

STUDENT HANDBOOK

Department of Physical Therapy



Radford University
Department of Physical Therapy
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**Radford University Waldron College
Department of Physical Therapy
Student Handbook**

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Program Philosophy

The curriculum for the Physical Therapy Program is designed to foster an intellectual and psychomotor teaching/learning environment that is student focused. The educational format engages students to develop and perfect decision-making skills, critical thinking, psychomotor skill development, and social skills integration. The curriculum is built on a simple to complex model beginning with an integration of foundational and clinical sciences and progressing to complex and diverse practical learning experiences. Participation and application of current research stimulates practitioners to be current in everyday practice and pursue life-long learning.

These activities result in the development of diverse autonomous practitioners with the intellectual awareness, social and psychomotor skills to positively impact their communities and the profession of physical therapy.

Physical Therapy at Radford University

The Program in Physical Therapy offers a course of study leading to the degree of Doctor of Physical Therapy. The Program is designed to prepare students as entry-level, diverse, culturally sensitive autonomous practitioners of physical therapy.

The Department of Physical Therapy at Radford University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

Clinical Education is an integral component of the student's educational experience. A variety of health care institutions, agencies, and practice settings are utilized for clinical educational experiences, both on a local and national level.

The Graduate College Catalog describes the curriculum, which is subject to revision and refinement as needed to keep abreast of current physical therapy education and practice.

VISION STATEMENT

The vision of the department of physical therapy is to develop autonomous physical therapy practitioners who optimize the human experience.

MISSION STATEMENT

The mission of the Radford University physical therapy program is to develop autonomous practitioners who engage interprofessionally and integrate scientific inquiry into clinical practice to meet diverse community needs.

PROGRAM VALUES

- The teaching/ learning environment is student centered.
- The teaching/ learning environment is intellectually engaging and culturally sensitive.
- The educational process creates an autonomous physical therapy practitioner.
- The educational experience creates a lifelong learner.

PROGRAM PRINCIPLES

- The learning process is based on an integration of foundational and clinical sciences.
- Critical reasoning and use of evidence based practice are essential elements of the curriculum.
- Research is a vital corollary to the teaching/ learning process leading to the development of a lifelong learner and the creation of new knowledge.
- Practitioners of physical therapy advocate for the provision of physical therapy services for underserved and underrepresented populations.

GRADUATE PERFORMANCE OUTCOMES (GPOs)/GOALS

The following are the expected program performance outcomes established for the Department of Physical Therapy as related to program goals. At program completion graduates will:

1. Practice as licensed, autonomous, entry-level practitioners.
2. Practice in an ethical and culturally competent manner.
3. Communicate effectively with the patient, their families, and members of the interprofessional healthcare team.
4. Supervise, direct and manage resources to meet efficient and effective patient/ client outcomes.
5. Integrate evidence-based practice (EBP) throughout the continuum of care team.
6. Participate in scholarly activities.
7. Engage in lifelong learning to advance the profession of physical therapy.

Meeting the program's expected performance outcomes reflects the mastery and application of the goals of the physical therapy curriculum. Graduates who have met or exceeded the program's outcome goals will have met the cognitive, psychomotor, and affective requirements of the curriculum. These performance outcomes are entry-level level qualifications for the practice of physical therapy and are required to sit for the national licensure examination in physical therapy.

Essential Skills and Technical Standards

Introduction

The Physical Therapy Program at Radford University is an intense program that places specific demands on a student enrolled in the program. The demands placed on the students during their academic preparation correspond closely to the intellectual and physical demands that a graduate will encounter as a practicing physical therapist. It is the goal of the Department of Physical Therapy to prepare entry-level, autonomous practitioners of physical therapy.

The program has been designed to prepare students to enter the profession as a generalist with the skills, knowledge, and ability to successfully perform all the required functions associated with the role of an entry-level physical therapist. The preparation for clinical practice requires the accumulation, mastery, and application of scientific, medical, and professional knowledge. Included in the learning process is the accumulation and application of essential skills necessary for accurate and safe patient care management in a variety of clinical settings.

In order to fulfill requirements for accurate and safe patient care management, the faculty has identified certain minimal technical standards/essential skills that must be met in a timely manner by the entry-level doctor of physical therapy student, prior to completion of the curriculum. Technical standards/essential skills may be met with or without reasonable accommodation or academic adjustments consistent with the Americans with Disabilities Act.

In keeping with applicable federal and state laws regarding disabilities and our program philosophy, we are committed to making reasonable accommodations for all individuals with disabilities to enable them to successfully complete their education and to perform the skills necessary to the role of physical therapist (e.g. [Minimum Required Skills of Physical Therapist Graduates at Entry-Level](#)). If you are seeking academic accommodations under the Americans with Disabilities Act at Radford University, you are required to register with the Center for Accessibility Services (C.A.S.). To receive academic accommodations for any class, please submit your documentation to the CAS in the 3rd floor of Russell Hall Suites 301-327, by fax to 540-831-6525 or by email to cas@radford.edu. After submitting documentation to the C.A.S., they will set up an interview with a Disability Services Specialist to discuss accommodations. Students will be notified via email once their accommodation package is complete and ready to be picked up. Once the students have picked up their accommodation package, they will need to meet with each course professor during his/her office hours to review and discuss the student's package. This process will need to be completed for each semester. For more information and/or for documentation guidelines, visit www.radford.edu/cas or call 540-831-6350.

Technical Standards

The Department of Physical Therapy has identified and established the following technical standards separated into three domains. These domains or skills include: cognitive, psychomotor, and affective.

Cognitive Domain:

The Normative Model of Physical Therapist Professional Education, 2004, defines “cognitive” as characterized by awareness, reasoning, and judgment. It includes reasoning and critical thinking skills.

Students of Radford University's Doctor of Physical Therapy Program must be able to:

1. Demonstrate the ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.
2. Demonstrate relevant knowledge and skills to examine patient/client medical history, build professional relationships, and gather and assimilate data, in order to assess and formulate evidence-based plans, problem-solve, and continually evaluate and revise based on best practice.
3. Accurately and reliably interpret, analyze, synthesize, evaluate, record and apply key information from reading, lecture, and patient encounters.
4. Critically analyze data collected to compose a reasonable physical therapy diagnosis and patient care management plan based on evidence.
5. Use evidence consistently to support professional decisions.

Psychomotor Domain: Motor Skills and Observational Skills:

The psychomotor domain includes physical movement, coordination, and the use of motor- skills areas. The Normative Model of Physical Therapy Professional Education, 2004, defines "psychomotor" as referring to motor activity that is preceded or related to mental activity.

Students of Radford University's Doctor of Physical Therapy Program must be able to:

- a) Exhibit sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations.
- b) Observe demonstrations and participate in laboratory exercises.
- c) Obtain an appropriate medical history directly from the patient including vital signs, vision, hearing, speech, and functional capacities of strength, flexibility, sensory and motor deficits.
- d) Demonstrate visual and auditory perception that includes insightfulness and acuity.
- e) Assess blood pressure, lung and heart sounds, breath sounds, breathing patterns, speech patterns, and nonverbal communications, both auditory and non-auditory, with and without stethoscopes or other equipment used in the field of physical therapy.
- f) Reliably inspect and observe with acuity, the skin, facial expressions, anatomical structures, posture, movement, gait patterns and breathing patterns of others.
- g) Tactilely assess with acuity: pulses, skin condition, muscle and tendon activity, joint and limb movement.
- h) Perform tests/measures procedures and evaluation methods accurately and safely.
- i) Competently conduct a variety of examinations and treatments, which require sitting, standing, squatting, pushing, pulling, and kneeling movements between a variety of surfaces levels and terrains.
- j) Create and apply adapted tests and measures to accurately and reliably assess potential pathology/pathophysiology, impairments, functional limitations, disabilities, and barriers to patient/client quality of life.
- k) Perform coordinated fine and gross motor activities in the use of/placement of/application of modalities, such as ultra sound, traction units, massage, electrotherapeutic modalities, hydrotherapy, cold/heat therapies, aquatic therapy, and gait/motion analysis equipment.
- l) Reliably read and adjust equipment dials and monitors
- m) Integrate the use of lifting techniques and technologies in a manner that simultaneously maximizes patient function and promotes safety for the patient, the therapist, and other staff.
- n) Negotiate and assist patient accurately and safely with mobility/ambulation on level surfaces, ramps and stairs with or without assistive devices.

- o) React and respond quickly and effectively to sudden or unexpected movement of patients to “do no harm.”
- p) Exemplify standard precautions in practice.
- q) Initiate emergency response and perform basic life support (C.P.R.)
- r) Display ability to effectively and timely document patient/client encounters using computer/technology.
- s) Work in a clinical setting for a period of 8 to 10 hours.

Affective Domain: Behavioral Skills and Communication Skills

The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, motivations, and attitudes. The Normative Model of Physical Therapist Professional Education, 2004, defines affective as relating to the expression of emotion (e.g. affective behavior). The affective domain may be separated into behavior and social skills or communication.

***Please note that students are expected to seek and effectively use help for medical and emotional problems that may interfere with scholastic and professional performance. Student is to provide evidence that appropriate counseling or help with personal problems, psychosocial distress, substance abuse or mental health difficulties has been obtained when requested by faculty. All personal information will be held in strict confidence with those in positions of authority with a need to know.

Behavioral/social skills

Students of Radford University’s Doctor of Physical Therapy Program must be able to:

- a) Selectively attend and respond appropriately to task at hand including lecture, laboratory participation, and patient/client goals and needs.
- b) Demonstrate the ability to be assertive, delegate responsibilities appropriately, and function as part of a physical therapy team. Such abilities require organizational skills to meet deadlines and manage time.
- c) Adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stress which are inherent in the educational process and clinical settings.
- d) Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest and motivation.
- e) Recognize and refrain from acting on one's social, cultural, gender, and sexual biases.
- f) Possess the emotional well-being required for proper use of intellectual abilities including sound judgment necessary for the prompt completion of all professional responsibilities, and the development of mature, sensitive, and effective professional relationships.
- g) Display professional body language, including gestures and facial expressions with clients, patients and team members.
- h) Demonstrate leadership qualities such as passion, sense of humor, empathy, strength of character, general maturity, patience, common sense, trustworthiness, reliability, creativity, and sensitivity in order to assume the responsibility to advocate for patient/clients and their families, as well as the profession of physical therapy.
- i) Model adherence of code of ethics, standards of practice, and policies/procedures that govern the conduct of professional activities.
- j) Value their role and their social obligation to assist in serving the underserved and underrepresented populations and facilitate continuous improvement in the profession of physical therapy and quality care.

Communication skills

Students of Radford University's Doctor of Physical Therapy Program must be able to:

- a. Maintain necessary admission/continuance records including, but not limited to criminal records and medical record.
- b. Complete written assignments and presentations in a timely manner.
- c. Demonstrate proficient skills in written English, such as grammar and spelling, and the use of various writing formats e.g. American Psychological Association (APA), American Medical Association (AMA), and Modern Language Association (MLA) to satisfy written assignment specified by faculty members.
- d. Demonstrate proficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences as specified by faculty members and site supervisors.
- e. Demonstrate proficient written and verbal skills to clearly communicate ideas and feelings in English with; faculty, staff, health care providers, third party payers, intermediaries, patients/clients and their families, peers in the educational, clinical, and community environments.
- f. Demonstrate willingness and ability to listen to others.
- g. Verbally communicate effectively with others taking into consideration individual differences in learning styles, language, and cognitive abilities.
- h. Effectively communicate a treatment strategy, its purpose, and its anticipated outcome based on current evidence in practice.
- i. Demonstrate effective documentation and communications through the use of computers/technologies.
- j. Display cultural sensitivity and articulate that sensitivity in patient care and community environments including peers, students, faculty, staff, patients, clients, and professionals.

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Radford University Physical Therapy Program. A student with a disability may be protected by the Americans with Disabilities Act (A.D.A.) and be eligible for reasonable accommodations that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. It is important to note that the Department of Physical Therapy has published technical standards that must be met to ensure the health, welfare, and safety of clients in various field settings that may substantially effect accommodation.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Radford University Center for Accessibility Services (C.A.S.) and provide documentation as needed. The C.A.S. makes recommendations for accommodations. It is the student's responsibility to contact the C.A.S. and to propose accommodation requests to the appropriate instructor and Department of Physical Therapy Chair. The Department of Physical Therapy will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, uses of outside experts (including the C.A.S.), and periodic checks between the Department of Physical Therapy and the student are appropriate courses of action in making accommodations. Accommodation requires a signed agreement with the faculty member that is appropriate and

does not compromise standards of behavior required for success in the professional discipline. When appropriate student accommodations will be made prior to student placement in curriculum and clinical experience environments.

Profession of Physical Therapy Code of Ethics

EFFECTIVE JULY 1, 2010. For more information, go to www.apta.org/ethics.

CODE OF ETHICS HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]

Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive. This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document, the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities, to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals.

(Core Values: Compassion, Integrity)

- a) Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- b) Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients. (*Core Values: Altruism, Compassion, Professional Duty*)

- a) Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.
- b) Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.
- c) Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.
- d) Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.
- e) Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

Principle #3: Physical therapists shall be accountable for making sound professional judgments. (*Core Values: Excellence, Integrity*)

- a) Physical therapists shall demonstrate independent and objective professional judgment in the patients/clients best interest in all practice settings.
- b) Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.
- c) Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.
- d) Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.
- e) Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other healthcare providers, employers, payers, and the public. (*Core Value: Integrity*)

- a) Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- b) Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).
- c) Physical therapists shall discourage misconduct by healthcare professionals and report illegal or unethical acts to the relevant authority, when appropriate.
- d) Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.
- e) Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
- f) Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

Principle #5: Physical therapists shall fulfill their legal and professional obligations. (*Core Values: Professional Duty, Accountability*)

- a) Physical therapists shall comply with applicable local, state, and federal laws and regulations.
- b) Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.
- c) Physical therapists involved in research shall abide by accepted standards governing protection of research participants.
- d) Physical therapists shall encourage colleagues with physical, psychological, or substance related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- e) Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.
- f) Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

Principle #6: Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors. (*Core Value: Excellence*)

- a) Physical therapists shall achieve and maintain professional competence.
- b) Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, healthcare delivery, and technology.
- c) Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.
- d) Physical therapists shall cultivate practice environments that support professional development, life-long learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society. (*Core Values: Integrity, Accountability*)

- a) Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.
- b) Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.
- c) Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.
- d) Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.
- e) Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.
- f) Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

Principle #8: Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally. (*Core Values: Social Responsibility*)

- a) Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

- b) Physical therapists shall advocate reducing health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.
- c) Physical therapists shall be responsible stewards of health care resources and shall avoid over-utilization or under-utilization of physical therapy services.
- d) Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Radford University Code of Ethics
Approved by Board of Visitors: August 23, 2007

Radford University is committed to maintaining the highest ethical standards and to upholding the public's trust. We recognize that our behavior affects not only our own individual reputation, but also that of Radford University. Accordingly, this Code of Ethics forms the ethical principles that will guide all members of the university community in all decisions and activities.

These principles are:

Respect: We will nurture a climate of care, concern, fairness, and civility toward others while recognizing and embracing each individual's dignity, freedom, and diversity even in the face of disagreement.

Honesty and Integrity: We will act and communicate truthfully and candidly. We will uphold the university's values and make decisions based on the greater good, conducting ourselves free of personal conflicts or appearances of impropriety and self-dealing.

Communication: We will openly share information with stakeholders regarding the processes used in developing policies and making decisions for the university.

Stewardship: We will use university resources in a wise and prudent manner in order to achieve our educational mission and strategic objectives. We will not use university resources for personal benefit or gain.

Excellence: We will conduct all university affairs diligently, exercising due professional care and striving to meet the high expectations we have set for ourselves as well as the expectations of those we serve.

Responsibility and Accountability: We will be trustworthy and answerable for our conduct, decisions and obligations and will comply with all applicable laws, regulations, policies and procedures. We recognize our obligation to report unethical conduct to appropriate authorities.

University and Student Responsibilities
Honor System

Radford University's Honor System provides the foundation for a university community in which freedom, trust and respect can prevail. In accepting admission to Radford University, each student makes a commitment to support and uphold the Honor System without compromise or exception. The students of Radford University believe that individuals have the right to compete fairly, to keep what they have earned and to have others accept their word without question. Individuals have the responsibility to be honorable in their own conduct and to insist that other students act honorably. Lying, cheating and stealing are considered to be acts of dishonor and will, therefore, cause a student to be subject to temporary or permanent suspension from the university community. Students who commit an honor violation or any members of the Radford University communities who have knowledge that a student has committed an honor violation are expected to comply with the reporting procedures.

Honor Code Pledge

I shall uphold the values and ideals of Radford University by engaging in responsible behavior and striving always to be accountable for my actions while holding myself and others to the highest moral and ethical standards of academic integrity and good citizenship as defined in the *Standards*.

The Radford University Honor Code provides the foundation for a university community in which freedom, trust and respect can prevail. In accepting admission to Radford University, each student makes a commitment to support and uphold the Honor Code without compromise or exception.

All students enrolled at Radford University agree to refrain from:

1. **Lying** – A misrepresentation of the truth which misleads another.
2. **Stealing and/or Possessing Unauthorized Material** – The unauthorized appropriation, possession or use of the property of another.
3. **Cheating** – The possession, receipt, use or solicitation of unauthorized materials, information, notes, study aids or other devices in any academic exercise. This includes unauthorized communication of information before, during and after an academic exercise.
4. **Fabrication and Falsification** – The unauthorized alteration or invention of any information or citation in an academic exercise including the Forgery or the misuse of nontransferable documents or instruments.
5. **Multiple Submissions** – The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
6. **Abuse of Academic Material** – Destroying, stealing or making inaccessible library or other academic resource material.
7. **Complicity in Academic Dishonesty** – Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
8. **Plagiarism** – Presenting the work of another as one’s own. All sources of information must be cited. The department of Physical Therapy requires the use of the American Psychological Association style (APA) for author and reference citing.

University Jurisdiction

Jurisdiction includes university-owned or operated property and at university sponsored functions on-or off-campus. The university has jurisdiction over any student or student organization alleged to have violated the Standards of Student Conduct. Off-campus violations can also subject a student to the jurisdiction of the University Conduct System when the university determines the violation is threatening or disruptive to the safety of members of our university community or to the educational process of the university. University jurisdiction also extends to any misrepresentation or fraud related to a student’s application for admission or re-admission. The term “student” means a person taking or auditing courses at Radford University in either a full or part-time basis, or an individual with a continued intent to pursue an education at Radford University, which includes, but is not limited to the following: between terms or during vacation periods, orientation, summer break, or a period of suspension or withdrawal. Conduct proceedings may be carried out prior to, simultaneously with or following legal proceedings.

University and Student Responsibilities

Radford University promotes community standards through education. The university has a duty to protect its educational purpose by setting standards of scholarship and conduct. The guiding

principle of university regulations is to promote student responsibility and accountability while protecting the community as a whole. Students have the responsibility to follow all regulations outlined in this policy. Therefore, Radford University has the responsibility to provide an environment during the conduct process that is:

- Free from discrimination and harassment on the basis of race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion or political affiliation.
- Fundamentally fair.
- Inclusive of the option for a hearing and an appeal as outlined in this policy.

Standards of Student Conduct Handbook

Radford University is a community of scholars and learners in which the ideals of freedom of inquiry, thought, expression and the individual are sustained. With these ideals comes the responsibility of every student to hold him/herself to the standards of the Radford University community set forth in its policies.

While the Standards of Student Conduct Handbook and statements within are not inclusive of all prohibited conduct, they constitute the official record of all general conduct rules and regulations at Radford University. Individual students and student organizations are expected to abide by these rules and regulations. The list of prohibited conduct may be accessed on-line: <http://www.radford.edu/dos-web> or students may request a copy from the Office of the Dean of Students (Tyler Hall 132, Box 6898 (540)831-5321; dos-web@radford.edu).

Alleged violations of the Standards of Student Conduct should be reported to a faculty or staff member in the area in which the violation occurred or to the Office of the Dean of Students. Reports of alleged violations may be handled in one of three ways: verbal warning, written warning, or conduct charges. Student Conduct Records will be maintained for seven years from the date of the last case resolution or two years post- graduation, whichever comes later. Any student record with an outstanding sanction, suspension or dismissal will be kept indefinitely. Students are asked to refer to the Standards of Student Conduct Handbook for more information. The university reserves the right to amend the Standards of Student Conduct at any time. Communication of any changes will be made to the university community in a timely fashion. The Office of the Dean of Students is the final authority in defining and interpreting the Standards of Student Conduct and conduct procedures.

For more information on external release of records, student expression, and sexual harassment policies one should refer to the Standards of Student Conduct <http://www.radford.edu/content/student-conduct/home.html>. For graduation policy, application for degree, commencement exercises, and information regarding participation in graduation ceremony, students are referred to the appropriate graduate college catalog on the graduate college website: <https://www.radford.edu/content/grad/home.html>.

Administrative Probation

Purpose:

Administrative Probation is a tool used to develop and enhance a student's professionalism, behavior, and/or performance deficits.

Procedure:

When a student fails to meet acceptable professionalism, behavior, and/or performance criteria:

1. A faculty member who witnesses unacceptable action(s)/behavior(s) provides a verbal warning and notifies the Chairperson/Program Director that the student has been given a verbal warning for the identified behavior. The faculty member will meet with the student and give the verbal warning. Written notification will be provided to the student, the student's faculty advisor, and the Chairperson/Program Director regarding the verbal warning.
2. In the case of any second offenses, the Chairperson/Program Director will schedule a meeting with the student and a faculty member who identified the unacceptable behavior.
 - a) The student will create a written remediation plan that outlines how he or she will correct/modify the behavior in question. After approval by both the Chairperson/Program Director and faculty member, following up with this plan will be the responsibility of the faculty member who identified the deficit.
 - b) When all details of the remediation plan have been met, the faculty member responsible for the remediation will notify the Chairperson/Program Director. The Chairperson/Program Director will then remove the student from administrative probation and a letter to this effect will be provided to both the student and the faculty advisor.
3. Failure to rectify the behavior, per the remediation plan, or a third offense will result in dismissal from the DPT program.
4. The student can appeal dismissal from the DPT program by presenting justification to the faculty for reinstatement or continuation in the DPT program.
5. In a closed-door meeting the faculty will determine the merits of the student's appeal and determine whether to reinstate the student or dismiss the student from the DPT program. All faculty decisions are final.

RADFORD UNIVERSITY

Department of Physical Therapy

Doctor of Physical Therapy Program

Verbal Warning / Administrative Probation

Student Name: _____

Faculty Name: _____

Incident Date: _____ Time: _____ Place: _____

First Offense: _____ (Verbal Warning) Second Offense: _____ (Administrative Probation)
- Requires SMART Plan Development

Description (briefly describe the misconduct): _____

*I confirm acknowledgment of the above warning and I am fully aware of the **Administrative Probation** policy identified in the **Student Handbook**. A copy will be stored in your personal file.*

Student Name (PRINT) Student's Signature Date

Witness (PRINT) Witness's Signature Date

This page is to be returned to the Department Chairperson/Program Director

Drugs & Alcohol Policy

“Drugs” and “Alcohol” are defined to include any substance with the potential to produce the effects of intoxication and/or behavior, which may adversely affect a student’s ability to safely and efficiently perform in the clinical or classroom environment. All students are held accountable for Alcoholic Beverage Policy and Virginia State Alcoholic Beverage Control Laws as outlined in the Radford University Student Handbook. Virginia State Alcoholic Beverage Control Laws state, “Persons under the age of 21 are prohibited to buy, possess, drink or serve beer, wine or liquor in Virginia.”

In addition to this policy, any use/abuse of alcohol outside the clinical or classroom which adversely affects a student’s performance in the clinical setting or classroom, or adversely affects or threatens to adversely affect other interests of the Physical Therapy Department is prohibited. As described in the Radford University student Handbook, “Public intoxication is illegal.” Those conditions considered to indicate intoxication, although not necessarily limited to those listed include: affected manner of disposition, speech, muscular movements, general appearance or behavior as apparent to the observer.

All students are accountable to the drug policy as outlined in the Radford University Student Handbook, which states, “Possession, use, distribution, manufacture or sale of controlled substances or illegal drugs is prohibited.” Any student with drug or alcohol related problems that voluntarily requests assistance will be referred to the Radford University Center for Counseling and Student Development, a Division of Student Affairs.

Communications Technology Policy

The use of cell phones and text messaging are prohibited during all classroom and laboratory learning activities/experiences, unless approved by the course manager, both on and off campus. Faculty will take immediate action if cell phones and text messaging are being used during classroom and laboratory learning activities/experiences. Computers in the classroom, laboratory, and clinical settings are to be used for academic/clinical purposes only. Faculty will take immediate action if computers are being used for other than academic or clinical purposes.

During testing and examinations, the use of, accessibility to, or the disruption from any communication device is strictly prohibited. Faculty will take immediate action if a violation occurs.

Students participating in clinical experience may use cell phones and text messaging only during scheduled lunch breaks or during regularly scheduled daily breaks. The use of cell phones and text messaging for personal use is prohibited during all clinical treatment time and learning experiences e.g. patient treatments, seminars, professional presentations, and clinical instruction. Clinical instructors have the authority to take immediate action.

Rights, Safety, Dignity and Privacy

Radford University student record policies and practices are in full compliance with state and federal laws. Upon request, the university will grant students who are or have been in attendance access to their educational records, except those excluded by law and will provide an opportunity for a hearing to challenge such records. The university will not release information about a student from records,

except directory information, to other than a specified list of exceptions without obtaining the written consent of the student. A full statement of the Family Educational Rights and Privacy Act (F.E.R.P.A.) and information as to how students may exercise the rights accorded them by this policy are available from the office of the University Registrar or from the Dean of Students Office.

University and federal laws permit the university to routinely release information in the following categories:

- Student's name, local and home address, phone listing
- E-mail address
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Photograph
- Dates of attendance
- Degrees and awards received

This information is released with respect to each student unless the student informs the university that any and all information designated should not be released without the student's prior consent. Requests for the restricted release of directory information should be filed at the Registrar's Office.

Radford University fully complies with the Federal Family Educational Rights and Privacy Act (F.E.R.P.A.) and with procedures recommended by the American Association of Collegiate Registrars and Admissions Officers (A.A.C.R.A.O.). This legislation gives students the following rights with respect to their education records:

- The right of access to their educational records.
- The right to request an amendment to those records and to have a hearing if the request is denied.
- The right to consent to disclosure of their information unless consent is not required by FERPA.
- The right to file a complaint with the Family Policy Compliance Office. The right to suppress directory information.

Records and Reports of Students

Grades as filed with the office of the Registrar are final, except where an error of judgment has occurred or an error has been made in computation or transcription. Students may electronically access grades at the end of the semester. A transcript is the official record of a student's academic career, compiled by the Registrar. For each semester or summer term, the transcript shows the courses, credits and grades; semester or summer term grade point average; and notice of academic probation, suspension or withdrawal. The completed transcript records the degree and major, minor and/or concentration as appropriate, final graduation grade point average and the date the degree was conferred. Transcripts are issued upon the receipt of a signed, written request. There is no charge for this service. There is a limit of 10 transcripts issued per request, unless otherwise approved by the Registrar.

Student Contact Information

All students are responsible for maintaining their current address and phone number with the Registrar's Office and the Department of Physical Therapy Office of the Chairperson/Program Director. Students are to report any change of name, address, social security number, or marital

status to the Registrar's Office and the Department of Physical Therapy so their university records can be corrected in a timely manner. It is also the student's responsibility to frequently monitor campus e-mail and the university web site, as these electronic means of communication have replaced mass mailing as the university's most effective and efficient ways to disseminate important information to the campus community.

To comply with F.E.R.P.A., the address change form is now completed using your secure RU logon information.

Please Note: By using this system you hereby resolve to uphold the Honor Code of Radford University (<http://www.radford.edu/content/student-conduct/home.html>).

Grading Policies Posting of Students Grades

The public posting of grades either by the student's name, ID number, or (whole or partial) social security number without the student's written permission is a violation of F.E.R.P.A. This includes the posting of grades to a class website and applies to any public posting of grades for students taking distance education courses.

Instructors and others who post grades are required to use a system that ensures that F.E.R.P.A. requirements are met. This can be accomplished either by obtaining the student's written permission or by using code words or randomly assigned numbers that only the instructor and individual student should know. Grade postings should never be in alphabetical order by last names.

Notification of grades via a postcard violates a student's privacy rights. Notification of grades via email is not recommended and discouraged due to minimal guarantee of confidentiality of email.

Release of Grades and G.P.A. Information

Grades and Grade Point Averages are never released to agencies or persons outside the University without the written consent of the student. Grades and G.P.A. information are not given out over the telephone to anyone.

Student Responsibilities Regarding Use of Technology

Radford University's computers, networks and information systems exist to promote shared access to computing, communication, and information systems necessary to support the university's missions of teaching, research, and public service. Thus, all account holders of university information facilities have responsibility to use these systems in a respectful, ethical, professional, and legal manner.

Radford's Acceptable Use Policy applies to any individual using Radford University-owned or leased computers, networks, Internet connections, and communication systems transmitting data, voice, or video information while on or off campus property. Activities involving these systems shall be in accordance with University Standards of Student Conduct and other policies in the Student Handbook and relevant state, federal, and international laws.

All users of university information facilities are required to demonstrate respect for: the privacy of others, intellectual property rights (copyrights, trademarks, licenses, etc.) and ownership of information, the operation and integrity of the various information systems, individuals' rights to be free of intimidation, harassment, and unwarranted annoyances, and relevant state and federal laws relating to information technology. While recognizing the respect for privacy, the university cannot guarantee confidentiality in the use of any university information system. Electronic records retained on university systems are subject to state and federal Privacy Acts as well as Freedom of Information Acts. World Wide Web information located in designated web directories will be considered public information if read access is granted.

Access to university information systems may be revoked for reasons including, but not limited to violations of the Acceptable Use Policy for Computers and Information Technology Systems and access may be revoked on an interim basis by the university system administrators in order to safeguard university resources. Individuals responsible for abusing the university's Acceptable Use Policy for Information Technology Systems will be held accountable and may be subject to disciplinary action.

- Students are responsible for all activity that occurs in or through their account.
- Students shall not share access to individual computer accounts.
- Students shall keep passwords secret.
- Students may only access information that is their own, information to which they have been given explicit (documentable) authorization to access, or public information.
- Students shall abide by all relevant state and federal laws governing copy rights, trademarks, licensing terms for corporate software, ownership of information, and related material.
- Students shall not interfere or attempt to interfere in any way with the normal operation, integrity, validity, or security of any university or non-university information system(s).
- Students shall abide by the regulations posted in computer laboratories and on university systems.
- Students shall not attempt to guess or steal system passwords or use system accounts.
- Students shall not use other computers or programs to decode passwords, access system control information, or monitor system or network communications. Students shall not intentionally monopolize or waste resources such as Central Processing Unit (CPU) time, network bandwidth, disk storage, printers, paper, manuals, et cetera. Students shall report possible security violations and/or problems to appropriate university systems administrators.
- Student shall provide university officials with unencrypted files necessary for the investigation of alleged violations of university computing policies. Failure to cooperate with such investigations will result in suspension of computer privileges.
- Students may not use university systems to store, transmit or store obscene or pornographic material in violation of state and federal law.
- University systems may not be used for ongoing commercial or business enterprises.
- Students shall not use university systems to abuse, harass, defame, intimidate, or otherwise annoy an individual or individuals.

Library Resources

Radford University Doctor of Physical Therapy students and faculty have full use of the McConnell Library located on Radford University campus in Radford, Virginia and the holdings of the McConnell Library maybe accessed through the Library's online catalog: <http://www.radford.edu/content/library.html> .The Radford University Library participates in

interlibrary loan through the ILLiad system. Students must use their own I.D. card to check out library material. All students are personally responsible for the safety, proper use and timely return of all library material checked out by them. Overdue fines, replacement costs and other fees are the responsibility of the student to whom the material is checked out. Students with outstanding library debts will have their borrowing privileges suspended and will be unable to register for classes, receive transcripts or graduate until the debt is paid.

Radford University Doctor of Physical Therapy students and faculty have full access to the Radford University Carilion (RUC) library located on site on the fifth (5th) floor at Roanoke Carilion Community Hospital. On-line access is available as well through the Library homepage link at <https://www.radford.edu/content/library/RUClib.html#contact>.

The Circulation Desk Phone number is: (540) 985-9767 and the Reference Desk Phone Number is (540) 224-4894. Students should consult the Library website at <https://www.radford.edu/content/library/RUClib.html#contact> for hours of operation as they are subject to change.

Students have 24 hour access to the Educational Technology Center adjacent to the library on the fifth (5th) floor. The technology resource center offers students free use of computers including on-line web access. Printing is also available.

Catalog

LRC-CRMH-CRCH is the online catalog, helping students' identify the location of books and audiovisuals. This catalog can be used to locate materials in the College's Library or an of the Carilion Clinic libraries.

Circulation

Books in the general collection maybe checked out for four weeks and may be renewed one time. Patrons must have their names and contact information entered into the Library database before they can check out materials. If library materials are lost or not returned, the borrower must reimburse the library for the cost of the material. A book drop near the Library entrance allows for returns when the Library is closed.

Reference Books are for use only in the Library and are not available for check out.

Reserve Books and audiovisuals are shelved near the circulation desk at the request of instructors, who determine whether or not they may be checked out.

Textbooks in use for the semester are also on reserve. These cannot be taken out of the Library.

Audiovisual Materials such as videos, videodisks, CD-ROMs, computer disks, audiocassettes and slides are available for use in the Library audiovisual room and computer lab. These items can be checked out only with the Library director's permission.

Interlibrary loan service is available for students to obtain journal articles and books not held by the Library.

Internet access in the College computer labs provides many other databases and search engines, accessed via the Library homepage.

Research Databases

Students at the College have access to thousands of full text journal articles and electronic texts from a variety of subscription and Web-based services. **EbscoHost** provides a portal to a dozen databases from the medical, nursing and allied health and psychology fields. **InfoTrac** includes 5 databases that support general research with an emphasis on health sciences and the humanities, including literature. The **OVID Total Access** database contains a collection of over 200 full-text journals that cater to intensive medical information needs. **ABI/INFORM** is comprised of full-text periodicals and news sources from the world of business. **BioOne** is an online collection of over 80 research journals from the biological sciences.

StatRef is a searchable collection of over 40 medical reference texts and MDConsult provides access to medical texts in addition to the full text from a wide assortment of medical journals. The **Issues & Controversies** database is a full text source of aggregated information dealing with current affairs. Net Library is an online collection of hundreds of eBooks in full text from a variety of disciplines. **ERIC** is a comprehensive database of the literature from the broad field of education including health education.

PubMed, from the National Library of Medicine, is a massive database of biomedical literature including links to full text. All students have off-campus access to these databases.

Students also have on-campus privileges to a variety of databases provided by the Carilion Roanoke Memorial Health Services Library including **Up-to-date**, **Cine-Med** and **Info POEMS**.

Journals

The Library subscribes to more than 200 journals, holds more than 100 additional journal titles that are no longer active subscriptions and has online access to more than 3,000 journals through our research databases. Journals cannot be checked out of the Library.

Photocopying

Copyright laws allow students to make single copies of a chapter, article, short story, essay, short poem, or graphic for their own use. No copies of consumable work may be made without violating copyright law. Please consult with Library staff for further copyright explanation.

Radford University Doctor of Physical Therapy students and faculty have full use of Carilion *Hospital Health Sciences Libraries at CRMH* which is located on the sixth floor of Carilion Roanoke Memorial Hospital. Students may use books in the libraries and make photocopies for a fee. The catalogs of these libraries can be accessed through the RUC Library homepage. The holdings of the Carilion Clinic Library may be accessed through the Library's online catalog. The main telephone number of the Carilion Clinic Library is (540) 981-8039.

Additional local Libraries available for Student access

Hollins University, Roanoke College Libraries and ECPI

Students have borrowing privileges at each of these local colleges, using their College identification badges. The Hollins University and Roanoke catalogs can be accessed through the RUC Library

homepage. Materials in these libraries cover a wider range of topics than the health sciences focus at the College.

Roanoke City, Roanoke County and Salem Public Libraries-Students may use materials in these libraries in house. Permanent residents of these localities may obtain library cards for free and check out books; others may obtain cards after paying a fee.

Virginia Western Community College Library-All students may use this library in house and Virginia residents may obtain checkout privileges.

Veterans Administration Medical Center Library-Students may use materials in this library in house by making an appointment.

Program Requirements

All students enrolled in the Doctor of Physical Therapy degree program will receive a program requirements sheet that lists all courses that the student must complete in order to meet degree requirements. The year of the catalog being followed must be indicated on this form. Once a course in the program has been attempted, it cannot be deleted from the program. Every course on the program requirements sheet must be completed with at least a grade of C and the average must be at least a B. Changes in the program must receive the same approvals as the original program. The Petition for Program Change is available on-line at <http://www.radford.edu/content/grad/home/forms-policies/student-forms.html>.

Faculty Advisors

Academic advising is recognized at the university as important to the educational development of its students and as both a natural extension of teaching and an important professional obligation on the part of its faculty. Sound academic advice helps the student address not simply course selection and scheduling but also what a well-educated person should be and know.

Student Advising Policy

Core faculty members will be randomly assigned doctor of physical therapy student advisees at the beginning of each entering graduate class by the Dean of the Graduate College or Chairperson/Program Director. The core faculty member shall be the assigned student advisor for the duration of the DPT curriculum unless a transfer of advisors is completed.

Any request for a change in adviser must be requested by the student on a "Petition for Program Changes" form by contacting the Graduate College by telephone: 540.831.5431; on-line: <http://www.radford.edu/content/grad/home/forms-policies/student-forms.html> or in person: at the Graduate College; and then approved by the Chairperson/Program Director of the Physical Therapy Department and the Dean of the Graduate College before action is taken.

The advisor and advisees shall meet a minimum of once per semester. The advisor/advisee meetings will be documented. Students are responsible to schedule and participate in student/advisor meetings for best outcomes. During the advisor/advisee meetings, topics such as academic progress, the reduction of stress, use of various learning strategies, or the development remediation plans may be discussed and or implemented as a means for advisees to better meet their academic demands. A log

of each meeting, including identifying concerns and needs of student, outcome goals and plan, date and signatures of student and advisor will be maintained confidentially. Students may request a signed copy of meeting notes.

Below is an example of what may be found on the Advisee/Advisor Consultation Record:

RADFORD UNIVERSITY

Department of Physical Therapy

Advisor/Advisee Consultation Record

Date	Discussion Topics	Action to be taken	Follow-up date on action
xx/xx/xx	<p>Advisor: Name Office phone: 540-224-xxxx ; Email: xxxx@radford.edu</p> <p>Expected Advisement Topics: ____ Advisor/Advisee Expectations ____ Student expectations ____ Order for seeking help (1. Instructor; 2. Advisor; 3. Chairperson/Program Director) ____ Review of APTA Core Values and/or CPI ____ Reminder: Refer to department website for most recent handbook editions ____ Community service (hours per semester, process, and progress)</p>		

Advisee Signature: _____ Advisor Signature: _____ Date: _____

RU DPT Contact Information: Chairperson/Program Director (540-224-6675); Administrative Assistant (540-244-6657); **Security** (540-224-8200)

Counseling Services Available:

- RU Student Counseling Services. (It is the student's responsibility to start the process.) Located: Tyler Hall, Lower Level, 8 am to 5 pm, M-F fall/spring semesters; Telephone #: (540) 831-5226.
- RUC Counseling Services. (It is the student's responsibility to start the process.) Located: Student Affairs, 4th floor Carilion Roanoke Community Hospital (CRCH), 8 am to 5 pm, M-F; Telephone #: (540) 985-8395.

Community Service

Students will participate in **four (4) hours** of community service during both the **fall and spring** semesters of the **first academic year**, and **eight (8) hours** during both the **fall and spring** semesters of the **second academic year**. The community service requirement will be coordinated and supervised by the student's core **faculty advisor**. Students will write a reflective paper after each community service experience to fulfill the program requirement. Students that do not satisfy the community service requirement in any given year will be placed on **administrative probation** (refer to student handbook).

Procedure

1. The student will consult with his/her core faculty advisor for coordination and approval **prior to** each community service activity.
2. Once the community service activity is approved, the student will participate in and complete the activity.
 - a. Sample activities that **cannot** be counted toward community service hours:
 - i. Participating as a subject in a Capstone research study
 - ii. Activities directly related to completion of one's own Capstone research
 - iii. Ushering during departmental open houses, information sessions, or interviews
 - b. Sample activities that **can** be counted toward community service hours can be found at the RUDPT website under the Current Students tab.
3. Once the community service activity is completed, the student will write a reflective paper. The reflective paper will:
 - a. Describe benefits derived from participating in the community activity.
 - b. **Answer the following:**
 - i. Provide a brief summary of the Activity that was completed.
 - ii. Define the community that you served and how it relates to our program's Mission Statement.
The Mission of the Department of Physical Therapy is to develop autonomous practitioners who engage interprofessionally and integrate scientific inquiry into clinical practice to meet diverse community needs.
 - iii. Would you recommend this activity to another student? Why?
4. The **reflective paper** is to be **submitted** to the core faculty **advisor within two weeks of completion** of the activity, or by the last day of final examinations (if the activity occurred within two weeks of final exams).
5. All documents will be maintained in the student's advising file.

Students who do not satisfy the community service requirement each semester will be placed on administrative probation until the community service requirement is completed and a satisfactory reflective paper is submitted to his/her core faculty advisor. Note: Placement on administrative probation may result in dismissal from the program.

Continuous Matriculation

All graduate students are required to be registered during the semester they receive their degree from Radford University. Registration and tuition payment are required of all graduate students when using University facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library check out, laboratories and recreation facilities not open to the public. Students who are not currently registered for any course work and who have completed all course work but have other outstanding degree requirements (e.g. capstone, removal of an I or IP grade), are required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s). This course carries no credit hour production and does not count toward degree requirements. This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use University facilities and services during that time. This form is available online on the Graduate College website (<http://www.radford.edu/content/grad/home/forms-policies/student-forms.html>) or in the Graduate College. Approval of the Chairperson/Program Director and the Dean of the College of Graduate and Professional Studies is required prior to registration.

Testing Procedures

To better prepare each doctor of Physical Therapy student to take and successfully complete the state licensure examination, which is a timed, computer-based examination, the following testing procedures are based on the state license exam procedures.

1. The student will not be allowed to leave the testing room once examinations have begun, unless the instructor gives approval.
2. During the testing process, all books, book bags, backpacks, etc., will be left outside the examination room such as personal student lockers. Examiners may provide blank paper and pens/pencils.
3. In accordance with academic and professional integrity, cell phones and smart watches are not permitted in the examination room, and students are not to congregate in or around classrooms/laboratories during or following written and/or practical examinations. Upon completion of all examinations, students are expected to leave the testing area until all others have completed their testing.
4. There will be no hats worn during the testing process.
5. The examination will be given for a pre-determined test duration, which the professor will set. All tests and scrap paper will be collected at the end of the test period. Those tests not submitted by the student at the end of the defined time period will not be scored.
6. Questions asked during the examination will be limited to one person at a time with the professor. At no time should a student leave his or her seat and form a line or stand waiting for the professor to finish answering another student's questions.
7. The faculty will enforce the policy on student academic dishonesty in all testing formats.
8. Selected examinations may use a proctoring service.

Examination Policy

Students will sit for exams at the scheduled time, date, and place. Unexcused missed examinations will be given a grade of 0. When requesting a make-up examination, the student is required to contact the professor and sit for the exam within 24 hours of the originally scheduled exam or as arranged with appropriate faculty. Proper documentation (i.e. physician's note) of an unavoidable absence must be submitted for approval. The decision to approve or disapprove the reason for absence will be at the discretion of the professor. Make up exams will not be re-scheduled under any other circumstance.

Laboratory Competency Testing Policy

At selected time periods throughout the semester, laboratory competency exams may be administered for each course with a laboratory requirement.

1. The laboratory competency (skills check/assessment) is an examination which assesses the technical components of specific examination and/or treatment techniques covered within the course content.
2. Each student will perform selected examination and/or treatment skill(s).
3. Each student will be evaluated by a faculty evaluator, who will determine whether the performance criteria have been met (a passing grade of 80% or greater). All items reflecting safety must be met to pass a laboratory competency.
4. If the student does not pass a laboratory competency on the first attempt, he/she will be provided remediation by the faculty prior to the scheduling of subsequent laboratory competencies. Students will be allowed unlimited attempts.
5. The student must pass each laboratory competency in order to sit for the following practical examination. Failure to sit for a laboratory practical results in a zero grade and course failure.
6. In the event of a failing grade on a competency examination, the *initial* grade earned will be recorded in the grade book, and will *not be altered* as the result of passing any required retake(s). If the failure is due to a safety violation, the recorded grade will be 79%.

Laboratory Practical Examination Policy

Laboratory practical examinations are conducted in courses in which there is a laboratory component. Examinations will be conducted throughout the semester and will assess the students' ability to analyze, integrate and demonstrate information presented in laboratory and didactic courses from current and previous semesters.

1. The format for the practical will be case-based.
2. The student will demonstrate competence in any of the following areas of examination, evaluation, diagnosis, prognosis, intervention, documentation, communication, and professional behaviors, safety as is appropriate to their level of education and clinical experience.
3. All student(s) must demonstrate proficiency in each of the above areas, and receive a passing grade of 80% or greater, in order to pass the lab practical and subsequently progress into the next semester's curriculum.
4. If the student(s) does not pass the initial laboratory practical, he/she will be provided remediation by an assigned faculty member.
5. The retake laboratory practical examination will take place as determined to be appropriate by the course instructor.

6. Should the student fail the practical for a second time, he/she will be offered further remediation and a third and final attempt will take place as determined to be appropriate by the course instructor. This attempt will be graded by two faculty evaluators in addition to a video-recording if determined to be necessary.
7. Should the student fail the practical test on the third attempt, the student will receive a grade of F for the respective course(s). In addition, program failure will ensue, which will result in immediate dismissal from the Physical Therapy Program.
8. In the event of a failing grade on a practical examination, the *initial* grade earned will be recorded in the grade book, and will *not be altered* as the result of passing any required retake(s). If the failure is due to a safety violation, the recorded grade will be 79%.

Inclement Weather Policy

The Department will close or delay for weather emergencies, disasters, or incidents based on the decision of the Radford University Carilion (RUC) administration.

Students may also listen for cancellation notices on local radio and television stations, including WSET 13, WSLS 10, WDBJ 7, WFIR AM 960, WSLC Q99, WROV 96.3 FM, WVTF 89.1 FM, WXLK K92, WYYD 108FM. Please note that the college has no control over how rapidly or accurately the radio and television stations report closings.

Leave and Excuse Policies

Radford University's Graduate Handbook Official Statement:

During the first week of each course, the instructor shall inform students of the attendance policies for the course. Class attendance policies are determined by the instructor and should allow for a reasonable number of absences which are required due to documented official University-sponsored activities, health problems and other emergencies. It is the student's responsibility to make arrangements, which are acceptable to the instructor, to complete work missed during the student's absence from class.

RU DPT Absence Policy (Didactic courses) *All scheduled coursework (including quizzes, examinations and presentations) are to be performed at their scheduled time. Those students unable to fulfill their coursework requirements at the scheduled time, when due to illness or an "unavoidable" circumstance (as deemed by the specific instructor to have a verifiable and legitimate reason), will be given suitable opportunity to make up the missed work without penalty. In the case of "unavoidable" circumstances, there may be the opportunity for a "make-up" assignment to count for the credit of a quiz and proper documentation of the circumstance may be required depending on the situation. This will be at the discretion of the individual instructor for the involved course. Virtual attendance is still considered an absence.*

1. **Absences** (1 - 2 consecutive Academic days)
2. **Short-term Excused absence** (3 - 30 consecutive Academic days)

- Student is required to provide appropriate* written medical release (or documentation) for return to academic studies. Student will have to give a copy of the medical release (or documentation) to adviser (during Fall or Spring semesters) or, for Summer semester, to the individual course manager (Anatomy or Clinical Experiences). Student must provide documentation ***prior*** to being allowed to resume classes, and is responsible for following up with the course manager regarding missed work.

**Note: This will be at the discretion of the course manager for the involved course(s)*

3. **Unexcused absences**

Either of the reasons below will constitute an unexcused absence:

- a. The student does not provide appropriate written medical release (or documentation)
- b. Individual course instructor does not find the reason to be appropriate.

RU DPT Extended Leave of Absence

1. Academic coursework

- Must be medical (written documentation) or by Faculty discretion (Department Director)
- Based on length of time missed:
 - **Less than or equal to 30 days**→ Student will resume classes (per above)
 - **Greater than 30 days**→ student will be removed from the RU DPT program for one year and will re-matriculate with the following class at the point in the curriculum where he/she exited*
 - **Out of curriculum for greater than one year**→ dismissed from program and required to re-apply

*Note: Each student will be given a specific, individualized plan based on the specifics of the situation. The Faculty will determine this on a case-by-case basis.

RU DPT Absence Policy (Clinical Experience Courses)

- Student(s) are required to complete an estimated minimum of 1440 clinical experience hours within full time clinical experiences to fulfill Radford University DPT clinical education curriculum requirements.
- The Director of Clinical Education (DCE) or designee will refer to clinical weekly goal reflection worksheets signed off by students and supervising Clinical Instructors (CIs) the estimated timeframes are completed.
- Clinical Experience excused absences:
 - Students are required to report absences by email to DCE and the onsite CI prior to the time each day the student is expected on site. In the circumstances where daily emails are not possible, students may request the CI (or his/her emergency contact) to contact the DCE. The email is to include the dates of absence(s) and the proposed “make-up” plan on an attached weekly goal sheet.

- A plan of action will be established between the CI and student to address time missed during clinical experiences.
- Repeated absences will be reviewed on an individual basis by the CI and DCE.
- Medical absences greater or equal to three (3) successive days require written medical release/documentation prior to returning to clinical experiences with copies provided to both the Clinical site and the DCE.
- The availability of “make-up” hours will be limited due to clinical site accessibility. This will potentially result in a postponement of graduation based on curricular step-lock requirements, clinical site availability, and restricted semesters dedicated for clinical internships.
- Student(s) who miss greater than 1/3 of clinical experience hours (4 weeks, 160 hours) within a single experience must repeat an additional clinical experience as determined by the step-lock curriculum requirements. An individualized plan will be developed in order to ensure that student meets the curricular requirements. This will result in the postponement of graduation based on curricular step-lock requirements, clinical site availability, and restricted semesters dedicated for clinical experience.

Grading, Retention, Probation, Dismissal, and Withdrawal Policies

The Physical Therapy Program at Radford University consists of a three-year curriculum equaling nine consecutive terms. The Physical Therapy Program is designed to be completed as full-time study without interruption. Each student is required to enroll in all courses specified in the published Doctor of Physical Therapy Program Curriculum. Students must successfully complete all semester courses as scheduled in sequence, including summer sessions unless otherwise specified by the Department of Physical Therapy Chairperson/Program Director.

The Department of Physical Therapy Program Chairperson/Program Director may use professional judgment to mitigate any of the following requirements. When requirements have been mitigated, it will be documented in the student’s department folder.

The physical therapy curriculum consists of three primary domains: cognitive, affective, and psychomotor. In order to be successful in the doctor of physical therapy curriculum and profession, students must demonstrate competence in all three domains. The grading system used for the Physical Therapy Program is designed to meet requirements of the cognitive, affective, and psychomotor objectives of the academic and clinical requirements of the curriculum.

Grading includes the follow metrics:

Grading System	Numeric Grading Scale	
A = 4.0 points B = 3.0 points C = 2.0 points F = 0 points	A: 90-100 B: 80-89 C: 70-79 F: < or = 69	I indicates work is incomplete. IP indicates the course is in progress NR indicates no grade was recorded by Instructor P indicates passed with satisfactory work of "B" or better W indicates that a student withdrew

The quality of work completed is recognized by the assignment of grade points to various letter grades. The student's academic standing depends upon the number of semester hours of work successfully completed and upon the number of grade points accumulated.

Computing Grade Point Average

- Multiply the number of semester hours (SH) for each course taken by the number of grade points (GP) corresponding to the grade earned for the course.
- Add up the total number of grade points for the appropriate period (a single semester, for example or an entire academic career at Radford University)
- Divide the total number of grade points (GP) by the total number of semester hours attempted (TSHA) during that same period.

For example:

<u>Course</u>	<u>Grade</u>	<u>Points Assigned</u>	<u>Per SH</u>	<u>Grade Point</u>
ABC 401	A	4	x 3 =	12
DEF 502	B	3	x 2 =	6
GHI 601	C	2	x 3 =	6
JKL 601	B	3	x 3 =	9
MNO 702	A	4	x 3 =	12
		14		45

GP= 45

TSHA= 14

GP/TSHA=45/14

TSHA = 3.21 GPA

Pass-Fail Courses

All courses taken at Radford while classified as a graduate student, except those in which a grade of "P" is obtained, will be used in calculation of the grade point average. Any Pass/Fail course in which a score of "F" results, the student will be automatically dismissed from the doctor of physical therapy program. All Clinical Experiences will be graded P (Pass) or F (Fail).

Course Grade Rounding Guidelines

Grades in all courses are rounded to the nearest whole number (.0 - .4 rounds down; .5 - .9 rounds up).

Grade Point Average (G.P.A.) Deficiency

To graduate with a Doctor of Physical Therapy degree, the student must have a minimum 3.0 grade point average. Beginning spring semester of year one, students with grade point averages between 2.70-2.99 will be placed on academic probation for one semester. Any student placed on academic probation will develop a SMART Plan to address specific needs for success.

Probation/Dismissal

Students earning an overall G.P.A. less than 2.70 will be dismissed from the doctor of physical therapy program. Once placed on academic probation, the student must be in good academic standing (G.P.A. equal to or greater than 3.0) prior to entering the following semester. If at the end of the academic probationary semester the student is not in good academic standing (cumulative GPA 3.00 or higher), the student will be dismissed from the program. Only one academic probation semester is allowed per student; therefore a student who earns an overall G.P.A. less than 3.00 in more than one semester, will be dismissed from the program. Students receiving more than two C's while matriculating in the physical therapy curriculum will be dismissed from the program.

Transfer Credit

The department of physical therapy does not accept transfer credits due the step-lock curriculum.

Repetition/Sequence of Courses

Due to the step-lock nature of the physical therapy curriculum, courses may not be repeated within the same academic year. Under remediation, development of a SMART plan and approval of the Chairperson/Program Director, courses may be repeated or adjusted out of sequence.

In Progress and Incomplete Grades

The letters "I" or "IP" may be entered on the student's transcript for a course whenever some portion of the required work has not been completed by the end of the semester. A written statement of the requirements for removal of the grade of "I" must be signed by the faculty member and student and filed in the Department of Physical Therapy, with a copy submitted to the Registrar along with the faculty member's student grade sheet. A grade of "IP" (In Progress) will be used for clinical experiences and other courses in which completion of course requirements cannot occur within the

specified timeline. Once the grade of “I” and/or “IP” is placed on the transcript, it remains on the transcript until it is replaced by the appropriate grade when all course requirements are completed or when the deadline for completion has passed. A student cannot re-enroll for a course for which an “I” or “IP” is recorded on the transcript. A degree cannot be awarded to students with Incompletes on their records. The grade of “IP” will automatically convert to a grade of “F” if not satisfactorily removed according to the following schedule.

Latest date for removal:

Fall - End of the last day of classes for the spring semester.

Spring - End of the last day of classes for the fall semester.

Summer - End of the last day of classes for the fall semester.

Full-Time Status/Class Load

The normal full-time load for a graduate student is nine hours at minimal per semester including summer. The DPT program meets or exceeds the normal full-time load of nine hours per semester.

Grade Change/Corrections

Students who report they received a grade in error should contact the appropriate faculty member. If the faculty confirms that an error has indeed been made, then the faculty member must process a grade change form and submit it to the Office of the Registrar no later than one year after the submission of the original grade (excluding Incompletes).

Grade Appeals

Students wishing to appeal grades received in courses should refer to the Graduate Grade Appeal Procedures and associated forms posted on the Graduate College website: <http://www.radford.edu/content/grad/home/forms-policies/student-forms.html> . Students are encouraged to discuss grade appeals with the Department of Physical Therapy Chairperson/Program Director before discussing with the Graduate College. The College of Graduate Studies and Research may be contacted in person, by mail or by telephone: Buchanan House, PO Box 6928, Radford, VA 24142; Phone: 540-831-5724; Fax: 540-831-6061.

SMART Plans

A SMART Plan will include goals/outcomes that are Specific, Measurable, Achievable, Realistic, and Timely. The Advisee/Advisor Consultation Record may be utilized to aide with a written record of the plan in addition to the other resources. All SMART Plans may be created by any faculty, such as course manager or other faculty member, and the student in remediation. The student’s academic advisor will be notified of the final plan and will assist, if needed, with the student’s remediation. SMART plans will be maintained in the student’s secure file within the office of the Department of Physical Therapy.

SMART PLAN

Student's Name:

Date Proposed:

Date completed:

Check the category that best represents the reason for requesting this SMART Plan:

Academic Professional Conduct Medical Personal Other

Further describe the rationale for this SMART Plan:

Outcomes needed to meet SMART plan: *Be sure each goal includes all SMART aspects including: Specific – targets a specific area for improvement; Measurable – quantifies an indicator of progress; Assignable – specifies who will do it and who is responsible for holding student accountable; Realistic – state what results can realistically be achieved, given available resource; Time-related – specify when the result(s) can be achieved.*

Goals	<i>Proposed Date of Completion</i>	<i>Date Achieved</i>	<i>Faculty Initials</i>

The SMART plan is to be completed on or before _____ (date).

I, _____ (student's name), agree to the plan as written and recognize that failure to complete this plan by the indicated deadline will result in:

The student and faculty approve this proposed SMART plan as written on _____ (date).

Student _____ Signature _____

Faculty Member _____ Signature _____

Underline role: course instructor; student advisor; research advisor; program director;
other _____

Faculty Member _____ Signature _____

Underline role: course instructor; student advisor; research advisor; program director;
other _____

Faculty Member _____ Signature _____

Underline role: course instructor; student advisor; research advisor; program director;
other _____

The SMART plan was reviewed and completion acknowledged by the student and faculty members on _____ (date).

Student _____ Signature _____

Faculty Member _____ Signature _____

Underline role: course instructor; student advisor; research advisor; program director;
other _____

Faculty Member _____ Signature _____

Underline role: course instructor; student advisor; research advisor; program director;
other _____

Faculty Member _____ Signature _____

Underline role: course instructor; student advisor; research advisor; program director;
other _____

Clinical Remediation and Dismissal Policy and Procedures

Students are required to successfully complete and pass full-time clinical experiences. Clinical experiences are based in three different and distinct clinical environments. Grading for clinical experiences is based on a pass/fail system. The pass/fail grade is determined by the scoring results of the “Rubric’s Grading Scale” with consideration given to comments of the clinical instructor and the student on the Clinical Practice Instrument (C.P.I.). Final scoring and grading will be determined by the Director of Clinical Education (D.C.E.) of Radford University’s Physical Therapy Program.

If the D.C.E. determines that a student is at risk for failing his/her clinical experiences, a “SMART Plan” is developed. The purpose of the SMART plan is to remediate the student in the clinical areas of deficit identified. The student will participate in the remediation process established in the SMART plan.

Once the remediation process has been successfully completed and the SMART plan goals and outcomes are met successfully, the student will resume continuance in the clinical experience sequence which may include fulfilling an additional full time clinical experience.

If the student does not successfully complete the SMART plan he/she is dismissed from the physical therapy program. If the student returns to the next sequenced clinical experience and fails that experience, he/she is dismissed from the physical therapy program.

A student may not graduate on the normal graduation schedule due to the length of remediation programs and the securing of clinical experience sites.

Academic Warning Letters

Students matriculating in the physical therapy program are required to maintain a GPA of 3.0 or higher to remain in good academic standing.

Upon receiving a warning letter or letter of probation, the student is expected to contact his/her faculty advisor to schedule a meeting. The faculty advisor will contact the student and schedule a meeting if the student does not follow up within the first week of the subsequent academic semester. A remedial SMART plan will be developed and documented by the student and faculty advisor. The written remediation plan will include the following:

- Identify concerns and needs of the student
- Educational objectives, strategies and methods used to meet student concerns and needs
- Set time lines with established frequency of student/ advisor meetings (including dates of follow up meetings with appropriate faculty) to review expected outcomes and goals of remediation plan on regular basis with student
- Implementation of remediation plan
- All notes and outcomes of follow up meetings with dates and signatures of faculty member and student for each
- The Advisee/Advisor Consultation Record may be utilized to aide with a written record of the plan in addition to the other resources

The faculty advisor will write a summary statement indicating the outcome(s) of the remedial education plan at the end of the semester. This plan will be secured within the student’s central file in the Department of Physical Therapy main office. The student may provide a written request of a copy of the remedial education plan and follow-up meetings. This written request will become part of the student’s permanent file.

Dismissal/Re-admittance

Students who are dismissed from the Physical Therapy Program may reapply for acceptance to the Program after two years from the date of dismissal. Students who are unsuccessful in their second attempt to complete the doctor of physical therapy curriculum will not be considered for re-admittance to the program.

Withdrawal from the University (All Courses)

Due to the nature of the doctor of physical therapy step-lock curriculum, withdrawal from one course in the curriculum equates to withdrawal from the whole program.

A graduate student withdrawing from all courses during a given semester must contact the Office of the Registrar in Heth Hall in writing or via email from his/her RU email account only. The registrar must confirm receipt of the notice. This process must be followed to ensure the student will receive any eligible refunds and the appropriate grades for the semester.

Students who withdraw from the university before the end of the tenth day of classes (census date) will receive no grade. A student who withdraws from the university (all classes) after the census date, but prior to the end of the eighth week of the semester (60 percent of summer session) will receive a grade of “W” in all classes. Withdrawals from the university after the eighth week will result in an automatic grade of “F” in all classes. Canceling enrollment to the university prior to the census date or receiving a medical withdrawal does not count as a withdrawal from the university.

Grievance Process

The purpose of the grievance process is to address issues or concerns individuals may have with either the educational process, the operational procedures of the Department of Physical Therapy, a program graduate or any individual involved in the Department of Physical Therapy. Grievances may be made by any and all individuals, not limited to an employer of a graduate, a patient, or a member of the community. Once issues/concerns are identified and resolved, appropriate actions will be taken to implement approved change(s).

Informal Grievance Resolution Process

The student must begin the grievance process by contacting the university employee (for a concern about a particular person) or the student’s Program director (for a concern about a programmatic decision) in an attempt to resolve the disagreement in an informal and cooperative atmosphere. This discussion should take place within 10 class days after the experience of concern or notification of the decision in question. The Graduate College and graduate faculty believe that this is the preferred way of resolving problems and that most issues can be addressed through an informal process of mutually respectful discussion. If the student and employee/Program Director cannot reach a satisfactory resolution, the student may begin the formal grievance process.

Students wishing to initiate the Formal Grievance process should refer to the Graduate Grievance Procedures and associated forms posted on the Graduate College website within the “Forms and Policies” tab (<http://www.radford.edu/content/grad/home/forms-policies/student-forms.html>).

Physical Plant Grievance

Step I.

Issues/concerns dealing with the physical plant will be brought, **in writing**, as a grievance, to the Department Chairperson/Program Director for resolution. The resolved grievance is secured in the Office of Department Chair. If the Department Chairperson/Program Director cannot resolve the grievance, it will be referred to the Associate Dean of the Waldron College of Health and Human Services and the process proceeds to step II.

Step II

The Associate Dean of the Waldron College of Health and Human Services will meet with the Program Chairperson/Program Director and complainant(s) to mediate a final resolution. The Associate Dean's decision will be final; no appeal. Resolved grievances will be secured in the Office of the Associate Dean of the Waldron College of Health and Human Services and a copy within the Office of the Department Chair.

Department of Physical Therapy Program Accreditation Grievance

It is encouraged that all grievances be resolved at the most fundamental of levels progressing from Employee/Faculty, Advisor, Department Chairperson/Program Director, Waldron College, and finally Graduate College levels. Having stated this, Radford University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of American Physical Therapy Association. Therefore, grievances or concerns about program status, policies, and procedures, may be brought to the attention of Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE's contact information is: 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; accreditation@apta.org after all other suggested avenues are exhausted.

The Department of Physical Therapy requests all grievances brought to the attention of the Commission on Accreditation in Physical Therapy Education also be brought to the attention of the Department Chairperson/Program Director to ensure a timely resolution.

Student Focus Group Meeting Policy

The purpose of the student focus group meeting is to provide a forum for student feedback in order to identify areas of concern as well as provide a forum in which students may participate in continuous improvement of the program and outcomes. At least one focus group meeting is held each Fall and Spring semester with each class separately.

Each group will develop their own agendas. The agenda items will be given to the class faculty advisor and/or Department Chairperson/Program Director one week before the scheduled meeting for review.

The class may choose to not have a focus group meeting if 100% of the class is in agreement. The Class President is responsible for communicating this to the Department Chairperson/Program Director one week prior to the date of the scheduled focus group meeting, or the meeting will be held as scheduled.

The Class Secretary is responsible for taking minutes during the meeting and providing a copy to the Department Chairperson/Program Director. The results of the focus group meeting will be reported at the next faculty meeting as appropriate, and a copy of the minutes will be stored on the departmental shared server. Follow up information will be provided to each cohort by the Department Chairperson/Program Director.

Health, Safety, and other Practice Risks

Physical Therapy students and practicing physical therapist professionals carry with them potential liability and safety risks and concerns that must be anticipated and addressed. These include, among others, malpractice and ordinary negligence liability exposure, potential adverse administrative actions, practice ethics issues, financial risk exposure, and operational safety concerns. There is a fine balance between physical therapy services delivered to multiple potential clients and minimizing personal risk exposure. It is key for decision making that students are aware of the occupational risks as future practitioners of physical therapy.

In occupational health, physical therapists work with issues that deal with specific statutes or regulations. Familiarity with the following is essential for the occupational health physical therapist: Americans with Disabilities Act (A.D.A.), Workers Compensation Law, Federal Employers' Compensation Act (F.E.C.A.), Federal Employers Liability Act (F.E.L.A.), and other "Disability Compensation" Laws.

In addition to the health risks information presented in the following section of this handbook, students may contact the Office of the Dean of Students for more information at:

<https://www.radford.edu/content/dos/home.html>.

Standard Precaution Policy

All students and faculty members will observe standard precautions when performing any tasks which may result in exposure to blood or other potentially infectious body fluids. Standard precautions treat all human blood and certain body fluids as if they were infected with blood borne pathogens.

Standard precautions apply to blood, semen, vaginal secretions, cerebrospinal fluids, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, and amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated, with blood, and all body fluids where it is difficult to differentiate between body fluids. Standard precautions also apply to exposure to unfixed tissues or organs other than intact skin from living humans.

Hand washing is the most effective means of preventing the spread of infections. Students and faculty shall wash their hands and other skin surfaces with soap and water as soon as possible after contact with blood or other potentially infectious body fluids. Hands will be washed immediately after removing gloves and other personal protective equipment. If hand washing facilities are not readily available, an antiseptic hand cleaner and clean towels or antiseptic towelettes will be used. If these alternatives are used, hands shall be washed as soon as feasible with soap and running water. Students and faculty shall flush mucous membranes with copious amounts of water as soon as possible following contact with blood or other potentially infectious body fluid. Eating, drinking, gum chewing, smoking, applying cosmetics, or handling contact lenses are prohibited in areas of potential exposure to blood borne pathogens such as laboratories or in public physical therapy

treatment areas. Food or drinks will not be stored in areas where blood or other potentially infectious materials are present.

Mouth pipetting/suctioning of blood or other potentially infectious materials is strictly prohibited. Specimens of blood or other potentially infectious materials will be placed in a container or appropriate “red hazard bag” that prevents leakage during collection, handling, disposal, processing, storage, transport, or shipping. The container shall be labeled or color-coded and closed prior to being stored or shipped.

Personal Protective Equipment

When engineering controls and work practices are insufficient to control occupational exposure, the university will supply at no cost to students, faculty, and employees, appropriate personal protective equipment. This equipment may be utilized within university labs and classrooms includes gloves, gowns, or face masks. Personal protective equipment when doing procedures in which exposure to the skin, eyes, mouth, or other mucous membranes is anticipated.

Standardized personal protective equipment will be readily accessible in the classroom, clinical sites, and worksite or individually issued to faculty. The university will clean, launder, dispose, repair, or replace personal protective equipment at no cost to the employee or student. Home laundering is not permitted.

All personal protective equipment will be removed prior to leaving the school or work site and placed in an appropriately designated area or container. Areas where students and employees store contaminated items will be determined by the department and labeled appropriately per Radford University Facilities Management and the Safety Office and O.S.H.A. regulations.

Students, faculty and staff will wear gloves when it can be reasonably anticipated that hand contact with blood, other potentially infectious body fluids, mucous membranes, or non-intact skin is possible. Disposable (single use) gloves such as surgical or examination gloves shall be replaced as soon as practical when contaminated or as soon as feasible when torn or punctured. Single use gloves will not be washed or decontaminated for re-use. Gloves will be changed between patient contact and disposed in appropriate containers as contaminated waste.

Gowns, aprons, and other protective body clothing will be worn in occupational situations in which exposure is reasonably anticipated. Gowns should be made of, or lined with fluid resistant material. If a garment is penetrated by blood or other potentially infective fluid, the garment shall be removed immediately or as soon as feasible.

Suitable ventilation devices such as mouthpieces and resuscitation bags that minimize contact with saliva will be provided in strategic locations or to key personnel where the need for resuscitation is likely.

Incident Report Policy

In the event that an unforeseen or unusual event occurs during department-related classes or events, it is imperative that the incident, and its outcome, be documented and witnessed. If a faculty or staff member witnesses the incident, then he/she is responsible for documenting a description of the incident, any actions taken, and the outcome of the incident. If a faculty or staff member does not

directly witness the event, then the first employee to respond should get a detailed description of the incident from one or more individuals who were present. The description of the incident, the actions taken, and the outcome should be documented on the departmental incident report form. This form must be signed by the employee, witnessed by a third party (if one was present), and also by the individual directly involved in the incident. All parties should agree with the statements documented prior to signing. Once the incident report is signed and dated, it is placed in the involved individual's file, and a copy is placed in a file maintained by the Program Director.

In the circumstance that an incidence occurs onsite, an incident report is written. Student are advised to seek follow-up medical care at their expense.

Needles & Sharps

Although only occasionally in use within the practice of physical therapy, needles and sharps may be utilized and are likely within the occupational work environment. Students, faculty and employees must discard contaminated needles and other sharp instruments immediately or as soon as feasible after use into appropriate containers.

Students are to speak with their on-site clinical instructors or D.C.E. at the beginning of each clinical affiliation regarding policies and procedures for use of Standard Precautions, P.P.E., and Needles and Sharps disposal within the clinical affiliation/work site.

Refer to Incident Report Policy.

Facility Safety Plan

Radford University's Doctor of Physical Therapy program is located in the Carilion Roanoke Community Hospital Building (CRCH), 101 Elm Avenue in Roanoke, Virginia.

The CRCH building is equipped with fire and emergency audible and visual alarm systems.

Evacuation Procedure: When the alarm system is activated you must exit the building using the stairwell exit indicated on the evacuation route plan in your area. If the exit route is inaccessible, use the safest route closest to you. Close all doors and shut off all air/gases in use.

The outside assembly area will be in the CRCH front parking lot located off the 3rd floor main lobby entrance. Do not return to your area until you are instructed to do so by a member of the emergency response team, College, or Carilion authorized personnel.

In case of any emergency contact: campus police (540) 981-7911 or dial 7-7911

Confidentiality

All records and information obtained by the Physical Therapy Department regarding drug, the test results, and treatment of students for chemical dependency will be maintained by restricting access, on a need-to-know basis, to those designated by the Director of Physical Therapy Program – as allowed for by the Family Educational Right to Privacy Act (Buckley Amendment). Students are eligible for all services provided at the University Health Services in Moffett Hall, as outlined in the Radford University Handbook.

Program Enrollment and Department Annual Requirements

Contact Information Sheet (Department)

Students will be responsible to maintain current personal data sheets each semester and update as personal contact information changes.

CPR Certification: All graduate physical therapy students are required to obtain and maintain current certification in cardio-pulmonary resuscitation prior to the beginning of first-year fall classes and upload a copy of their certification to the department approved document database.

The American Heart Association (AHA) BLS-C Health Care Provider course is preferred for CPR. Renewal for the AHA/BLS-C certification is every two years. AHA/BLS CPR is required by our clinical partners. You will be required to have AHA/BLS CPR certification during the academic fall, spring, and summer semesters in order to participate in some courses which integrate clinical observation experiences into coursework.

Criminal Background and Drug Screen Requirement: Results of background check and drug screening must be received by the program prior to attending first semester courses. If the drug screen results are positive for drugs, or a background check reveals negative activities, student acceptance may be rescinded. Currently enrolled students with unacceptable drug screen or background findings may be dismissed from the program and/or denied participation in clinical experiences.

Health Insurance: Students must have personal health insurance coverage that provides for hospital care. Submitting a completed original first page of the RU Health form or the electronic form fulfills this requirement. This is accessible within the RU Health Services Center or on-line: <https://www.radford.edu/content/student-health/home.html>.

Health Forms, including PPD and Immunization Maintenance: The Commonwealth of Virginia and/or Radford University requires that the health record form and certificate of immunizations be completed and submitted to the Radford University Student Health Center prior to enrollment at Radford University and each subsequent fall semester. The form may be accessed: <http://www.radford.edu/content/student-health/home/resources/health-record.html> All pages of the Health Record form must be returned to Student Health Services, PO Box 6899, Radford, VA 24142 by the start of AHPT 800 – Human Anatomy. Students are encouraged to make personal copies of completed health form for their own records. Per the Student Health Services, students who have not met this requirement by the end of their first fall semester may be dismissed from the University.

Student Health Services is located in Moffett Hall and may be utilized for annual physicals, tuberculin testing, Hepatitis B vaccinations, allergy injections, flu vaccine, and Women's Health each for a minimal fee. The Student Health Center provides a 24-hour, 7 day-a-week, toll-free telephone service. The number for this service is: 1-866-205-2164.

Students are responsible to maintain an up-to-date copy of their immunizations, health record, PPD, and other health-related documents on the approved health document database. **Students who have not maintained updated student health information may be precluded from clinical affiliations.**

Informed Consent for Laboratory and Clinical Participation Policy: An informed consent form will be given to the students during orientation of the first year in the Physical Therapy Program. This informed consent will cover the student for the duration of the Physical Therapy Program through the day of graduation. All students are required to sign an informed consent acknowledging that they understand expectations in laboratory coursework on campus and off campus. In addition, students are expected to participate fully in clinical experiences that are a component of their course requirements. The student is expected and is responsible for notifying the Program Chairperson/Program Director and the course manager in writing for reasons for non-participation.

The Program Chairperson/Program Director and course manager will make a determination, and this decision may be appealed. Informed consent forms will be placed in the student file along with any documentation for non-participation.

Equipment Safety and Maintenance: Carilion Clinical Engineering provides annual safety checks and calibrations for all Department of Physical Therapy biomedical equipment. This includes laboratory and research equipment. Both Carilion and the department maintains records and can make available upon request.

Release of Records: The university will not release information about a student from records, except directory information and a specified list of exceptions, without obtaining the written consent of the student.

A full statement of the **Family Educational Rights and Privacy Act (F.E.R.P.A.)** and information as to how students may exercise the rights accorded them by this policy are available from the office of the University Registrar or from the Dean of Students Office.

University and federal laws permit the university to routinely release information in the following categories:

- Student's name, local and home address, phone listing
- E-mail address
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Photograph
- Dates of attendance
- Degrees and awards received

The Department of Physical Therapy may request students to release records for the purposes of program improvement and accreditation reporting. The form may be found <http://www.radford.edu/content/registrar/home/about/ferpa-policy.html> .

Malpractice Insurance: All students are covered by Radford University malpractice insurance while functioning as a Radford University student in course-related activities.

In addition, the faculty recommends that students carry their own malpractice insurance policy. For more information, the Code of Virginia § 8.01-581.15 specifies the limitation on recovery in certain medical malpractice actions and may be accessed directly:

<http://law.lis.virginia.gov/vacode/title8.01/chapter21.1/section8.01-581.15/>

Policy for Student Use of Department of Physical Therapy

1. Physical therapy students may use the laboratories whenever they are not in use in accordance with posted schedules (access is 24/ hours a day, 7 days a week).
2. Access to laboratories and classrooms are limited to students matriculating in the Physical Therapy Program or by the permission of program faculty.
3. Those students who use the laboratory are responsible for returning all items to their original places before leaving the room. Students are expected to leave the room neat and clean when they have finished their work.

4. Students are permitted to use only equipment for which they have been instructed in its proper use by the faculty and instructors. Some equipment may be secured in locked storage locations due to expense. Students will be made aware of such equipment during laboratory classes.
5. Students are to report immediately to the Department Chairperson/Program Director or a member of the faculty or staff, any personal injuries incurred and/or damage to the equipment.
6. Students are expected to use good judgment in utilizing the laboratories in such a way as to promote personal safety and to protect the equipment from damage.
7. No shoes should be worn on any treatment surface, including plinths, treatment tables, and mats.

A violation of these rules can result in termination of the privileges of unlimited use of the laboratories. Damage done to equipment and/or departmental spaces, when due to negligence, may lead to dismissal from the program when due to negligence.

Professional Attire Expectations Classroom, Laboratory, Community Experiences and Clinical Experiences

Students have entered the profession of physical therapy and are representing the profession, the program, faculty and themselves as a professional. These expectations are intended to set a positive, professional presence for all with whom they interact. This policy defines program expectations across all settings and in specific settings and situations.

During all classroom, laboratory, community experiences and clinical experiences:

1. A Radford University Carilion issued identification badge is required to be worn at all times above the waist with the picture visible and name unobstructed.
2. Personal cleanliness as well as clean apparel is expected.
3. Students should be well groomed. Hair is to be clean, neat and styled to prevent contact with other individuals, equipment or supplies. Facial hair shall be neat and well-trimmed.
4. Students must use good judgment in choosing apparel. Students should not wear clothing with inappropriate images or language. All clothing shall not be excessively wrinkled.
5. Undergarments should never be visible when moving or in any posture (exceptions noted in Laboratory Attire)
6. Jewelry should be kept at a minimum
7. Hats are not permitted.

Classroom Attire

Dress should be neat, clean, practical, and appropriate for class work. Again, hats are not permitted during class at any time.

When guest lecturers, panelists or community partners are scheduled to present, community and clinical experience (professional) attire is appropriate unless otherwise instructed by the course manager. Students have a responsibility to regularly check their course schedules for when guests are scheduled to present.

Professional Attire for Guests:

1. Clean, pressed dress shirt, button-down shirt, polo shirt, or blouses
2. Clean, pressed pants
3. Dresses or skirts (no skirts shorter than 2" above the knee) for guest speakers
4. Clean, pressed outerwear such as a knit sweater or blazer
5. Clean closed-toed and closed-heel footwear, with a heel height ≤ 2 inches
6. The following clothing articles are not appropriate:
 - Jeans or jeggings
 - Form-fitting stretch pants (e.g., leggings)
 - Sweat pants or pajama pants
 - Cropped pants above the ankles (i.e. Capri pants). Must be ankle length or longer
 - Jumpsuits, overalls or other denim garments
 - Shorts
 - Spaghetti strap or halter style tops
 - Dresses or skirts in community and clinical settings
 - No pullover sweatshirts or hooded sweatshirts
 - Open toe or open-heeled footwear, slippers or sandals
 - Camouflage or tie-dyed patterns

Laboratory Attire

Students are expected to wear appropriate attire in all laboratory sessions. Students are required to wear clothing that allow easy access for physical examination and treatment procedures. Students should wear loose shorts and tee shirts. Denim shorts are not acceptable for laboratories. Women should be prepared with clothing that allows visualization of trunk anatomy (e.g., bikini top, sports bra, halter-top). Appropriate footwear should be supportive and closed-toed (slippers or sandals are not appropriate lab attire). Again, hats are not permitted during lab at any time. Any jewelry should be kept to a minimum in the lab. Shortly trimmed fingernails are required. Students will be expected to change into appropriate clothing prior to participating in the laboratory session. It is recommended that students keep clean laboratory clothing in the available lockers, so that the student will always be prepared for class.

Community and Clinical Experience Attire

The dress code will be at the discretion of the community partner or clinical partner. Refer to the dress code from the community partner or clinical partner. Dress codes required by the community partner or clinical partner will be observed by students. When a community or clinical partner does not have a written dress code policy, the student should ask the instructor from the community partner or clinical partner for their expectations.

Patient/Client Release Policy

Individuals participating in the didactic content areas of the D.P.T. curriculum are required to sign a release form prior participation. The release forms will authorize the use of images or any materials portraying information about the individual or as human subjects in the demonstration and or practice of physical therapy for educational purposes. The signed release shall be valid for the duration of the activity that the patient/client(s) is participating in, and will be stored in central office of the Department of Physical Therapy. This form can be found on the Department of Physical Therapy website.

Procedure

1. Patient/Client(s) will receive a detailed explanation of the risks and benefits of their participation in the identified activity.
2. Patient/Client(s) will have the right to discontinue the activity at any time.
3. Patient/Client(s) prior to the initiation of any activity the individual must sign the appropriate Patient/Volunteer release form.
4. Two standard release forms may be used 1) the Model Release Agreement used for images and portraying information about the individual and 2) the Release of Liability for participation form for those individuals actually receive physical therapy serves such as patient examinations and treatment.

Identification Card/Access Policy

Students, faculty and staff are required to carry and display, upon request, a valid Radford University identification card while on Radford University campus. Radford University student I.D.s will be provided in Student Account Services in Heth Hall on the Radford campus.

If you lose your RU ID/RU Express Card you need to do one of the following immediately: During normal business hours, contact the RU Express Office to have it deactivated at 540-831-5054 or by e-mail at ru-express@radford.edu. After normal business hours, contact the RU Police Department at (540) 831-5500 to have it deactivated or deactivate your card via the “Manage your account” feature under your online account feature 24 hours a day. If you find your ID/RU Express Card after you have had it deactivated, you must present the card in person in the RU Express Office in Heth Hall to have it reactivated. If you cannot locate your ID card and need to obtain a new one there is a replacement fee of \$15.00.

In addition, each Department of Physical Therapy student, faculty and staff will be issued a valid picture identification badge and proxy card to allow 24 hours a day, 7 days a week access to the departmental facilities, which must be carried at all times and presented to college officials upon request while in the Carilion Roanoke Community Hospital facility.

Proxy access badges operate the electronic locks on the external and certain internal doors of Carilion Roanoke Community Hospital (CRCH). The failure of a student to have his or her ID badge may result in an inability to enter or re-enter these facilities. Students who lose their I.D. or proxy cards can receive a replacement by visiting the Student Affairs Office on the Fourth Floor of CRCH or by calling (540) 985- 8502. Each replacement card will cost \$20. The previous badge or card will be cancelled from the access system and a new card will be issued.

All student IDs including the RU ID and the Proxy Access badge are required to be displayed while on the Roanoke campus at CRCH, clinical and externship settings, and to access library resources.

Non university, affiliated persons, accessing the Radford University Department of Physical Therapy facilities, must present, upon request, some type of valid, photo identification. Failure to comply with this regulation could result in immediate removal from the facility.

Parking Policy

Student, faculty and staff parking is available at Carilion Roanoke Community Hospital (CRCH) and on the Radford University campus with valid parking passes.

Radford University parking passes and information may be obtained through the Radford University website at <http://parking.asp.radford.edu/>.

Parking at CRCH is free for faculty, staff and students, but all vehicles must be registered through the CRCH/Jefferson College of Health Sciences Safety Office located in the Reid Center lobby.

All students and staff operating vehicles are responsible for reading and adhering to the current Radford University Carilion (RUC) Parking and Driving Regulations. Students may not transfer parking permits to other vehicles or to other students. Persons who knowingly acquire, use, or display a parking permit not consistent with their current status will be considered to be engaging in fraudulent behavior and will be referred to the campus discipline process.

Public transportation through use of SMART bus is available. For more information, please review the public transportation site including schedules and routes at: <http://www.smartwaybus.com/>. Students may use the public system at no cost with their student identification.

Student Services

There are several services available on campus to assist students. Please contact your advisor or the Office of Dean of Students (<http://www.radford.edu/~dos-web/>) if the information you seek is not provided here:

Bookstore: Students may purchase their books and materials through Radford University's bookstore on the Radford campus:

Dalton Hall, Lower Level PO Box 6894
Radford, VA 24142
(540) 831-5144 & 5498
(540) 831-6166 (fax)

The Bookstore located in Carilion Roanoke Community Hospital on the 3rd floor and carries a selection of supplies and general merchandise. Items such as sweatshirts, T-shirts, backpacks and mugs are also available. For hours of operation, students are encouraged to access the on-line website at <https://radford-carilion.bncollege.com/shop/radford/home>. RUDPT books can be purchased online at <https://radfordu.bncollege.com/shop/radfordu/home> and shipped to you free of

charge by using the code: PTFREE

Campus Recreation: <http://www.radford.edu/stuact/campusrec.html>. A component of the Student Recreation & Wellness Center at Radford University takes great pride in providing a variety of programming for students, faculty, and staff of Radford University. The philosophy of the program is to provide for the participants an opportunity to become involved in group and individual activities for social interaction, physical conditioning, and psychological development. Most of all, Campus Recreation is designed to emphasize challenge and fun. Hopefully the program will enrich the participants' lives during their stay at Radford University and will become a carry-over for constructive use of their leisure time in the future. Campus recreation includes intramurals through the sports club: <http://www.ruhighlanders.com/> For students in the DPT Program, the Radford University Carilion (RUC) fitness center, located on the first floor, is available for use without any additional fees.

Center for Diversity and Inclusion: <http://www.radford.edu/content/diversity/home.html> The mission of the Center for Diversity and Inclusion is to develop cultural awareness, understanding and a sense of belonging among Radford University students on our campus and in our community. Although our primary focus is to provide services for multicultural and international students, we work collaboratively with other offices, serving as a resource for faculty, staff and administration. We work toward building an environment in which cultural diversity is highly valued, differences are respected and people from other cultures and lifestyles can flourish. We support the development of the whole person by providing quality programs and services. Through our commitment we are helping to build community at Radford University.

Computer and Technology Labs: The Radford University Carilion (RUC) College computer labs (Education Technology Center) offer students access to the Internet, computer assisted instructional programs, the Office Suite of products, including word processing, presentation, spreadsheet and database software, plus printing capabilities. The main computer labs for student use is located in the Learning Commons on the Fifth Floor of CRCH.

Students must save work on their own flash drives, which may be purchased from the College bookstore. Students utilizing computer labs must comply with the College Computer Use and E-Mail Policy that is posted in all labs. Violators of the policy are subject to loss of computing and network access and subject to college disciplinary actions, civil proceedings and/or criminal prosecution.

The Education Technology Center (ETC) is open 24 hours a day, 7 days a week for student, faculty, and staff use.

Currently, the ETC primarily proctors electronic and web-based tests. The two most common types of tests proctored in the ETC are Blackboard tests for various courses and examinations administered through the Assessment Technologies Institute, LLC website.

Student Counseling Services (SCS): http://ccsd-web.asp.radford.edu/about_us.htm; Phone (540) 831-5226. Provide confidential and personal counseling related to motivation, home and relationship concerns, bereavement and grief and loneliness, consultation for residential staff, administrators, faculty, and parents, referral to external specialized services, and provide on- campus health education prevention and education programs.

Non-emergency appoints can be scheduled within one week of request at Radford University Carilion (RUC). Appointments can be made by e-mailing Shannon Roosma at sroosma@radford.edu calling (540) 985.8395, or in person by stopping by the Student Affairs Suite on the Fourth floor of CRCH.

- Emergency contacts: Director of Counseling and Wellness: 540 985-8502
- Director of Student Life: 540 244-4693
- Emergency Outreach Services: 540 981-9351

Provides 24 hour crisis intervention services covering any mental health issue.

RESPOND: (540) 776-1100

CONNECT: (540) 981-8181

Cost for any care is the responsibility of the student. On- line information:

Radford University's Radford campus has counseling services available. Radford University's student counseling services are available to any student who is enrolled at Radford University. The center provides brief therapy services and is staffed by licensed mental health professionals. Personal counseling, consultation, referrals, and health education is offered by the Student Counseling Services office. Counseling Services are located on campus in Tyler Hall, Lower Level. Phone contact is (540) 831-6031.

These services are offered free of charge to the student.

Center for Accessibility Services (C.A.S.): Students seeking academic accommodations under the Americans with Disabilities Act must register with the Center for Accessibility Services (CAS) to determine eligibility. Students qualified for academic accommodations will receive accommodation letters and should meet with each course professor during office hours, to review and discuss accommodations. To begin the registration process, complete a Student Registration Form and submit documentation to PO Box 6902, Radford, Virginia 24142, or deliver to the Russell Hall, Room 325, by fax to 540-831-6525, or by email to cas@radford.edu (See documentation guidelines). For more information, visit the Center for Accessibility Services (C.A.S.) [website](#) or call 540-831-6350.

Experiential Learning & Career Services: Experiential Learning and Career Services provides undergraduate and graduate students as well as alumni with career counseling and career development services, self-assessments, workshops, presentations for academic departments, career fairs, resume writing, and mock interviews, in addition to other services. Students have the opportunity to utilize our online database, "[HireAHighlander](#)" to search for job opportunities, sign up for interviews, and post resumes. For more information access this link:

<http://www.radford.edu/content/career-services/home.html>

Financial Aid: <http://finaid.asp.radford.edu/officeinfo.htm>; <http://finaid.asp.radford.edu/grprog.html>. Various sources of financial aid are available for full-time graduate physical therapy students. Eligibility criteria, application procedures, and requirements and conditions of aid are given for each financial aid category currently available. Information is available on the University campus in the Financial Aid Office: Box 6905, 169 Heth Hall, Radford University, Radford, Virginia 24142; finaid@radford.edu; Telephone: 540-831-5408; TDD: 540-831-5128 (Hearing Impaired); Fax #: 540-831-5138. Additional information can be found on the departmental [website](#). During the clinical education component of the curriculum it is recommended that students seek financial aid to assist housing and travel expenses. Please refer to the Clinical Education Handbook in the section “Preparation for Clinical Experiences.”

Fitness: Radford University Doctor of Physical Therapy students and faculty have full access to Radford University Carilion (RUC) on-site fitness center located on Carilion Roanoke Community Hospital's first floor. The Fitness Center has basic aerobic and strength training equipment. The Fitness Center is available for faculty and student use only.

Facility access will be available using a Carilion ID card. Prior to using the fitness facility, students will need to watch a safety video and complete a release form. The video is located in the Student Affairs Department on the fourth floor. The Student Affairs Department contact number is (540) 985-8395.

The Fitness Center is open 24 hours a day, 7 days a week except when the Carilion Roanoke Community Hospital building is closed such as during inclement weather.

It is recommended to exercise with a partner. Students are to bring a towel. Cleaning supplies are located within center. Equipment is to be cleaned after each use. Students are encouraged to be considerate of others when there is wait time for equipment.

Food Services: Radford University Doctor of Physical Therapy students and faculty have full access to the Radford University Carilion (RUC)/Carilion Clinic dining services located on site at Carilion Roanoke Community Hospital and off site at Carilion Roanoke Memorial Hospital and Radford University's Radford campus. Dining services are available for a fee. Vending selections are available at all sites. Carilion Roanoke Community Hospital offers limited cafeteria-style meals 8am to 2p.m. weekdays. Carilion Roanoke Memorial Hospital offers specialty dining options located in the South Pavilion. Daily operation is from 6 a.m. to 8 p.m.

Off-site meal options are accessible by utilizing the City Trolley system which travels along Jefferson Street in Roanoke. This trolley can be used to travel between Community and Memorial Hospital buildings as well as the Virginia Tech Carilion Medical School.

Radford University's main campus also offers dining options for students. Faculty and students may purchase meal plan options through RU Express. RU Express sets up a loadable university account. The RU Express account can be used at any location accepting the card. The RU Express card can be used mainly on the Radford University Campus for purchases in the RU Bookstore, Bonnie Ticket Sales, McConnell Library, Campus Recreation, copiers, microfiche, Health Center, RU Post Office, Parking Services, ID Replacement, Bonnie Game room, RU Outdoors, Dedmon Center Concessions, selected laundry rooms, Telephone Services, RU Printing Services, RU Post Office, selected off-campus merchants, Pepsi and snack vending machines, the dining halls, Chick-fil-A, and Terrace Shops. An initial deposit of \$25 is all you need to establish an RU Express account. The RU Express

account remains active as long as there is a balance available. Any funds left at the end of a semester will transfer to the next semester.

There are many on-campus as well as off-campus New River Valley locations which accept RU Express. Currently, RU express is not accepted at Roanoke Valley locations.

Health Care Services: Radford University's Radford Campus has a Student Health Center which offers basic health care to students on an outpatient basis, Monday through Friday. The Student Health Center is equipped to provide diagnosis and treatment for the most common health problems. Serious medical situations are referred to area hospitals and specialists. Over-the-counter medications and a limited number of pharmaceuticals are available. The Student Health Care Center is located on campus in Moffett Hall, Ground Floor and contact number is (540) 831-5111. Students may be seen by their personal physician. Students and/or parents/guardians are responsible for any cost associated with physician visits.

In case of an emergency, students are directed to call 911 if using a cellular phone, or if you are using a college/hospital telephone dial 7-7911.

*Fire and Medical Emergencies: Dial 911 form cellular phone
College or Hospital telephone: 7-7911

*Carilion Police and other Emergencies: (540) 981-7911
College or Hospital telephone: 7-7911

Due to the Roanoke location of the DPT program, it is recommended for students to have a primary care provider and to utilize local health care options in Roanoke.

The Harvey Knowledge Center (HKC), formerly the Learning Assistance and Resource Center (LARC), strives to help all Radford University students achieve academic success in all disciplines. In individual or group tutoring sessions, students acquire support from College Reading and Learning Association (CRLA) certified trained tutors. Writing tutors aid students with writing assignments for any discipline including math, science, reading comprehension, and test taking strategies through one- on-one consultations and in workshops offered throughout the semester. With a learner- centered approach, the HKC staff and tutors seek to meet each Radford University student's academic needs. The Writing Center is also available on-line to students and other patrons who have access to email. Writing Center staff will look at and respond to questions about content, grammar, punctuation, and spelling in texts. If you have further questions about a grammar or punctuation concept, please don't hesitate to continue the conversation with the tutor either by email, phone (x 7704), or in the Center. LARC will try to respond within 2 business days (short questions regarding grammar, punctuation, and wording may be answered sooner). If you would rather have a face-to-face conference in the Writing Center with one of our tutors, make an appointment through email (larc@radford.edu) or phone 831-7704. To submit a question or text, click on the [Online Submission Form](#).

Off Campus Student Counseling: <http://www.radford.edu/content/student-counseling/home/faq.html>. The Off Campus Student Council is dedicated to the concerns of the 5000 + off-campus Radford University students. Our goal is to inform students of University Sponsored events and to incorporate off- campus students as active members of the Radford Community.

Office of Dean of Students: <http://www.radford.edu/~dos-web/>. The Office of the Dean of Students promotes and facilitates student learning, engagement and development outside the classroom and collaborates with others to enhance the quality of life for students at Radford University. The Office of the Dean of Students responds to the informational and personal concerns of students and oversees the protection of student rights. The office plays a major role in promoting and upholding the shared values and ideals of the Radford University community. The office provides a variety of services for students. These include student advocacy services, student conduct services, off-campus student services, student publications, student insurance, information for parents and families, absence notices, references/verifications for graduate school and employment, and services with the Student Government Association.

Printers and Copiers for Student Use: Students have access to black and white laser printers in the Educational Technology Center 24 hours a day, 7 days a week (except while testing is in progress) and in the Radford University Carilion (RUC) Library on 5th floor during regular Library hours. A black and white copier is also available for student use in the Library. Each printout costs \$.10, and each page copied on the Library copy machine costs \$.05.

Radford University Campus Ministers' Association (RUCMA):

<http://www.radford.edu/content/radfordcore/home/student-life/religious-and-spiritual-life.html>

RUCMA is the organization for the Campus Ministers or Faculty/Staff Advisors who relate to the student religious organizations at Radford University and which are defined by their denomination or sponsoring organization as a campus ministry. RUCMA shares with Radford University a commitment to the holistic development of persons: spiritually, physically, intellectually, and socially. RUCMA respects the rights of individual religious traditions and individual styles of ministry, nourishes the intellectual dimensions of faith as well as the spiritual dimensions of education; and encourages the service of others, both within Radford University and in the larger community. Further, it encourages spiritual values in a climate of open inquiry. Believing that religious concern is as broad as human need, RUCMA seeks to enhance the quality of community and personal life. The campus ministers stand in a unique relationship to Radford University. RUCMA exists independently to assist the university in carrying out its educational missions. RUCMA shares a common mission with the University: the education of the whole person.

Registrar Office: <http://www.radford.edu/content/registrar/home.html> ; Phone 540-831-5271. The registrar office strives to ensure accuracy, security, and integrity of academic records of past and current students. The Office of the Registrar is responsible for maintaining many aspects of student records including transcripts, current grades, enrollment verifications, and commencement. We are also responsible for the course catalog, scheduling classes each semester, and student registration. Information is available on the University campus in the Office of the Registrar: 105 Heth Hall, Radford University, Radford, Virginia 24142; registrar@radford.edu

Residential Life: <https://www.radford.edu/content/residence-life/home.html> .

The Office of Housing & Residential Life supports the academic mission of Radford University and focuses on residential student needs by fostering a healthy living environment, promoting personal development, and encouraging respect. Additionally, Radford University has an agreement with Radford University Carilion (RUC) that allows our students to lease space at the Patrick Henry (PH) Building (about 2 blocks away). Students wishing to reside at the PH will be placed in double occupancy apartments (while spaces last). Additionally, every effort will be made to place students in similar programs of study together, and on the uppermost floor of the residence hall (which tends

to be the quietest). The housing fee will include electricity, water, sewer, trash, cable, high-speed internet and access to an on-site gym. Students will have the option to sign up for either the fall or spring semester; or both with an estimated cost of about \$3,500. Please contact RUC directly for more information at <https://www.radford.edu/content/ruc/home/prospective-students/residence-life.html> under “Residence Life.”

Student Accounts: <http://www.radford.edu/content/student-accounts/home.html> ; Phone: (540) 831-5417. Radford University offers the Highlander Choice Payment Plan as an alternative to standard payment arrangements. Highlander Choice enables families to pay university expenses in regular monthly installments. For more information, please contact the Student Accounts Office, P.O. Box 6922, Fairfax Street, Heth Hall, Radford, VA 24142; TTY: (540) 831-5128; Fax: (540) 831- 5501; Email: stuacct@radford.edu; Hours of Operation: Monday - Friday 8:00 AM - 4:30 PM ET.

Student Activities: As a Division of Student Affairs, <http://www.radford.edu/content/dsa/home.html>, Student Activities’ mission is to provide students with diverse out-of-the-classroom experiences that facilitate intellectual, civic and social development while promoting a sense of community and enhancing the educational mission of the University. Some examples of Student Activities include clubs, campus recreation, Greek life, a student calendar of events and student leader resources.

Student Conduct: <http://www.radford.edu/dos-web/studentconduct.htm> Radford University is a community of scholars and learners in which the ideals of freedom of inquiry, thought, expression and the individual are sustained. With these ideals comes the responsibility of every student to hold him/herself to the standards of the Radford University community set forth in its policies. RU’s campus conduct processes emphasizes education by focusing on the growth and development of the individual student, encouraging self-conduct and fostering a respect for the rights of others. Regardless of the means by which conduct is processed, the ends remain the same: to redirect the behavior of the student into acceptable patterns and to protect the rights of the community. Students may participate as student advisors or in student government association.

Student Government Association (SGA): <http://www.radford.edu/content/sga/home.html> SGA has a constitution outlining its purpose and how our organization should operate. This includes information on elections and on responsibilities of individual positions. Radford University has its 18-23 [Strategic Plan](#): Embracing the Tradition and Envisioning the Future which places emphasis on the student, the learning opportunities, and service to the alumni. The students of this university must take a lead in developing Radford University’s future. SGA’s foci includes: Sustainability, School Spirit and Pride, Diversity, Campus Outreach, and global/Community Outreach.

Student Support Services: <http://sss.asp.radford.edu/aboutUs.html>. The goals of the Student Support Services Program "SUCCESS" are to enhance academic skills, develop leadership potential, assist with financial aid options, encourage graduate school education, and support cultural enrichment activities in a comfortable, relaxed environment. Radford University Student Support Services “SUCCESS” Program is a grant-funded program operating under the umbrella of the Federal TRIO programs and 100% federally funded by the [U.S. Department of Education](#) (DOE). As an academic program within the Division of Student Affairs, it is designed to assist first- generation college students to succeed at Radford University. “SUCCESS” offers tutoring, financial assistance, academic coaching, seminars, as well as personal, educational, graduate and career counseling. These services are designed to assist students in transitioning into and eventually out of

Radford University. Student Support Services (SSS) has provided free assistance to hundreds of eligible students since it became an integral part of the Radford University community in 1993.

Substance Abuse Education: <http://www.radford.edu/~sasae/>. The Office of Substance Abuse and Sexual Assault Education is dedicated to increasing knowledge and awareness of substance abuse, sexual assault, and other student health issues as well as decreasing the negative consequences associated with high risk alcohol & other drug use and sexual assault. Services include: Educational Resources on the topics of Substance Abuse, Sexual Assault, Dating Violence, and other student health issues; Radford University RU Aware Program, Counseling for students dealing with issues surrounding sexual and dating violence and/or substance abuse; Advocacy and support for sexual assault victims; Consultations for students, parents, faculty and staff; and Peer Educators: A student group dedicated to raising awareness about student health issues that sponsors campus wide awareness events and educational programs for residence halls and other organizations. The SASAE office advises and supports the students in Peer Educators.

Conditional Admissions Policy

The Department of Physical Therapy does not offer conditional admissions. All terms of admission must be met prior to enrollment into the Doctor of Physical Therapy Program.

Non-Discrimination Policy

Radford University is committed to providing an environment that emphasizes the dignity and worth of every member of its community and is free from harassment and discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, gender expression, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law. Per federal Title IX regulations, as well as other federal and state regulations, Radford University prohibits discrimination and harassment in its educational programs and activities, on the basis of sex or any other protected class, by individuals subject to its control or supervision. This requirement to not discriminate in the educational program or activity of Radford University extends to admission. Inquiries about the application of federal Title IX regulations may be referred to Radford University's Title IX Coordinator, the U.S. Department of Education's Assistant Secretary, or both.

Human Subject Project Procedure

Those students involved with or instituting research, which involves human subjects, must follow the following procedure:

1. They must contact the Radford University Institutional Review Board regarding research requirements.
2. All forms will be completed, reviewed and approved by the faculty research advisor for the research project.
3. Once approved by the faculty research advisor, it is to be submitted to the IRB Committee for review and approval.
4. The student conducting the project will review the process of research on a regularly scheduled basis with the faculty research advisor.

Community Service Policy

The Department of Physical Therapy defines community service as activities external to the department that benefit the public. As such, it is an integral component of the physical therapy curriculum. Students matriculating in the doctor of physical therapy curriculum will perform community service during the course of the curriculum as part of fulfillment of the program requirements. Students will participate in four (4) hours of community service during both the fall and spring semesters of the first academic year, and eight (8) hours during both the fall and spring semesters of the second academic year. The community service requirement will be coordinated and supervised by the student's core faculty advisor. Students will write a reflective paper at the completion of each community service experience to fulfill the program requirement. Students that do not satisfy the community service requirement in any given year will be placed on administrative probation (refer to student handbook) until the community service requirement is completed and the reflective paper is submitted to his/her core faculty advisor.

Students are required to attend at least 1 on-site local professional meeting event each academic year, either fall or spring semester, with the Virginia Chapter of the American Physical Therapy Association (APTA). It is preferred that the RUDPT student attend a local Valley District meeting of the Virginia Physical Therapy Association (VPTA). Attendance and travel time are considered as hours which may be counted toward this policy.

Appropriate dress is to be worn including student photo identification during all community service hours.

Procedure

1. The student will consult with his/her core faculty advisor for coordination and approval prior to each community service activity.
2. Once the community service activity is approved, the student will participate in and complete the activity.
 - a. Sample activities that cannot be counted toward community service hours:
 - i. Participating as a subject in a Capstone research study
 - ii. Activities directly related to completion of one's own Capstone research

- iii. Ushering during departmental open houses, information sessions, or interviews
 - b. Sample activities that can be counted toward community service hours can be found on the RU DPT website under “Admitted/Current Students.”
3. Once the community service activity is completed, the student will write a reflective paper. The reflective paper will:
 - a. Describe benefits derived from participating in the community activity.
 - b. Answer the following:
 - i. Provide a brief summary of the Activity that was completed.
 - ii. Define the community that you served and how it relates to our program’s Mission Statement.
 - iii. Would you recommend this activity to another student? Why?
4. The reflective paper is to be submitted to the core faculty advisor within two weeks of completion of the activity, or by the last day of final examinations (if the activity occurred within two weeks of final exams).
5. All documents will be maintained in the student's advising file.
6. Students who do not satisfy the community service requirement each semester will be placed on administrative probation until the community service requirement is completed and a satisfactory reflective paper is submitted to his/her core faculty advisor.

Note: Placement on administrative probation in excess of two times may result in dismissal from the program.

Doctor of Physical Therapy Course Sequence

	Course #	YEAR 1 Courses	Credit Hours
Summer	AHPT 800	Human Anatomy	7
Fall	AHPT 810	Exercise Physiology	3
(17)	AHPT 812	Clinical Medicine I	3
	AHPT 814	Patient Management I	4
	AHPT 816	Theory and Practice I	4
	AHPT 820	Kinesiology/Biomechanics	3
Spring	AHPT 818	Neuroscience	2
(15)	AHPT 824	Clinical Medicine II	3
	AHPT 826	Patient Management II	4
	AHPT 828	Theory and Practice II	4
	AHPT 829	Research/ Scientific Inquiry I	2
Summer	AHPT 830	Clinical Experience I	9
		Year 1 Total	48

Term	Course #	YEAR 2 Courses	Credit Hours
Fall	AHPT 842	Professional Affairs	2
(16)	AHPT 844	Neuromuscular Development and Control I	4
	AHPT 846	Differential Diagnosis/ Imaging	3
	AHPT 848	Pharmacology	2
	AHPT 850	Psychosocial Aspects of Disease and Disability	2
	AHPT 862	Clinical Medicine III	3
Spring	AHPT 840	Management of Special Populations (Orthotics, Prosthetics, Advanced Specialty Topics)	3
(18)	AHPT 860	Advanced Orthopedics	4
	AHPT 864	Health Policy and Administration	3
	AHPT 866	Neuromuscular Development and Control II	4
	AHPT 867	Principles of Teaching & Learning	2
	AHPT 868	Research/Scientific Inquiry II	2
Summer	AHPT 870	Clinical Experience II	10
		Year 2 Total	44

Term	Course #	YEAR 3 Courses	Credit Hours
Fall	AHPT 880	Cardiopulmonary Patient Care Management	4
(16)	AHPT 882	Comprehensive Patient Care	3
	AHPT 884	Pediatrics	4
	AHPT 886	Preventative Health and Wellness	3
	AHPT 888	Research/Scientific Inquiry III	2
Spring	AHPT 890	Clinical Experience III	10
	AHPT 892	Research/Scientific Inquiry IV	2
		Year 3 Total	28

TOTAL CURRICULUM		120 Credits
Curriculum sequence is subject to change based on curriculum assessment process		

Course Descriptions

Course#	YEAR I	Credit Hours
AHPT 800	<p>Human Anatomy: This course begins with foundational concepts in vertebrate embryology and development, as well as connective tissue histology. Upon that foundation an in-depth regional study of the human body emphasizing musculoskeletal, neuromuscular, and cardiopulmonary systems plus gross surface anatomy features is methodically explored. You will examine structural interrelationships as a basis for normal function, and will engage in directed laboratory experiences using musculoskeletal materials and models, “living anatomy” labs, as well as other proven learning activities such as student presentations of clinical problems illustrating anatomical principles. The course concludes with an introduction to neuroanatomy.</p>	7
AHPT 810	<p>Exercise Physiology: The exercise physiology course will examine and apply theories and principles, and it will evaluate the effects of physical effort on human performance. Emphasis will be placed on the metabolic/energy transfer systems of the body and muscle structure on a histological level. The course will also assess the effects of physical activity (e.g., cardiovascular, pulmonary, and neurological influences on human performance) across the lifespan. This course prepares students to participate in their initial clinical internship experience.</p>	3
AHPT 812	<p>Clinical Medicine I: Clinical Medicine I is the first in a series of course designed to provide physical therapy students with a general knowledge and understanding of human pathology. The course introduces students to medical terminology, develops an understanding of disease processes, the integumentary system and facilitates students in the application and analysis of medical pathology in patient care. Course content includes an introduction inflammation processes, integumentary conditions and underlying pathology, fundamental processes of wound healing, wound stages, debridement, wound prevention, natural and acquired immunity and immunodeficiency, hypersensitivity, and transplantation, the cardiopulmonary system and the endocrine system.</p>	3
AHPT 814	<p>Patient Management I: This course provides a foundation for examination skills relevant to orthopedics, neurological, cardiopulmonary, and integumentary pathologies. This course introduces students to the Nagi model of disablement and to the five elements of patient/client management as described by the Guide to Physical Therapist Practice. Primary areas of emphasis are examination procedures including history taking, systems review, and basic tests and measures such as assessment of vital signs, reflexes, joint range of motion, and strength. Students will also learn documentation using SOAP note format. Successful completion of this course requires students to utilize and integrate topics such as medical terminology and muscle origin and insertions from related content areas.</p>	4
AHPT 816	<p>Theory and Practice I: Didactic and laboratory learning will occur in both laboratory and classroom environments. Students must demonstrate clinical skill based competencies and pass a clinical practical examination to successfully pass course requirements. Students will participate in small group and cooperative learning experiences. Students will participate in hands-on methods and techniques related to therapeutic activities, modalities, gait training, and patient handling techniques. Students will analyze patient case scenarios and develop appropriate intervention plans. Students will participate in didactic and laboratory oral/ participatory demonstrates of patient care situations.</p>	4

AHPT 818	<p>Neuroscience: The class is an integrated presentation of neuroscience with an emphasis on the sensory, motor and higher brain functions of the human nervous system as they relate to activities of daily living. Students are expected to learn functional anatomy of the human nervous system. Common neurological problems encountered in physical therapy are introduced and linked to abnormalities of neural structure and function.</p>	2
AHPT 820	<p>Kinesiology/Biomechanics: This course will examine the interaction of bones, joints, muscles, and external forces that are responsible for movement. Students will study the major joint complexes of the human body. Learning objectives for each joint complex will include the basics of kinetics, biomechanics in association with muscles, and connective tissues and bones connected to that specific joint. The origins, insertions, actions of the muscles, and in some joint complexes, patterns of physical dysfunction will also be discussed as it relates to normal movement.</p>	3
AHPT 824	<p>Clinical Medicine II: Clinical Medicine II is the second in a series of courses designed to acquaint students with medical aspects of and pathology of diseases and disabilities. This unit is orthopedically oriented and follows Patient Management I and Theory and Practice I to reinforce concepts and skills developed in the identified courses. Included are special units on management of hand pathology, maternal adaptation to pregnancy, and abuse/neglect/ and domestic violence across the lifespan. This course prepares students to participate in AHPT 830 Clinical Experience I.</p>	3
AHPT 826	<p>Patient Management II: This course continues the series on musculoskeletal evaluation, which culminates with Advanced Orthopedics. This course is based on the Cyriax principles for examination of orthopedic dysfunctions of the extremities and spine. The course prepares students to examine, evaluate, determine prognoses, and develop a plan of care for patients with extremity and spinal dysfunctions. The course content supplements content areas of Theory and Practice I & II, Kinesiology-biomechanics and Clinical Medicine I & II. Successful completion of the course requires the application and integration of materials presented in Patient Management I, Gross Anatomy, Exercise Physiology, and Clinical Medicine I. This course prepares students to participation in their first clinical experience.</p>	4
AHPT 828	<p>Theory and Practice II: This course focuses on treatment intervention techniques such as therapeutic exercise, massage, extremity mobilization, spinal tractions, and prepares students to design, implement, and evaluate intervention programs. The course prepares students to perform patient interventions specifically in the outpatient setting, acute care, subacute, rehabilitation, and homecare environments. The course integrates learning content from anatomy, neuroanatomy, patient management courses, clinical medicine and kinesiology-biomechanics. Theory and Practice II prepares students to participate successfully in their first clinical experience.</p>	4
AHPT 829	<p>Research/Scientific Inquiry I The course will explore the concepts, problems, needs, and issues involved in conducting and evaluating research in physical therapy with an emphasis on the application and interpretation of statistical analyses.</p>	2

AHPT 830	<p>Clinical Experience I: Clinical Experience I is the first in a series of three courses designed to provide physical therapy students with an opportunity to apply the first year of didactic learning through real world experience. It requires full time (~typically 40) hours per week over the course of the clinical experience. The learning outcomes of the clinical education process are based on the hierarchical pattern of coursework. This initial clinical experience emphasizes basic examination, evaluation, and treatment intervention skills practiced in nursing homes and outpatient rehabilitation clinical sites. Each student is assigned an on-site Licensed Physical Therapist referred to as a Clinical Instructor (CI). The CI provides supervision onsite during the clinical experience. As the student becomes more competent, the student will assess problems, practice evaluation skills, formulate patient goals and apply treatment techniques. The student is expected to demonstrate Beginner Level skills or higher in all 18 criteria on the Clinical Performance Instrument (CPI) by the end of this clinical semester.</p>	9
Year 1 Total		48

Course#	YEAR 2	Credit Hours
AHPT 840	<p>Management of Special Populations (Orthotics, Prosthetics, and Advanced Specialty Topics): This course introduces students to the management of special populations, with a major emphasis on the physical therapy management of persons with prosthetic and orthotic needs, and a minor emphasis on the management of pelvic health. Integral to the management of patients with prostheses and/or orthoses is the reinforcement of concepts related to kinesiology/biomechanics, normal gait, pathologic gait deviations, and integumentary management. The course assists students with developing evaluation skills and plans of care for these special populations. This course prepares students to participate in their second clinical experience.</p>	3
AHPT 842	<p>Professional Affairs This course introduces students to elements of professional conduct, professional ethics, and standards of practice. The course reviews and assesses the goals, priorities and mission of the APTA. The course will introduce students to the medical system, the professional environment of physical therapy and the patient/therapist relationship and its importance in patient outcomes. The need for cultural sensitivity and strategies dealing with cultural diversity in clinical practice will be introduced and applied to clinical case studies. The course will review, discuss, and apply elements of negligence/malpractice and ethical decision making in the provision of physical therapy.</p>	2
AHPT 844	<p>Neuromuscular Development and Control I: The course emphasizes the theoretical and clinical basis for the examination and treatment of patients with neurological impairments. This course focuses on physical therapy management of adult neurological disorders. Clinical implications and applications of treatment approaches will be discussed based on current best practices utilizing the International Classification of Functioning (ICF) model. The format for the course will be lecture/lab style, including patient demonstrations, case studies, movement analysis, standardized tests and outcome measures. This course prepares students to participate in their second and third clinical experiences.</p>	4

AHPT 846	<p>Differential Diagnosis/Imaging: The client management of patient care will serve as the framework to present patient examination methods that lead to diagnostic reasoning that physical therapists use in clinical decision making. The course will rely on case study examples to be used in the process of gathering relative clinical information to screen for pathology and physical impairments. Students will master the knowledge required for diagnostic imaging principles and techniques as they apply to physical therapy. Standard imaging procedures that will be addressed in the course include radiography, fluoroscopy, arthrography, magnetic resonance imaging, CT scans, and angiography, nuclear medicine and special procedures.</p>	3
AHPT 848	<p>Pharmacology: The course is the study of drugs with an emphasis on how drugs affect physical therapy. The course will cover pharmacotherapeutics about specific drugs that are used to prevent, treat, or diagnose disease; pharmacokinetics to understand how the body handles a drug including differences for different age groups and health circumstances; and pharmacodynamics for what a drug does to the body including side effects. Pharmacology is fundamental for disease management as well as appreciating medical health and wellness. This course prepares students for their second and third clinical experiences.</p>	2
AHPT 850	<p>Psychosocial Aspects of Disease and Disability: Psychosocial Aspects of Disease and Disability introduces and examines the psychosocial concepts and factors affecting the patient, family, and the patient/therapist relationship when caring for individuals experiencing acute, chronic, and terminal illness. Students reflect on their own biases and beliefs, as well as learn to incorporate caregiver and patient belief systems in order to establish culturally conscious plans of care. Students develop appropriate psychosocial interviews and practice interviewing others of similar and different cultural backgrounds in order to demonstrate the ability to create comprehensive psychosocial patient histories.</p>	2
AHPT 860	<p>Advanced Orthopedics: This course focuses on hands-on methods and techniques related to therapeutic activities, manual therapy, and patient handling techniques in neuromusculoskeletal cases of varying complexity. Students will analyze patient case scenarios and develop appropriate intervention plans. Students will participate in didactic and laboratory oral/participatory demonstrations of patient care situations.</p>	4
AHPT 862	<p>Clinical Medicine III: Clinical Medicine III provides an overview of pathological conditions affecting the central and peripheral neurological systems. Emphasis is placed on knowledge of pathology, recognition of clinical signs and symptoms as well as disease/disability related to neuro-dysfunction. Students will reflect on neurological diagnoses presented in class and work through the five elements of the patient management cycle. This course prepares students for their second and third clinical experiences.</p>	3
AHPT 864	<p>Health Policy and Administration: This course reviews the development of the current healthcare system and examines forces that impact healthcare delivery. An emphasis is placed on leadership and management styles as related to the healthcare industry including communications, group dynamics, program development, ethical and legal issues. Healthcare leadership and management issues are explored at both the individual and population health settings. Teaching methods used will include lecture, in-class discussions, student article analysis, presentations, and individual assignments.</p>	3

AHPT 866	<p>Neuromuscular Development and Control II: The course is the second in a sequence of patient management of adult neurological disorders. The course builds on previous course content from Neuromuscular Development and Control I, Patient Management I & II and the Clinical Medicine sequence, by including additional neurological conditions. Clinical implications and applications of treatment approaches will be discussed based on current best practices utilizing the International Classification of Functioning (ICF) model. The format for this course will be lecture/lab style, including patient demonstration and case studies. This course prepares students to participate in their second and third clinical experiences.</p>	4
AHPT 867	<p>Principles of Teaching & Learning: The course examines the principles of learning across the lifespan. The integration and application of teaching strategies and methods selected and developed for a specific audience will be emphasized. This course explores issues regarding teaching peers, patients, caregivers, families, and the community. The course may develop teaching skills appropriate for different audiences across the lifespan and in different settings. Students may develop and integrate learning and instructional theories and methods with technological communication media essential to educate individuals and groups.</p>	2
AHPT 868	<p>Research/Scientific Inquiry II: The course addresses research designs and statistical analyses used in physical therapy and rehabilitation research. Students will learn to conduct, interpret, and analyze descriptive and inferential statistics, including group comparisons and regression, for ordinal data or in literature. Students will also be introduced to the importance of the use of evidence-based practice in the practice of physical therapy.</p>	2
AHPT 870	<p>Clinical Experience II: This is the second in a series of three clinical experiences. It requires full time (~typically 40) hours per week over the course of 12 weeks. The outcome of the clinical education process is based on the hierarchical pattern. Each clinical experience builds from previous didactic knowledge and clinical experience by providing opportunities to apply clinical knowledge and critical thinking skills in practice. The focus of this experience includes complex patient examination, evidence-based care and treatment, use of critical thinking and clinical reasoning, professional behaviors and adult learning, as well as decision-making for medically complex patients. Students practice in supervised clinical settings not previously experienced including acute care, inpatient rehabilitation facilities, home health, nursing homes, or outpatient rehabilitation. Each student is assigned an on-site licensed Physical Therapist referred to as a Clinical Instructor (CI). The CI provides supervision onsite during the clinical experience. The student is expected to demonstrate Intermediate Level skills or higher in all 18 criteria on the Clinical Performance Instrument (CPI) by the end of this clinical semester.</p>	10
Year 2 Total		44

Course#	YEAR 3	Credit Hours
AHPT 880	<p>Cardiopulmonary Patient Care Management: Prerequisite: The course prepares students to provide comprehensive interventions to individuals suffering from cardiopulmonary etiologies. The course provides students with non-invasive strategies to maximize patient outcomes. Emphasis will be place on the primary and secondary diagnoses of cardiopulmonary dysfunction, which limit an individual's optimal level of functions. The course prepares students to participate in their third and final clinical experience.</p>	4
AHPT 882	<p>Comprehensive Patient Care: Comprehensive Patient Care integrates clinical and basic science knowledge with skills acquired throughout the curriculum by evaluating patients with complex case presentations. Students will develop clinical reasoning skills for the successful evaluation and management of multiple systems within variable contexts to become culturally sensitive autonomous physical therapy practitioners. This course will emphasize the development of clinical expertise through reflective practice to integrate personal values with the best available evidence, and the analysis of outcomes to plan for lifelong learning. The format of this course uses a variety of learning experiences including lecture, problem based learning, simulation, small and large group discussion. Comprehensive Patient Care prepares students to participate in their third and final clinical experience.</p>	3
AHPT 884	<p>Pediatric Physical Therapy: The Pediatric course is based on the Guidelines Resource for Pediatric Curriculum Content in Professional Physical Therapist Education from the Pediatric Section of the American Physical Therapy Association (2008). Upon completion of the course students will have the specific body of knowledge needed for entry-level pediatric physical therapy practice. Didactic content will include; child development, pediatric disorders and illness, developmental testing, pediatric patient/family management, and service delivery issues in all settings. Students will explore evidence-based medicine for further investigation of the efficacy of physical therapy outcome measures in pediatrics. Major emphasis will be on the development of critical thinking and the ability to integrate knowledge from previous core curriculum content areas. The comprehensive group case study will provide students the ability to explore team roles, research disorders and integrate treatment strategies. Students will participate in examination, evaluation and intervention of a child with atypical development to encourage critical thinking and problem solving skills.</p>	4
AHPT 886	<p>Preventative Health and Wellness: This course is a combination of four independent but interrelated topics important to the education of physical therapist: (1) Prevention, (2) Health Promotion, (3) Fitness, and (4) Wellness. These topics contribute to the ultimate goal of optimum health for individual/patients of all ages in the community. Components of health promotion and wellness programs are presented with the emphasis on intervention, prevention, and promotion of health, wellness, and fitness. The relationship among good behaviors, health education, and health promotion will be explored.</p>	3
AHPT 888	<p>Research/Scientific Inquiry III: This course is a continuation of Research/Scientific Inquiry II. Student will perform data collection and analysis in conducting and evaluating research in physical therapy. Data collection and analysis will provide students the foundation research results to be used in the completion of their Capstone research curriculum requirement necessary for graduation. Students will work in small groups in cooperation with and under the supervision of a research committee.</p>	2

AHPT 890	<p>Clinical Experience III: Clinical Experience III is the finale of clinical education coursework. It requires full time (~typically 40) hours per week over the course of 12 weeks. The focus of this experience is to assimilate didactic and clinical knowledge and for the student to demonstrate entry-level professional behaviors and decision-making skills. Students practice in supervised clinical settings not previously experienced including acute care, inpatient rehabilitation facilities, home health, nursing homes, or outpatient rehabilitation. Clinical settings may be in the United States, international, or a combination of both. Each student is assigned an on-site licensed Physical Therapist referred to as a Clinical Instructor (CI). The CI provides supervision onsite during the clinical experience. Students develop individual performance development plans to hone their skills and abilities to meet final course expectations. The student is expected to demonstrate Entry-Level skills or higher in all 18 criteria on the Clinical Performance Instrument (CPI) by the end of this clinical semester.</p>	10
AHPT 892	<p>Research/Scientific Inquiry IV: This is the final course in the Research Scientific Inquiry sequence. Students will complete their Capstone research project through the data analysis, results and conclusion phases of the project. Students will prepare a research product for presentation and publication. Each student is responsible for the scholarship work and adhering to work product deadlines as presented. It is expected that each research product presented will be suitable for publication. To demonstrate broad familiarity and expertise with the field of physical therapy, students are also required to pass a comprehensive examination.</p>	2
Year 3 Total		28

* Subject to change

Radford University's Conduct Philosophy

Radford University is a community of scholars and learners in which the ideals of freedom of inquiry, thought, expression and the individual are sustained. With these ideals comes the responsibility of every student to hold him/herself to the standards of the Radford University community set forth in its policies.

Inappropriate student behavior on campus and in the classroom hinders a student's ability to succeed in this academic setting. These behaviors not only effect the student's learning environment, but all others he or she is in contact. The Standards of Student Conduct which includes the Honor Pledge, Conduct Sanctions and Appeal Procedures are located at [http:// www.radford.edu/~dos-web/standards091](http://www.radford.edu/~dos-web/standards091).

Students often experience stress during their academic careers. As faculty, staff, and fellow students, you may encounter a student in distress. You can play in role in identifying and referring students who are in distress.

Some signs of Students in Distress:

- References to suicide
- Isolation from friends and support system
- Changes in behavior
- Lack of energy
- Anxiety or nervous behaviors
- Unruly, abusive behaviors
- Disjointed thoughts, impaired speech
- Drug or alcohol abuse
- Threats to others
- Significant changes in weight and/or personal hygiene

Refer Students to Student Counseling Services

On-site to Student Affairs: fourth floor CRCH, or call (540) 985-8502

Radford University's Radford Campus: lower level Tyler Hall, (540) 831-5226 to schedule an appointment.

** Emergency: call 911 or on-site 7-7991

Self-help: anonymous internet-based resource providing students with a non-threatening and supportive link to their college mental health center www.ulifeline.org

RADFORD UNIVERSITY

Department of Physical Therapy

Doctor of Physical Therapy Program

Student Informed Consent for Laboratory Participation Form

All course participants must read and sign before participating in laboratory.

As a laboratory attendee, I represent and warrant that I am physically healthy and I have no medical conditions, including pregnancy, which would prevent my participation in the hands-on demonstrations and laboratory sessions.

By participating in the laboratory, I agree to assume full responsibility for any risks, injuries, damages, seen or unforeseen, whether caused by me or by any other person, which I may incur as a result of participation. I knowingly, voluntarily and expressly waive any claim, and indemnify and hold Radford University, the course instructors and any other attendees, harmless against any injuries or damages that I may sustain as a result of participation and/or use of any lab equipment or any attendee. I also understand laboratory content is not intended for use by participants outside of the regulatory scope of practice of their license(s).

Please sign next to your name acknowledging that you have read the above participation waiver and release agreement and fully understand its contents and that you voluntarily agree to the terms and conditions stated above.

Student Name (PRINT)

Student's Signature

Date

Witness (PRINT)

Witness's Signature

Date

**This page is to be returned to the Department
Chairperson/Program Director.**

RADFORD UNIVERSITY

Department of Physical Therapy

Doctor of Physical Therapy Program Handbook Review Sheet

I have read and have been provided an opportunity to ask questions about the materials within this handbook.

I comprehend the materials presented in this Student Handbook.

Student Name (PRINT)

**Student's Signature
Date**

Witness (PRINT)

**Witness's Signature
Date**

This page is to be returned to the Department Chairperson/Program Director.