duration of the DPT Program. The third failure of a class will result in immediate removal from the Program with no further remediation and no right to appeal.

With input from the student to ensure a meaningful learning opportunity, the Course Director, in conjunction with the Academic Review Committee (ARC), will outline the learning activities and standards of performance for the remediation and may include but are not limited to:

- Reading assignments
- Written completion of selected course learning objectives with reference citations
- Written response to selected exam items with reference citations
- Problem-based learning exercises focused on area(s) of weakness
- Written self-reflection exercise
- Individual faculty-led tutoring (especially skills related deficiencies)

Students will be reassessed after completion of the outlined remediation plan. The assessment activity may vary depending on the nature of deficiency and degree of remediation necessary. Should the passing standard for the course be met during this reassessment, the student may matriculate to other degree-mandated courses in subsequent semesters. The remediation is a variable-credit, individualized independent study designed to:

- Strengthen the knowledge, skills and/or behaviors contributory to the academic deficiency, and
- Re-expose students to foundational content area necessary for maintenance of continued competence in anticipation of return to full-time student status.

**Clinical Performance**

Under the guidance and direction of a faculty committee (i.e. DCE of record, DPT Department Chair, CCCE), students synthesize and analyze the feedback provided while engaged in the clinical experience to help determine appropriate inclusions and objective performance metrics for the remediation to best prepare for clinic re-entry. It should be noted that faculty retain final authority in determining remediation requirements and standards. To confirm agreement of contents, both the student and DCE will sign the remediation plan. Pending successful completion of all criteria as outlined, the student may repeat the clinical experience. There are no opportunities to repeat the remediation if the outlined standards are not achieved. Students are advised to remain in the local area when completing the remediation as many of the learning opportunities occur on-campus. Essentially, the remediation is a variable-credit, individualized independent study designed to:
  - Strengthen the knowledge, skills and/or behaviors contributory to the clinical deficiency, and
  - Promote student self-reflection of past performance and provide opportunity to establish goal-directed learning experiences to maximize potential for future clinical success.

Failure to return to good standing for the subsequent semester will result in dismissal from the Program.

It should be noted that faculty retain final authority in determining such requirements and standards. To confirm agreement of contents, both the student and Program Director will sign the remediation plan. Pending successful completion of all criteria as outlined, the student will matriculate into the program as scheduled. If the remediation standards are not achieved, the student will repeat the failed course the next time it is offered.

**Criteria for Dismissal**

1. Achieving a grade less than ‘Low Pass’ during the repeat (second attempt) of a didactic course will result in a recommendation for dismissal from the Program to the Dean of the Congdon School of Health Sciences.
2. Achieving a grade less than ‘Pass’ during the repeat (second attempt) of any integrated clinical experience or terminal full-time clinical experience will result in a recommendation for dismissal recommendation from the Program to the Dean of the Congdon School of Health Sciences.
3. Failing to achieve the *initial* minimum passing grade in three required courses (didactic and/or clinical) will result in a recommendation for dismissal from the Program to the Dean of the Condon School of Health Sciences.
4. Electing not to participate in remediation (lack of agreement to stipulations as written), will result in a recommendation for dismissal from the Program to the Dean of the Congdon School of Health Sciences.
5. Inability to obtain an overall cumulative Passing grade in courses required for the degree (as required for matriculation to full-time clinical experiences) within the 4-year
established timeframe for completion of the DPT degree will result in a recommendation for dismissal from the Program to the Dean of the Congdon School of Health Sciences.

6. In addition to the factors above, faculty may also vote to recommend dismissal of a student to the Dean of the Congdon School of Health Sciences for reasons including, but not limited to:
   a. Inability to function adequately in a professional capacity.
   b. Inability to demonstrate competence or to ensure patient safety despite reasonable and appropriate accommodation of a qualifying physical and/or mental health problem (refer to Technical Standards).
   c. Behavior determined illegal, unethical, or so objectionable as to be inconsistent with the suitability for the physical therapy profession.

Reapplication Policy
In the event that a student is dismissed from the HPU DPT Program, he/she will have the option to reapply for admission within one year following his/her dismissal and contingent upon a positive recommendation from the Academic Review Committee, the Department Chair, and the Dean of the Congdon School of Health Sciences. The reapplication process is as follows:

1. The student must reapply to the Graduate School and the HPU DPT Program to be readmitted no earlier than one semester following the semester of dismissal. If the student is granted readmission, he/she will be readmitted at the point in the curriculum where he/she has received passing grades. The point in the curriculum of readmission is contingent upon the recommendations and approval of the ARC, the Department Chair, and the Dean of Congdon School of Health Sciences.

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 HPU DPT Program if readmitted. The student may include any documentation to support or validate his/her growth and development in academic, professional and/or clinical areas in the time since his/her dismissal from the Program.

3. A copy of the reapplication must be submitted in writing to the HPU DPT Program and should be addressed to the Department Chair and the Academic Review Committee. A copy must also be sent to the Dean of the Congdon School of Health Sciences.

4. The Department Chair, with input from the Academic Review Committee and the Dean of the Congdon School of Health Sciences, will make the final decision regarding readmission.

5. If a student was dismissed based on clinical performance, he/she may be readmitted at the point in which he/she was previously enrolled in the Program, and the student must complete clinical coursework contingent on the recommendation of the Academic Review Committee, the Director of Clinical Education, the Department Chair, and the Dean of the Congdon School of Health Sciences.

6. If a student is readmitted and probation is warranted for any reason after his/her readmission, he/she will be immediately dismissed, but will have the option of appeal.
Clinical Education

Students participating in integrated clinical experiences and full-time clinical experiences will be held to standards as outlined within the Clinical Education Handbook.

Pre-requisites for Clinical Education Placement

Academic Standing

In order to participate in clinical education experiences, students must be in acceptable academic standing. Students who have passed all previous DPT didactic coursework, maintained professional behavior, and met all pre-clinical requirements will be eligible for participation in clinical education.

Additionally, students are expected to demonstrate growth and competency in the application of didactic knowledge and psychomotor skills. The below competencies can be used to determine readiness for clinical education, and potentially the development of an Academic Review Committee plan, when the faculty does not achieve a unanimous decision regarding the readiness of a student to matriculate in clinical education coursework.

1. Before the first part-time clinical experience, students should be able to:
   a) Safely transfer a patient
   b) Safely ambulate with any patient including those that use an assistive device
   c) Perform interventions in manner that is safe for both patient and therapist
   d) Fully understand standard precautions
   e) Be able to take blood pressure both automated and manual
   f) Understand basic documentation (SOAP note)
   g) Understand confidentiality and HIPAA
   h) Understand the practice act for PTs and PTAs in NC
   i) Be able to discuss patient findings in terms of impairments, functional limitations, and disabilities
   j) Effectively communicate and appreciate both verbal and non-verbal communication
   k) Be able to skillfully interview a patient
   l) Have a foundational knowledge of Anatomy and an applied knowledge of the cervical spine and upper extremity
   m) Be able to evaluate and treat patients with head, neck, and upper extremity dysfunction
   n) Understand the precautions and contraindications of manipulation and exercise
   o) Understand acute and chronic responses to exercise
   p) Be able to analyze movement and appreciate movement dysfunction
   q) Understand the pathophysiology of disease
   r) Demonstrate a basic understanding and application of modalities (laser, heat, cold) and local and early stage exercise prescription and contraindications
2. Before the second part-time clinical experience, in addition to the skills listed above, students should be able to:
   a) Have a foundational knowledge of anatomy and an applied knowledge of the lumbar spine and lower extremity
   b) Be able to evaluate and treat patients with lumbar spine, sacral, hip, and lower extremity dysfunction
   c) Demonstrate skill in calculating and/or assessing effect sizes, odds ratios, sensitivity, specificity, and likelihood ratios
   d) Have a foundational knowledge of neuroanatomy, neurophysiology, and neuropathology
   e) Have a basic understanding of billing practices
   f) Determine appropriate self-report outcome measures and/or performance tests for a specific pathology or patient population
   g) Understand exercise prescription in the context of cardiopulmonary disease
   h) Be able to evaluate and treat adult patients with neuromuscular disease.
   i) Advanced understanding of regional interventions including a global approach, multi-planar resistance, and nutrition

3. Before the first full-time clinical experience, in addition to the skills listed above, students should be able to:
   a) Be able to evaluate and treat children with normal and abnormal development of the musculoskeletal or neurological system
   b) Construct a systematic examination (including all examination of all body systems), including special and standardized tests, to complete an evaluation of a child with atypical development in a variety of settings, including, but not limited to, school-based therapy, Early Intervention, Neonatal Intensive Care Unit, and specialty clinics
   c) Demonstrate basic infant and child handling skills during simulated patient scenarios
   d) Demonstrate basic knowledge of the role of the physical therapist in terms of prevention and wellness including improved performance, plyometrics, high intensity exercise training and nutritional demands
   e) Have a basic knowledge of diagnostic imaging
   f) Act as a first responder
   g) Demonstrate a basic understanding of how to interact, evaluate, and treat the medically complex patient
   h) Understanding the roles of various health professions
   i) Be able to screen patients and refer to other healthcare practitioners as necessary

4. Before the final two (2) full-time clinical rotations, in addition to the skills listed above, students should be able to:
   a) Include evidence for clinical choices
   b) Defend choices of examinations and interventions based on current best evidence
   c) Use various levels of questioning and communication to promote dialogue and understanding
   d) Be able to screen patients for integumentary disorders
   e) Refer patients to other health care professionals as appropriate
   f) Use the understanding of the biological, physical, movement and behavioral contributions to a patient’s presentation to construct a systematic examination (including all systems) of patients who have diagnoses that are commonly seen in
specialty areas of practice (oncology, rheumatology, organ transplant, psychiatry, men’s and women’s health, bariatrics and regenerative medicine) and synthesize those findings in an evaluation.

**Course Content**
Faculty reserve the right to modify curricular content and alter course requirements on a yearly basis if deemed to be in the best interest of student learning or if required by availability of resources. Students will be held accountable for content, assignments, and assessments as outlined in the syllabus corresponding to their enrollment in the particular course. Students may, however, be referred to, and to some degree held accountable for, information in courses not yet taken if required for clinical care.

**Probationary Status**
The Department of Physical Therapy attaches Probationary Status to any student achieving a final course grade of Low Pass or Fail.

- Students who have earned a grade of ‘Low Pass’ are placed on academic probation and may be put on a retention plan based on the recommendations of the Academic Review Committee (ARC). The retention plan may consist of further study of content from the course in which the grade of ‘Low Pass’ was received. Further, the ARC may restrict the ability of the student to participate in activities not specifically required to complete the DPT program of study (e.g. voluntary research projects).
- Students receiving a final grade of fail are placed on academic probation and formally assigned a remediation plan outlined by the ARC. The student cannot continue in the DPT curriculum until all remediation plan components are successfully achieved. If remediation cannot be achieved prior to the start of the subsequent semester, the student is given a grade of ‘incomplete’ and removed from the program with the ability to re-apply upon the formal recommendation of the ARC. Application is no guarantee of acceptance. If the student is accepted into the following cohort, he or she is required to achieve the passing standard of the failed content. Given the lock-step nature of the curriculum, a grade of ‘incomplete’ requires the student to sit out for the year until the next time the course is offered. Additional courses required prior to re-entry into the program are based on the recommendations of the ARC. The student is notified by the Director of Students and Dean of the Congdon School of Health Sciences of their status and required coursework for re-entry and reapply via the Graduate School. All preceding course work must be successfully completed before a student will be allowed to continue in the DPT program of study including participation in the clinical internship phase of the program.

**Time to Complete DPT Degree**
Students in the Program have a maximum of four years to complete the DPT degree.

**Retention**
Students are the focal point of the Program and the ability to address their areas of academic and professional concern is crucial to their 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 with their advisor at least once
per semester. Students 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.

**Graduation Rates**
CAPTE requires that graduation rates are at least 80% averaged over two years.

**Employment Rates**
CAPTE requires that employment rates are at least 90% averaged over two years.

**Pass Rates on Licensing Examinations**
Ultimate licensure pass rates are required to be at least 85% averaged over two years. The National Physical Therapy Exam (NPTE) is a computer-based, multiple-choice test designed to measure knowledge and abilities required of entry-level physical therapists (PTs). The focus is on the clinical application of knowledge, concepts, and principles necessary for the provision of safe and effective patient care. Provision of safe patient care includes consideration of current best evidence from clinically relevant research regarding the safety and efficacy of therapeutic, rehabilitative, and preventive physical therapy services. This examination must be successfully passed in order for graduates to become eligible for licensure.

**TUITION AND EXPENSES**

**Cost of Attendance***
The comprehensive fee schedule for the HPU DPT Program is set annually. The comprehensive fee is a convenient way for students to determine their investments accurately. The comprehensive fee structure for billing will include all tuition and University fees. The comprehensive fee does not include books or course-specific fees. It is estimated that tuition and fees for the 2020-2021 academic year will be $46,119 or an estimated total of $138,357 for the entire program.

Note: Please bear in mind that tuition and comprehensive fee costs are set annually. Additional estimated costs associated with attendance will be posted on the website.

*Cost of Attendance amounts were developed to establish maximum financial aid allowances for typical students. Students are highly encouraged to establish a budget, reduce expenditures, and borrow via student loans in incremental amounts to help limit their educational debt. This estimate includes Program-related expenses associated with maintaining a functional laptop computer and obtaining necessary criminal background checks and drug screenings required for enrollment and completion of supervised clinical practice experiences.

**Financial Aid**
Many HPU DPT students complete the Free Application for Federal Student Aid (FAFSA) in order to apply for student loans to support their graduate education (School Code 002933). Information about these loans is available in the Office of Student Financial Planning. If you have specific questions, contact either the Assistant Director of Student Financial Planning, Cana Gyongyos Hill, by phone at (336) 841-9289 or by email at chill1@highpoint.edu, or Senior Associate
Director of Financial Aid, Sandra Norris, by phone at (336) 841-9032 or by e-mail at snorris@highpoint.edu.

**Payment**
Payment of all tuition and fees is due at the beginning of each term of enrollment.

**Refund Policy**
*Calculation of Charges for Withdrawal from High Point University*

When a student registers, it is for the full term or semester. Therefore, if the student withdraws from the University during that period, for whatever reason, the comprehensive fees* (includes: tuition and fees, plus any housing and dining) will be prorated for the first five (5) days of the semester. After the first five (5) days of the semester, 100% of the comprehensive fee will be charged and no refund will be issued.

Any refund is contingent on a student officially withdrawing from the University. To officially withdraw from the University, a student must complete a withdrawal form. This form can be obtained from the Office of Graduate Operations located on the first floor of the Norcross Graduate School.

Students wishing to withdraw should also consult with the Office of Student Financial Planning to determine if stipulations associated with financial aid or loans will lead to changes in the financial statement.

The following table indicates the amount a student will be charged upon official withdrawal. It does not indicate how much a student will be refunded. Refunds are dependent on the total amount of out-of-pocket payments received and the amount of financial aid a student is eligible to keep based on the official withdrawal date.

<table>
<thead>
<tr>
<th>Day</th>
<th>Student Will Be Charged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the first 5 Days of the Semester</td>
<td>50%</td>
</tr>
<tr>
<td>After the 5th Day of the Semester</td>
<td>100%</td>
</tr>
</tbody>
</table>

*The non-refundable deposit to hold a student’s slot in the class, originally credited to tuition, will not be included in the refund calculation.*

**ACADEMIC SUPPORT SERVICES**
Information regarding student academic support services and student support services are provided in the HPU Graduate School Bulletin, The Campus Guide to Student Life, and below:

**Bookstore**
The campus bookstore is located on the second floor of the Slane University Center. Students may contact the bookstore at 336-841-9221 or bookstor@highpoint.edu. Books are ordered online only
and then delivered to the bookstore location in the Slane Student Center within 24-48 business hours.

**Office of Information Technology**
The Office of Information Technology (IT) oversees all electronic systems and services including data and voice networks, the campus phone system, internet access, MyStuff, the campus-wide wireless network and Blackboard. The IT Office provides access information and email accounts. Contact is 336-841-4357 or helpdesk@highpoint.edu.

- **MyStuff**: Students have electronic access to their information such as grades, transcripts, online registration and other information related to their academic lives through MyStuff, an online service.
- **E-mail Account**: Students are provided free High Point University e-mail accounts, which the Graduate School uses as the primary channel of communication to graduate students.

**Library and Learning Resources**
Open 7 days a week, 24 hours a day, Smith Library is a 50,000 square foot facility that houses the university’s book, journal and media collections. As the center of information resources and research on campus, the library is responsible for developing and housing a collection used by the High Point University community. Access is provided to a traditional collection and online materials to support undergraduate and graduate majors at the university. The materials at Smith are available to all students, faculty and staff.

The four floors of Smith Library contain a variety of study venues. The lower level offers group study areas and several high-tech collaboration spaces where students can work together. The library contains 125 computers, a library instruction lab, and a technology lab. The main floor of the library houses two computer labs, circulation services, reserves and a current magazine/journal collection. The third floor is a place where students can find a quiet study area and browse the bulk of the book collection. The Fourth floor houses the Office of Academic Services such as disabilities support and tutoring.

High Point University Libraries are here to help all students! We know how important library support is to student success. As members of the High Point University community DPT students have access to librarians 24 hours a day and 7 days a week, in person, online via the chat widget on the Library home page, or by text to 336-289-9974. Whether students live close by or far away, we will assist in academic and research needs. For a personalized research session, students can contact the Physical Therapy library liaison David Bryden (dbryden@highpoint.edu).

If students need materials that the library does not hold, the library will provide access by purchasing the items or borrowing them from another library through our Interlibrary Loan Service. This service is available to students free of charge. Books will be delivered to Smith Library and journal content will be available in a digital format.

TALA (Triad Academic Library Association) is an agreement by which students, faculty and staff have borrowing privileges at regional academic libraries in the area. Students can travel to schools including Wake Forest, UNCG, NC A&T, and Guilford College and borrow materials by showing their High Point University Passport card. Information about this service is included on the Library home page.
Citations can be tricky. HPU Libraries provide access to Endnote, free of charge! Endnote is a citation management tool that allows students to format, collect, organize and share citations. Endnote is compatible with hundreds of citation styles such as AMA, APA, and CSE and provides formatting styles for specific journals as well. The “cite while you write” plugin for Microsoft word can be used to format papers in the preferred styles. EndNote web is available as a download for MACs and PCs. The web version-http://www.myendnoteweb.com is free to use and will sync with the PC/MAC version.

Here at HPU Libraries we offer customized research guides to help students in the DPT program. Students can find these guides on the HPU Libraries main webpage under research guides. Physical Therapy Research Guide-http://guides.highpoint.edu/physicaltherapy. We provide citation guides, selected journals and books, even preferred databases, all customized for Physical Therapy. All online resources are accessible on the web for students, faculty and staff and seamless off-campus access is available to those with a High Point University email username and password. To find this and much more, students can visit the library home page located at this link: http://www.highpoint.edu/library/.

STUDENT SUPPORT SERVICES
High Point University provides an appropriate network of student support services, consistent with its mission, that are intended to promote student learning and enhance the development of all students. These services include:

- Access to student records via the Registrar’s Office (enrollment verification; official academic records, etc.);
- Financial Assistance (Federal Direct Unsubsidized Loan, if qualified through the Free Application for Federal Student Aid; private, alternative loans based on a standard credit analysis, etc.);
- Multiple on-Campus Dining Options;
- On-Campus Exercise Options;
- Campus Safety and Security coordinated by 24- hour High Point University Security team;
- Cultural enhancement programs (theater, music, art exhibits, and lectures);
- University Bookstore (textbook purchasing, online ordering, delivery options);
- Access to MyStuff (electronic access to grades, financial accounts, registration, and other personal information);
- Counseling, including assistance for emotional, behavior, psychological, and/or substance abuse problems;
- Routine medical care provided at the Student Health Clinic;
- Professional advising by faculty in the Department of Physical Therapy;
- Academic tutoring for professional courses;
- Twenty-four-hour access to library services;
- Access to computers and printing;
- Accommodation of Students with Disabilities via the Office of Disability Support;
- Opportunities to participate in community service projects via professional student organizations;
- An active Campus Ministry representing numerous denominations;
• Airport transportation to and from regional airports.

Because of the specialized and intensive nature of physical therapy education, all students enrolled in the High Point University DPT Program will receive ongoing attention and guidance from all faculty members within the Department of Physical Therapy. This academic and mentoring support will benefit students long after they leave the Program, as it will provide them with points of professional contact throughout their careers.

Counseling Services
The Counseling Center is located on the 3rd floor of the Slane Center. Counselors can assist students with transition issues, relationship issues, anxiety, depression, eating disorders, sexuality issues, trauma, substance abuse, grief, stress, and time management issues. To make an appointment students can email the Counseling Center at counseling@highpoint.edu or call 336-888-6352.

Routine Medical Services and Health Coverage
DPT students, like all University students, have access to routine medical services at the Student Health Center by Cornerstone Health Care located in the lower level of Wilson Residence Hall at 805 Panther Drive. The fee for this service is included in the comprehensive fee. In addition, all students are required to have health insurance coverage, which can be their personal policy (through parents or spouse, for example) or can be purchased from HPU. If the student is covered by a non-HPU policy, he or she will have to offer proof of insurance.

Security Department
Security Officers provide safety coverage 24 hours a day 7 days a week. Contact is 336-841-9111 for an emergency and 336-841-9112 for non-emergency issues.

• The HPU Passport is an identification card that allows students access to buildings and into events. The Passport is created in the Security office. Registering continuously and ahead of time for each term ensures that the Passport remains active allowing access to buildings.

The High Point University campus is open daily from 6 am – 10 pm. When campus is closed a valid HPU Passport must be presented for access to campus. All academic and administrative buildings are open Monday – Friday from 8 am – 5 pm.

Graduate students may access academic buildings with their Passport until 10 pm. Additional academic building access is available with faculty approval. Access matters may be addressed by calling 336-841-9142 or at the Security Service Center (SSC) in the Wanek Center. The SSC can also assist you with Passport issues, decal issuance, lost or found items, or filing a report.

• For graduate students who attend classes or use the library on the main campus, campus vehicle registration must be completed. Vehicle registration begins online at www.my.highpoint.edu and clicking on the vehicle registration quick link.
HPU Ancillary Services Available to DPT Students

**Student Access to Laboratory Space**

Equipment and clinical laboratories will be available to physical therapy students as a priority and those individuals involved in research or patients participating as part of a course. In addition, the classrooms are reserved for DPT students to allow for independent study. However, in a best effort to be good citizens of campus, the Department of Physical Therapy may share classrooms that are unused with other faculty and students in the Congdon School of Health Sciences. DPT students who want to reserve the two classrooms for even further practice and study time will have priority and should reserve the classroom by contacting a DPT Department Administrator. Swipe locks have been installed to facilitate this process.

Physical Therapy students will have unrestricted access to the Congdon School of Health Sciences with their valid HPU Passport card. Additional academic building access is available with faculty approval.

The Passport is created by security and allows access to campus buildings and allows the University to be a cashless campus. Exceptions to this rule are the Human Biomechanics and Physiology Laboratory (HBAPL) and the Anatomy Laboratory. The HBAPL will not be accessible outside the hours of 8:00 AM – 5:00 PM without direct supervision and/or permission from the Director of the Human Biomechanics and Physiology Laboratory. The Anatomy Laboratory will be available 24/7 to DPT students during the summer of year 1. Students who are associated with the DPT program, but who are not DPT students, must contact the Director of Willed Body Program for permission to use the Anatomy Laboratory. DPT students not currently enrolled in the gross anatomy course must ask the Director of the Willed Body Program for permission to use the Anatomy Laboratory.

The use of specific equipment may require permission and/or supervision by individual faculty as determined on a case-by-case basis. Students must consult with the faculty member of record for the course in which the equipment was used for instruction.

Students may be denied temporary or permanent access to laboratory space for the following reasons:

1. University property is found to be damaged or missing. Students will be held responsible for damaged or missing equipment.
2. Laboratories are left in an untidy state and unwanted items remain following use.
3. Students who admit any unauthorized guests into laboratory or classroom space.
4. Unauthorized recording or photography of anatomical specimens.
Lockers
Lockers and changing areas are available for students within the department area on the 4th floor of the Congdon School of Health Sciences building.

Parking
All graduate students who park a vehicle on main campus are required to register their vehicle(s). Students may begin registration online then pick up their decals from the Wanek Center lobby Security Service Center. A valid state registration must be present at time of decal acquisition unless said vehicle was previously registered. The first registration cost is included in fees. There is a $500 fee for every other concurrently registered vehicle. There is no charge for a replacement set of decals provided 1) the old decal pieces are presented, or 2) official documentation is presented that demonstrates the vehicle or decals are no longer in use. Students are prohibited from parking in Visitor, Student Health, and reserved parking spaces Monday – Friday between 7 am to 5 pm. Service & Delivery and Security parking spaces are reserved 24 hours a day. Parking/traffic citations may be appealed via an online process at www.highpoint.edu/parking. Appeals must be submitted within seven days of the receipt of citation. Visit the HPU Security Parking Terms & Conditions in Blackboard under Register a Vehicle for complete details.

Photocopying and Printing
Printing and copying is free with the exception of prints made in Media Services. There is unlimited use.

APPENDICES

Technical Standards
Enrollment in the DPT Program assumes certain essential cognitive, emotional, and technical skills. In addition to the academic admissions requirement, the Essential Technical Standards delineate the abilities and skills that degree candidates must possess to engage safely and competently in required learning activities.

The HPU DPT Program prepares physical therapists to serve as generalist practitioners. In order to function as a physical therapist with generalist skills in a variety of clinical, classroom, and community situations, an individual must have abilities and skills in the following areas: observation; behavior, social skills, and professionalism; communication; cognitive/integrative abilities; and psychomotor skills. Also inherent in performance expectations are providing services in a timeframe appropriate to the context of care.

Overall, the purpose of technical standards is to delineate the skills deemed essential for continuation in and completion of the educational program. Technical standards are necessary to identify and communicate specific expectations for student performance in the academic and clinical environments. Reflected in the standards are those behaviors, knowledge, and skills that degree candidates must possess to engage safely and competently in required learning activities and in clinical practice to ensure the well-being of the patient/client, self, and others. Skills fundamental to physical therapist practice and to the curriculum of the HPU DPT Program include but are not limited to the following:
**Observation Skills**

1. Demonstrate visual perception, including depth and acuity.
2. Demonstrate the ability to observe lectures, laboratory dissection of cadavers, and lecture and laboratory demonstrations.
3. Interpret written and illustrated material both in print and in electronic form.
4. Observe patients at a reasonable distance and close at hand, noting nonverbal as well as verbal signals.
5. Demonstrate the ability to obtain an appropriate medical history directly from the patient or guardian including: observation of skin color; breathing regularity; temperature of skin; muscle tone; facial expression; palpation of peripheral pulses, bony prominences and ligaments; visual and tactile evaluation for areas of inflammation; and visual and tactile assessment of the presence and degree of swelling.
6. Display sufficient vision, hearing, and touch to detect patient/client needs in a busy clinical environment.
7. Read and interpret equipment, patient charts, and diagnostic tests.
8. Demonstrate the ability to accurately monitor dials, displays, and equipment used in treatment of patients including exercise equipment and electrical modalities.

**Behavior, Social Skills, and Professionalism**

1. Practice in a safe, ethical, legal, and responsible manner, following guidelines for standard practice as established by federal, state, and local law, the University, clinical facilities, the American Physical Therapy Association (APTA), and related professional organizations.
2. Meet externally-imposed deadlines and time-requirements.
3. Possess the emotional health for full use of intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities pursuant to the educational process and to the care of patients.
4. Tolerate physically, emotionally, and mentally demanding workloads.
5. Identify, acknowledge, and accept responsibility for actions and report errors with the intent of developing a plan for professional growth and lifelong learning.
6. Establish professional relationships, based on mutual trust, with all individuals of the learning and working community from a variety of backgrounds, ages, and needs.
7. Demonstrate tolerance, altruism, honesty, empathy, integrity, respect for self and others, diligence, interest, and motivation during interactions in both the classroom and clinical settings.
8. Recognize the psychosocial impact of dysfunction and disability, and integrate the needs, including cultural needs, of the patient/client, family, significant other, and caregiver into the plan of care.
10. Consistently demonstrate professional behaviors in interactions with patients/clients, families, caregivers, health care providers, students, faculty, consumers, and payers.
11. Demonstrate the ability to cope and adjust to recurrent stresses, which are inherent in clinical practice.

**Communication**

1. Read at a level sufficient to accomplish curricular requirements and provide clinical care for patients.
2. Demonstrate expressive and receptive communication skills (verbal, nonverbal, and written) that meet the needs of the target audience (students, faculty, patients/clients, families, caregivers, practitioners, community members, payers, and policy makers).
3. Read and record observations and plans legibly, efficiently, concisely, and accurately in both written and electronic form.
4. Convey compassion and empathy both verbally and nonverbally (actions and listening behaviors).
5. Appropriately document the delivery of physical therapy services.
6. Elicit a thorough history from patients/clients/care providers.
7. Communicate complex findings in appropriate terms to patients and other members of the health care team.
8. Function effectively as part of an interdisciplinary team.

**Cognitive/Integrative Abilities**
1. Demonstrate the ability to problem solve, analyze, and synthesize large bodies of knowledge in the basic, clinical, and behavioral sciences at a level deemed appropriate by faculty and CAPTE in a timely manner.
2. Select appropriate physical therapy examination procedures and synthesize findings to formulate an appropriate physical therapy evaluation.
3. Identify key findings from a history, examination or medical record; provide assessment (inclusive of diagnosis, prognosis and goals); construct an evidence-based plan of care; and modify interventions/approaches in a timely manner as warranted based upon patient presentation.
4. Recall and retain information in an efficient and timely manner.
5. Recognize and respond appropriately in emergency situations.
6. Effectively engage in self-assessment of performance to continually improve professional skills, as well as provide objective and constructive assessments of peers and faculty.

**Psychomotor**
1. Attend and fully participate in all educational components within the PT curriculum in a safe and timely manner.
2. Observe and process information with accuracy and efficiency via the senses: visual, auditory, exteroceptive (smell, touch, pain, temperature) and proprioceptive (position, pressure, movement, stereo gnosis, and vibratory) phenomena.
3. Elicit information via palpation, auscultation, percussion and other diagnostic maneuvers and therapeutic procedures for patients across the lifespan.
4. Palpate accurately for anatomical structures and appropriately handle involved body regions to reduce additional injury or threat of injury.
5. Effectively administer examination tests/measures, exercise protocols, and manual techniques that require resistance or facilitation for patients across the lifespan.
6. Use motor skills to accurately assess changes in: muscle tone, tissue and skin temperature, joint position, chest sounds and peripheral pulses, joint play and other examination tests.
7. Demonstrate the ability to perform emergency procedures such as: cardiopulmonary resuscitation; safely lift, transfer and position patients; safely assist and guard patients during gait training; safely and effectively administer exercise and examination procedures.
that require resistance or facilitation; perform non-surgical wound debridement, and manually adjust exercise equipment and assistive devices.

8. Demonstrate the strength, mobility, balance, fine motor coordination, endurance, perceptual, and sensory capabilities sufficient to provide physical therapy to any adult or pediatric patient/client, including heavy or immobile patients/clients.

9. Effectively apply compression, traction, resistance, and percussion; and demonstrate sufficient fine motor skills to be able to manipulate small objects and write legibly.

If a student has a documented disability and is unable to directly provide safe and effective care, they must demonstrate the ability to manage patient/client care with the assistance of approved reasonable accommodations.

It is High Point University’s policy to ensure that no qualified student with a disability is denied the benefits of, excluded from participation, or otherwise subjected to discrimination in any University program or activity. In response to a request made by a qualified student with a documented disability, the University will arrange, at no cost to the student, for the provision of reasonable academic and programmatic accommodations and supports while upholding the academic, clinical, and technical standards of the DPT Program.

Accommodations are determined by the Office of Accessibility Resources and Services to be necessary to afford the student with the opportunity for full participation in University programs. If any student needs assistance with regards to any disability, the student must contact:

**Rebecca Berger, M.S, CRC**
Director, Office of Accessibility Resources and Services
Phone (336) 841-9026
Fax (336) 888-6324
Contact Rebecca for assistance with: Scheduling interpreters or captioning, providing accommodations for students with a hearing or vision disability, universal design, barriers to building access, returning to learn for athletics, and temporary accommodations.

**Dana Bright M. Ed.**
Office of Accessibility Resources and Services Accessibility Specialist
Phone (336) 841-9361
Fax (336) 888-6324
Contact Dana for assistance with: General questions about the Office of Accessibility Resources, housing accommodations, accommodation request questions, food restrictions, foreign language requirement.

**Amanda Tonkin, Ed.S.**
Office of Accessibility Resources and Services Accessibility Specialist
Phone: (336) 841-9473
Fax (336) 888-6324
Contact Amanda for assistance with: General questions about the Office of Accessibility Resources, housing accommodations, accommodation request questions, food restrictions, foreign language requirement.
**Professional Behaviors**

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

Student Urine Drug Screen
Background and Purpose
The purpose of this policy is to provide a safe treatment, working, and learning environment for patients, students, clinical, and institutional staff along with protection of property during any clinical education experiential course of the High Point University, Doctor of Physical Therapy (DPT) Program. Health care accreditation organizations mandate that hospitals and other health care agencies require students, who participate in the care of patients, be subject to the same compliance and work standards as their employees. Accordingly, submitting a negative urine drug screen is a condition for participation in certain clinical experiential learning opportunities offered during the didactic phase of the DPT curriculum, as well as certain Supervised Clinical Practice Experiences offered during the clinical phase of the program.

Policy Statement
As a prerequisite to participating in patient care, High Point University DPT students may be required to undergo one or more random urine drug screens. Such randomized testing is necessary in order to adhere to requirements of our clinical affiliates. When required by clinical facilities, students must complete urine drug screening prior to the onset of the given clinical experience. Students are financially responsible for services related to urine drug screening. Depending on the specific clinical site requirements, this may need to be repeated annually or more frequently.

Urine drug screening results that limit the Program’s ability to secure clinical experiences may prevent a student from being promoted within the Program or recommended for graduation. By accepting admission into the DPT Program, students agree to submit to urine drug screening, and also agree to pay expenses associated with these requirements.

Process
1. Process for obtaining a required urine drug screen
a. Upon enrollment in the Program, the Department of Physical Therapy will instruct students in the process for contacting the vendor with which the program has established a reporting relationship.
b. The approved vendor will notify students via e-mail of the deadline for completion of any required urine drug screens throughout the course of the DPT Program.
c. The approved vendor will provide students with instructions regarding obtaining and authorizing release of all required urine drug screen results.
d. Required urine drug screen will consist of but not be limited to: Amphetamines (amphetamine and methamphetamine), Cocaine metabolite, Marijuana metabolites, Opiates (codeine and morphine), Phencyclidine, Barbiturates, Benzodiazepines, Methadone, Propoxyphene, Methaqualone, and MDMA (ecstasy).
e. Results of all student urine drug screens will be provided by the approved vendor to the Chair of the Department of Physical Therapy and the Director of Clinical Education. Results will only indicate whether the test result is “negative” or “non-negative.” No additional information will be provided to the Program.
f. The approved vendor will ensure that all “non-negative” results are reviewed by a medical review officer/physician (MRO). A test is not considered “non-negative” until the MRO determines that the results are not due to a legally prescribed prescription medication being used as directed by their health care provider, or due to some other plausible reason. In these cases, students will receive a complete report and will have the opportunity to provide additional information/documentation to the MRO for consideration. The Department of Physical Therapy will be notified that the urine drug screen is undergoing review by the MRO. Following review, the Program will receive notification of whether the results are deemed to be “negative” or “non-negative.”

2. Program examination of urine drug screen results
   a. The Department Chair and the Director of Clinical Education will review all required urine drug screen reports for enrolled DPT students.
   b. Because of the mandate to comply with health system policies, and the serious implications of a “non-negative” test, disciplinary actions against students may be imposed without the customary mechanisms of warning and probation.
   c. Students may not begin or continue coursework (clinical or non-clinical) immediately after a “non-negative” urine drug screen is received. As a result, the student will not be able to complete the requirements of the education program, and will be dismissed from the program following final review by the Chair of the Department of Physical Therapy.

3. Appeals process
   a. Dean of the Congdon School of Health Sciences
      i. A DPT student dismissed from the Program may, within seven days after the “nonnegative” urine drug screen was received, appeal to the Dean of the Congdon School of Health Sciences. The appeal must be made in writing and include any supporting documentation the student wishes to submit.
      ii. The Dean will consider the request for appeal.
iii. The student may request a meeting with the Dean. The Dean will determine whether such a meeting is necessary, and will determine any terms of the meeting.

iv. The Dean will render a decision on the matter within seven days of receipt of the appeal request.

v. The student, Department Chair, and the Graduate Admissions Office will be informed of the Dean’s decision.

b. Vice President for Academic Affairs

i. A DPT student dismissed from the Program and whose subsequent appeal to the Dean has also been denied may appeal the Dean’s decision. The appeal must be made in writing and received by the Vice President of Academic Affairs within seven days of the Dean’s decision.

ii. The Vice President of Academic Affairs will consider the request for appeal.

iii. The student may request a meeting with the Vice President of Academic Affairs. The Vice President of Academic Affairs will determine whether such a meeting is necessary, and will determine any terms of the meeting.

iv. The Vice President of Academic Affairs will render a decision on the matter within seven days of receipt of the appeal request.

v. The student, Dean of the Congdon School of Health Sciences, Department Chair and the Graduate Admissions Office will be informed of this decision.

vi. The decision of the Vice President for Academic Affairs regarding dismissal is final and cannot be appealed.

Maintenance of Records and Confidentiality

Health information including urine drug screen results will be retained and kept confidential by Student Health Services operated by Novant. The Program and the clinical education site will receive confirmation that the student has passed all health screenings and tests required for entry into the DPT Program and again before the student begins clinical education rotations. Confidentiality will be maintained consistent with Family Educational Rights and Privacy Act (FERPA) and any other appropriate requirements and/or guidelines. The Department of Physical Therapy will receive the results of criminal background and sex offender checks. The Program will not send copies of a student’s prerequisite information including drug screens and criminal background checks or information regarding a student’s academic standing to clinical education sites. Such information will only be released with written permission from the student. The Program and clinical facilities are expected to maintain confidentiality of student information.

Disclaimer

The reader should take notice that while every effort is made to ensure the accuracy of the information provided herein, this institution reserves the right to make changes at any time without prior notice. The institution provides the information herein solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability which may otherwise be incurred.
Academic Calendar Class of 2023

Summer 2020
May 28-29 – Orientation for C/O 2023
June 1 – Semester Begins
Aug 28 – Semester ends
Holidays:
July 3 – Independence Day
Aug 31 – Sept 4 - Break

Fall 2020
Sept 7 – Semester begins
Sept 11 – White Coat Ceremony
Dec 18 – Semester ends
Holidays & Break:
Nov 25 - 27 – Thanksgiving*

Spring 2021 (split semester)
Jan 4 – Feb 19 - Split 1
Mar 1 – Apr 16 - Split 2
April 1 – EYE 1 Exam
Holidays & Break:
Feb 22- 26 - Break
April 2 – Good Friday*

--- END OF YEAR 1 ---

Summer 2021
May 17 - Semester begins
August 27 – Semester ends
Holidays & Break:
May 31 – Memorial Day*
July 5 – Independence Day*
Aug 30 – Sept 3 – Break

Fall 2021 (split semester)
Sept 6 – Oct 22 – Split 1
Nov 1 – Dec 17 – Split 2
Holidays & Break:
Oct 25-29 – Break
Nov 24-26 – Thanksgiving*

Spring 2022
Jan 10 – Semester begins
April 22 – Semester ends
April 25-26 – Board Prep
Holiday(s)
April 15 – Good Friday*

--- END OF YEAR 2 ---

Summer 2022 (split semester)
May 16 – Jul 1 – Split 1
Jul 11 – Aug 26 – Split 2
Aug 31 – Prep Board I
Holidays & Break
May 30 – Memorial Day*
Break – July 4-8

Fall 2022
Sept 12 – Semester begins
Dec 2 – Semester ends
Dec 9 – Prep Board Exam II
Holiday(s)
Nov 23-25 – Thanksgiving*

Spring 2023
Jan 9 – Semester begins
Mar 31 – Semester ends
February - 3rd PEAT if necessary
GRADUATION CEREMONY:
TBD

--- END OF YEAR 3 ---

*Please note these are holidays that are observed by the University, but may not be observed by our clinical affiliations. If you are in the clinic with one of our affiliated clinical sites, you are responsible for verifying your assigned clinical site’s holiday policy. ** Please note that anything on calendar is subject to change
High Point University  
Department of Physical Therapy 
Handbook Acknowledgement

My signature and date below demonstrate that I have read, accept, and will abide by the policies and standards as documented in the Student Handbook, including but not limited to the Technical Standards and Professional Behaviors for the 21st Century documents. Further, I have knowledge of the implications resulting from deviation from the academic and professional standards outlined within this Policy Document.

I recognize that it is my responsibility to review the Student Handbook on a yearly basis to ascertain pertinent updates. I also understand that changes may be instituted during the time that I am a student in this Program.

Name (Print) _____________________________________________________________

Student Signature _______________________________________ Date _____________

Witness (Print) ___________________________________________________________

Witness Signature ________________________________________________________

CONSENT TO LAB PARTICIPATION

My signature and date below provides my informed consent to serve as a subject during the instruction, practice and examination of various physical therapy techniques and procedures.

I agree to be treated by my instructors, guest lecturers, and/or classmates during any or all lab, lecture, or testing sessions for the duration of my tenure in the Program. I understand that I have the right to safety when serving as a subject/patient and that this means the department will safely maintain and calibrate equipment. I also understand that all efforts will occur to ensure my modesty and safety. Should I feel uncomfortable with any draping, manner of touch, or treatment, I will appropriately address the involved individual. If I fail to obtain satisfactory resolution, I will discuss the issue with my instructor, Director of Students, or Department Chair.

I will follow the dress code for lab as explained in the course syllabi and am aware of the implications resultant from lack of compliance.

I will provide academic and clinical faculty with advance notice of any allergies, such as latex, nylon fibers, or asthmatic conditions and will alert faculty of any precautions or contraindications I may have that may influence my ability to safely participate in laboratory sessions.

Name (Print) _____________________________________________________________

Student Signature _______________________________________ Date _____________