

Physical Therapy

DPT -Student Handbook



DPT Class of 2023
(2020 – 2023)



TABLE OF CONTENTS

1. Welcome Message from Department Chair	2
2. Faculty and Staff (Faculty Staff Directory)	3
- Faculty Mentors, Appointments with Faculty	4
3. Floor Plans / Restrooms	4
4. Curriculum Plan.....	5
- Curriculum by Semester	9
- DPT I (Year-I) Course Descriptions.....	11
- DPT II (Year-II) Course Descriptions.....	14
- DPT III (Year-III) Course Descriptions	17
- Starting Dates / Teaching Schedules,	18
- Financial Aid, Program Review, Students with Disabilities	19
5. Department Calendar / Public Holidays	19
6. Student Policies and Standards	20
6.a. ACADEMIC POLICIES AND STANDARDS.....	20
- Registration, Attendance/Participation.....	20
- Academic Honor Code, Academic Dishonesty (Exam procedures).....	22
- Academic Disruption.....	23
- Plagiarism, TurnItIn.com, Grading (Behavioral Dimensions).....	24
- Grading System	25
- Failure of Exams in a DPT Course,.....	26
- Sched Exams, Feedback from Examinations	27
- Comprehensive Capstone Exam, Student Promotion.....	28
- Student "Leave of Absence", Graduation Applications, Grade Grievance..	29
6.b. OTHER POLICIES AND STANDARDS, Tips for Success.....	30
- Class Officers, Executive Council.....	31
- Class Finances, Contact Information, Recruiter List.....	32
- Pre-PT and PT Clubs, Professional/Interprofessional Involvement.....	33
- Hurricane Preparedness, Required Equip, Communication	34
- Course HO, Web-enhanced Courses, Course Fees, University Libraries	35
- Health Science Building, Room Care and Use.....	36
- Student Allergies, Simulation Lab, Personal Conduct / Professional Behav	39
- Drug Screening / Testing / Criminal Background Checks	42
- Pledge/Oath for Physical Therapy.....	43
- Use of term "Doctor", Standards of Personal Appearance/Attire	43
- Sexual Harassment, Research/Human Subjects, Writing/Authorship.....	45
- Non-PT Students, Food/Drink.....	46
- Telephone, Personal Mail, Emergency Messages, Building Evacuation	47
- First Aid, Dept Office, Students Requesting Information.....	47
- Student Health and CPR Records, Making A Complaint.....	48
7. Security Issues, Personal Belongings.....	49
- Borrowing and Returning Dept Items, After hours Entrance and Exit.....	50
- Parking Lot Assignments	50
8. Clinical Placement.....	50
9. Scholarships	51

A Message of Welcome from the Department Chair

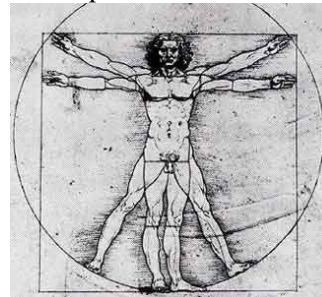
Welcome to the Physical Therapy profession #PTfam! Certain rights, privileges and responsibilities are now yours. Our profession is one with unique opportunities to provide hands-on, individualized care improving physical function in the individuals we serve through physical intervention and health promotion to “*Bring Motion to Life*” #ChoosePT. From this point forward, professionalism is expected in all actions and appearances of a graduate student in a professional program.

As the “Class of 2023”, you are entering the University of South Alabama PT program after a long and productive departmental history that began in 1976. The program has had continuous accreditation since the first graduating class in 1978. Most recently, CAPTE granted accreditation to our department for the maximum 10-year cycle, through 2021. Upon completion of the DPT program in May 2023, you will be the 45th graduating class of the department and the 17th class from USA to receive the DPT degree. We now have nearly 1,200 alumni!

The department continues to pursue a path toward excellence in achieving our mission of “Providing High-Quality Education, Promoting and Generating Scholarship, And Engaging in Local to Global Service”. Each of you has an important role to fill. Optimal learning will only result from optimal effort by each student and faculty member. Seek help when you need it! I am both blessed and honored to have the opportunity to work alongside the faculty of this department, and I know they are each committed to the success of each student! The clinical backgrounds, teaching and research experience of each demonstrates the level of expertise in each area of practice. Our faculty members frequently teach professional PT continuing education courses and are regularly called to give presentations at national and international PT conferences.

There is no doubt that the next three years will be one of the greatest challenges you have ever faced, at times approaching your limits. **But you can do it!** Your acceptance into this program reflects our belief that you have the capability to succeed and even excel in the academic preparation toward becoming a physical therapist, with a major commitment of effort on your part. Sacrifices of some “free time,” sleep and convenience will be required, and at times it may all seem overwhelming. It is important for you to learn to balance these challenges with the things that are important to you and bring joy to your life. An extremely rewarding career with multiple options awaits you, like all the other students before you, at completion of the program. Remember that it is usually in the major challenges of life that we realize and exercise our greatest potential and recognize and grasp significant life opportunities. It’s somewhat like an Olympiad, except that everyone who finishes this race gets THIS prize! You must do your part for yourself, the department and the profession! We will do everything we can to help and encourage you along the way.

On behalf of all of the Faculty and Staff of the Department, I welcome each of you and encourage you to “dive on in.” The water is safe, though at times it will be a bit turbulent. Just remember that we are here for you and we wish you all the best in your studies and chosen profession!



Dr. Barry Dale

Professor and Chair, Department of Physical Therapy
c/o 1994

2. Faculty and Staff

The Department staff and faculty members from the Department of Physical Therapy are listed below including their room numbers, telephone contact information, and e-mail addresses.

	Room	Phone (251) 445-	E-Mail
Department Office Angela Smith , Department Secretary Jennifer Patterson , Clin Ed/Admissions Secretary	2011 FAX	-9330 -9238	asmith@southalabama.edu jpatterson@southalabama.edu
Dr. Barry Dale (DPT, PhD, OCS, SCS, ATC) • Professor and Chair, <i>Kinesiology, Musculoskeletal, Research</i>	2015	-9245	rbdale@southalabama.edu
Dr. Richie Cahanin (DPT, PhD)	2018	-9242	rcahanin@southalabama.edu
Dr. Kelly Jordan (DPT, NTMTC) • Asst Prof, Director Clinical Education (DCE) <i>Clin Ed, Pediatrics, Integumentary</i>	2021	-9249	kellyjordan@southalabama.edu
Dr. Jeremy Fletcher (DPT, OCS, CSCS) • Asst Prof, Asst Chair Academics/Admissions <i>Musculoskeletal, Aquatics, Professionalism</i>	2016	-9244	jfletcher@southalabama.edu
Dr. Heidi McDermott (DPT, OCS) Instructor • Asst Prof <i>Musculoskel, Functional Anat</i>	2021	-9247	hkeefe@southalabama.edu
Dr. Blair Saale (PT, DPT, NCS) • Asst Professor, Asst DCE <i>Neuromuscular PT Exam/Eval, PT Skills</i>	2022	-9246	bsaale@southalabama.edu
Dr. Preston Warren (PT, MD) • Asst Professor <i>Pathophysiology, Pharmacology, Cardiopulmonary</i>	2019	-9248	ppwarren@southalabama.edu
Part-time & Adjunct Faculty:			
Dr. Tara Childress Andrews (DPT) Instructor PT Skills			
Dr. Dennis Fell (MD, PT) Professor Emeritus, Neurological Rehabilitation			
Dr. Jocelyn Mayfield (DPT, OTR/L) Instructor Pediatrics			gulfcoastrehabil@bellsouth.net
Dr. Kayla Mowdy (DPT) Instructor, Kinesiology, Case Studies			
Dr. Inna Shokolenko (PhD) Asst Prof BMD Anatomy, Neuroscience			ishokolenko@southalabama.edu
Dr. Cheryl Thames (DPT, PCS) Instructor Pediatrics			pppt_llc@hotmail.com
Dr. James Wall (PhD) Professor Emeritus Gait Analysis, Research			jcwall@southalabama.edu
Dr. Andy Waldhelm (PT, PhD)			awaldhelm@southalabama.edu

Campus Police Emergency: 511 (Campus Phone) or 911 (Non-campus phone)

Campus Police Non-Emergency: 460-6312 (and notify them after you call 911)

Faculty Advisor/Mentors

Each faculty member has been assigned a small number of students for personal advising/mentorship. If you have difficulties with a particular course you should first contact the coursemaster for that individual course. Further assistance can be obtained by consultation with your Faculty Mentor. In addition, your Faculty Mentor can assist you with problems that you may be experiencing elsewhere with your studies. A comprehensive list of Student Counseling Services can be viewed on the USA website <http://www.southalabama.edu/counseling>. We strongly advise you to contact your Faculty Mentor each semester to discuss your performance in each course. Always discuss any specific problems with the course instructor first. In this way, we can assist you before serious problems develop. Each student will be required to meet with their faculty mentor at least annually to review together the student's Professionalism Portfolio (instructions will be given later). The student Faculty Mentor list for this class is posted on the Year-I Notice Board.

Appointments with Faculty

The faculty members of our program each have unique qualifications and experience. They also each have unique teaching styles, which will help you to be well-rounded. The faculty members seek to challenge you to greater understanding, not to fail you, in your preparation to become a Physical Therapist and that includes having high, but appropriate, graduate expectations. Faculty members are available for student advising. While most faculty have an open-door policy, realize that they are also engaged in many activities as part of their work and service to the profession. It is much more considerate if students make appointments with them. Sometimes faculty may not be available because of urgent projects, conference calls or deadlines. There are also faculty memo-slots just inside the Department office in which you can leave a message, or some faculty just prefer an email.

3. Floor Plans / Restrooms

The Department of Physical Therapy is located in the second floor hub and south wing of the Health Sciences (HAHN) Bldg on main campus. A tour will be conducted during orientation and a floor plan will be reviewed. Main PT areas/rooms and locations are listed here:

- PT Department Office Room 2011
- PT Faculty Offices Rooms 2015 – 2023 (periphery of the central hub)
- PT/OT Conference Room (across from faculty offices)
- PT Classroom 1 (Year 1) Room 2009 (next to elevator)
- PT Classroom 2 (Year 2) Room 2048 (first room to right)
- PT Musculoskeletal (MS) Lab Room 2049
- PT Neuromuscular (NM) Lab Room 2050
- PT Clinical Education Office Room 2052
- PT Integumentary/Physical Agents (IPA) Lab Room 2053
- PT Cardiovasc/Pulm Exercise (CVP) Lab Room 2058
- PT Anatomical Sciences (AS) Lab Room 2061
- PT Faculty Practice Clinic Room 2068
- PT Movement Analysis (MA) Lab Basement

Male and Female public restrooms are located in the central hub across from the elevators. A female dressing room is located in HAHN 2056 and male dressing room in HAHN 2057. Locker numbers will be assigned by the PT Office for the full three years. Please notify the office anytime these facilities need to be cleaned so housekeeping can be notified.

4. Curriculum Plan

The professional component of the Doctor of Physical Therapy (DPT) program is described in detail below. Year-I (3 semesters) is designated as PT-I, Year-II (3 semesters) is designated as PT-II, and Year-III (2 semesters) is designated as PT-III. A variety of didactic and clinical subjects are taught within each Semester and the clinical internships form a capstone for the entire curriculum. The following layout will give you a clear idea of subjects within the curriculum and how they are put together to form our DPT curriculum. The entire curriculum is discussed in detail in the orientation session on the first day of class. The basic Curriculum Plan is shown below, together with an extract from the Mission Statement of the Department. **Each semester**, refer to the listing below so you'll know that you have registered for the correct courses (# of credits) each semester. Do not register for PT 611, 612, 613 or 676 until you know the small group to which you have been assigned.

You must be aware of the comprehensive nature of the courses, which usually include comprehensive final exams and the comprehensive nature across the entire curriculum. Information you learn in one course **will** be used in subsequent courses, and throughout your professional career. See the section below titled "Comprehensive Capstone Exam".

DEPARTMENT OF PHYSICAL THERAPY

Doctor of Physical Therapy (DPT) **CURRICULUM PLAN**

Revised May 2018

Curriculum Philosophy, Principles and Values

The guiding philosophy, principles and values underlying the Doctor of Physical Therapy (DPT) curriculum at the University of South Alabama are derived from the Department's Mission Statement included below. A Bachelor's degree is required for entry with a special entry category for advanced students who have at least three years of focused undergraduate study including specified prerequisites for physical therapy. Students admitted to the graduate program complete a series of courses that include didactic classroom and laboratory learning opportunities as well as 33 weeks of supervised clinical internships in eight semesters spread over a three-year period.

According to the *Guide to Physical Therapist Practice, 2nd edition* (Phys Ther. 2001;81:9-744.) physical therapists:

- Diagnose and manage movement dysfunction and enhance physical and functional abilities.
- Restore, maintain, and promote not only optimal physical function but optimal wellness and fitness and optimal quality of life as it relates to movement and health.
- Prevent the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, conditions, or injuries. (p. S13)

Further, "Physical therapist practice includes the five essential elements of patient/client management (examination; evaluation; diagnosis; prognosis, including plan of care; and intervention), which incorporate the principles of the disablement model." (p. S19)

Curriculum Philosophy:

A DPT curriculum within a professional entry-level physical therapy program will result in a first PT degree and prepare graduates for professional PT practice. Faculty in such a professional program should emphasize active learning and create an environment that encourages an internal desire to learn, a passion to creatively apply new knowledge in clinical settings and an ongoing drive to seek valid, reliable, and scientifically relevant knowledge. With a grounding in scientific theory and participation in the research process students will be well equipped to critically analyze the literature and incorporate practical application of recently published studies as part of evidence-based practice of physical therapy. This curriculum is specifically designed

to foster development of an attitude of life-long learning and to produce autonomous practitioners, able to make independent and scientifically sound clinical judgments related to patient care. To emphasize the physical therapist's role in educating patients and clients, information and learning experiences in teaching/learning are interspersed throughout the curriculum.

PT Dept Vision Statement (*Vision and Mission revised Aug 11, 2009*)

The USA Department of Physical Therapy will be a (nationally and regionally) recognized leader in physical therapy education, scholarship, service and the advancement of clinical practice.

Mission Statement:

The USA Department of Physical Therapy Exists to Advance Physical Therapy by ... Providing High-Quality Education, Promoting and Generating Scholarship, And Engaging in Local to Global Service.

Goals: Achievement of the Department's mission is specifically guided by the following goals:

1. Maintain a program of excellence in entry-level physical therapy education.
2. Promote, support, and maintain research and scholarly activity.
3. Model and foster development and advancement of the PT profession including professionalism, ethical practice and service

Educational Principles:

In the ongoing process of developing a curriculum of study to achieve this mission, the Faculty adheres to these educational principles:

- professional education in physical therapy should be firmly grounded in both the natural and social sciences, with an appropriate balance between the two.
- learning experiences should encompass a wide range of integrated teaching methodologies and technologies, designed to foster academic and professional independence in the student;
- learning experiences must foster critical thinking and problem solving skills in the student;
- learning experiences must produce demonstrated, entry-level competencies in the student;
- learning experiences must promote life-long learning values in the student;
- clinical learning experiences must integrate and build on previous knowledge and skill acquisition, to produce demonstrated entry-level competencies in the student;
- learning experiences should provide opportunities for students to become familiar with peer assessment / peer review techniques in physical therapy.
- learning experiences must promote the highest levels of personal integrity, ethical professional behavior and commitment to the profession of Physical Therapy.

Note: Learning experiences within the program vary greatly from course to course. Therefore, the belief system cited above is satisfied by the curriculum as a whole, rather than by each individual course.

Curriculum Design by content areas. *DPT Course Numbering System*

Basic Medical and Related Sciences (600 – 609)

PT 600	Human Gross Anatomy I
PT 601	Human Gross Anatomy II
PT 602	Life Span Human Development
PT 603	Neuroscience in Physical Therapy
PT 604	Pathophysiology - I
PT 605	Human Learning and Patient Education
PT 606	Pharmacology in Rehabilitation
PT 607	Pathophysiology - II

Research and Critical Analysis (610 – 619)

PT 610	Principles of Research
PT 611	Research Proposal Development
PT 612	Research Project
PT 613	Critical Analysis of Research Literature

General Clinical Sciences (620 - 629)

PT 620	Clinical Kinesiology
PT 621	Introductory PT Skills
PT 622	Exercise Physiology
PT 625	Therapeutic Intervention
PT 626	Health Promotion & Prevention in PT
PT 627	Medical Screening
PT 628	Mobility, Orthotics and Prosthetics

Musculoskeletal System Clinical Sciences (630 – 639)

PT 631	PT in Musculoskeletal Disorders I
PT 632	PT in Musculoskeletal Disorders II
PT 633	PT in Musculoskeletal Disorders III
PT 634	PT in Musculoskeletal Disorders IV
PT 635	PT in Musculoskeletal Disorders V

Neuromuscular System Clinical Sciences (640 – 649)

PT 640	Neuromuscular PT Examination and Evaluation
PT 641	Pediatric Neuromuscular PT Examination and Evaluation
PT 642	Neuromuscular PT Intervention

Integumentary System Clinical Sciences (650 – 659)

PT 650	PT in Integumentary Disorders
--------	-------------------------------

Cardiovascular and Pulmonary System Clinical Sciences (660 – 669)

PT 660	PT in Cardiovascular /Pulmonary Disorders
--------	---

Clinical Reasoning Series (670 – 679)

PT 671	Clinical Case Studies I
PT 672	Clinical Case Studies II
PT 673	Clinical Case Studies III
PT 674	Clinical Synthesis and Patient Management
PT 675	Comprehensive Capstone
PT 676	Advanced Topics in Physical Therapy (topic is elective)

Clinical Education and Professional Issues (680 – 689)

PT 680	Professional PT Practice; W
PT 681	Clinical Practice Issues; W
PT 682	PT Internship I (8 weeks)
PT 683	PT Internship II (10 weeks)
PT 684	PT Internship III (8 weeks)
PT 685	Management of PT Practice
PT 686	PT Internship IV (8 weeks)
PT 687	Professional Behaviors in PT

DOCTOR OF PHYSICAL THERAPY CURRICULUM

Summary Table by semester

	Sem. Credits
First Professional year (DPT-I)	
<u>Fall Semester – Year I</u>	
PT 600 Human Anatomy I*	3
PT 601 Human Anatomy II*	3
PT 610 Principles of Research	2
PT 621 Introductory PT Skills*	4
PT 620 Clinical Kinesiology*	3
PT 680 Professional PT Practice; W	<u>2</u>
TOTAL	17
<u>Spring Semester – Year I</u>	
PT 604 Pathophysiology - I	2
PT 622 Exercise Physiology*	4
PT 625 Therapeutic Intervention (EPA/Manual Therapy)*	4
PT 631 PT in Musculoskeletal Disorders I *	4
PT 632 PT in Musculoskeletal Disorders II*	3
PT 681 Clinical Practice Issues; W	<u>2</u>
TOTAL	19
<u>Summer Semester – Year I</u>	
PT 607 Pathophysiology - II	2
PT 633 PT in Musculoskeletal Disorders III*	4
PT 682 PT Internship I [P/F]	<u>6</u>
TOTAL	12
Second Professional year (DPT-II)	
<u>Fall Semester – Year II</u>	
PT 602 Life Span Human Development	2
PT 603 Neuroscience*	3
PT 606 Pharmacology	2
PT 611 Research Proposal [P/F]	2
PT 634 PT in Musculoskeletal Disorders IV (spine)*	3
PT 650 PT in Integumentary Disorders*	4
PT 671 Clinical Case Studies I [P/F]	1
TOTAL	17

<u>Spring Semester – Year II</u>		
PT 612	Research Project [P/F]	2
PT 628	Mobility, Orthotics and Prosthetics*	2
PT 640	Neuromuscular PT Exam/Eval*	4
PT 641	Pediatric Neuromuscular PT Exam/Eval*	2
PT 660	PT in Cardiovascular/Pulmonary Disorders*	4
PT 672	Clinical Case Studies II [P/F]	1
PT 687	Professional Behaviors in PT	<u>1</u>
TOTAL		16
<u>Summer Semester – Year II</u>		
PT 627	Medical Screening	2
PT 635	PT in Musculoskeletal Disorders V*	2
PT 642	Neuromuscular PT Intervention*	4
PT 673	Clinical Case Studies III [P/F]	<u>1</u>
TOTAL		9
Third Professional year (DPT-III)		
<u>Fall Semester – Year III</u>		
PT 605	Human Learning	1
PT 626	Health Promotion and Prevention in PT	2
PT 674	Clinical Synthesis and Patient Management	1
PT 676	Advanced Topics in Physical Therapy (elective topic) [P/F]	1
PT 683	PT Internship II [P/F]	8
PT 685	Management of PT Practice	<u>3</u>
TOTAL		16
<u>Spring Semester – Year III</u>		
PT 613	Critical Analysis of Research Literature	2
PT 675	Comprehensive Capstone [P/F]	1
PT 684	PT Internship III [P/F]	6
PT 686	PT Internship IV [P/F]	<u>6</u>
TOTAL		15
<u>CURRICULUM TOTAL</u>		121

* Designates a course with lab “P/F” courses are graded satisfactory/unsatisfactory

Year I - Spring Semester

PT 604 Pathophysiology - I

2 credits 2(1)

A physiological approach to the study of pathological changes in the human body brought about by trauma or disease, including cell injury, inflammation, immunopathology, neoplasia, infections, and the musculoskeletal and endocrine systems. [Prerequisite: PT 601](#)

622 Exercise Physiology

4 credits 3 (1) 1 (4)

A study of the effect of physical activity on human physiology with an emphasis on the musculoskeletal, cardiovascular / pulmonary, and endocrine systems. Modes of exercise, environmental considerations, and selected clinical populations are also covered in this course. Includes laboratory study.

PT 625 Therapeutic Intervention

4 credits 3 (1) 1 (4)

A study of specific techniques of therapeutic intervention in physical therapy practice including electrophysical agents, forms of biofeedback, and manual therapy techniques. The electrophysical agents unit will include the physical principles, physiological effects, therapeutic uses and clinical application of thermal, mechanical, electrical and photic energy, as well as the use of electromyographic and other forms of biofeedback as adjunct interventions. The manual intervention unit will include manual therapy techniques including soft tissue and joint mobilization. Includes laboratory study.

[Prerequisite: PT 621, PT 622](#)

PT 631 PT in Musculoskeletal Disorders I

4 credits 3 (1) 1 (4)

An introduction to musculoskeletal disorders, including the etiology, diagnostic procedures and radiography, medical management, physical therapy evaluation, treatment and intervention of selected musculoskeletal disorders with an emphasis on the upper extremities. Includes the fundamentals, principles and practice of therapeutic exercise with a strong emphasis on applied kinesiology. Includes laboratory study. [Prerequisite: PT 601](#)

PT 632 PT in Musculoskeletal Disorders II

3 credits 2 (1) 1 (4)

A continuation of PT 631 that includes etiology, diagnostic procedures and radiography, medical management, physical therapy evaluation, treatment and intervention of selected musculoskeletal disorders with an emphasis on the lower extremities. Includes laboratory study.

[Prerequisite: PT 631](#)

PT 681 Clinical Practice Issues; W

2 credits 2 (1)

An introduction to documentation of physical therapy patient/client management and a review of medical terminology. This course will include use of the *Guide to Physical Therapist Practice*. Preparation for full-time clinical internships will be addressed including use of the clinical assessment tool, use of OSHA guidelines for universal precautions and TB prevention, and use of risk management reports.

[Prerequisite: PT 680](#)

Year I - Summer Semester**PT 607 Pathophysiology - II**

2 credits

2(1)

A physiological approach to the study of pathological changes in the human body brought about by trauma or disease, including vascular, hematopoietic, nutritional, neurologic, urogenital, GI and hepatobiliary systems.

Prerequisite: PT 604

PT 633 PT in Musculoskeletal Disorders III

4 credits

3 (1)

1 (4)

A continuation of PT 632 that includes etiology, diagnostic procedures and radiography, medical management, physical therapy evaluation, treatment and intervention of selected musculoskeletal disorders with an emphasis on the lumbar spine and pelvis. Includes laboratory study.

Prerequisite: PT 632

PT 682 PT Internship I

6 credits

0

TBA

A planned learning experience of clinical education designed to integrate previous didactic knowledge in a full time, supervised clinical internship in Physical Therapy practice settings.

Prerequisite: PT 620, 625, PT 632 [Pass/Fail]

SECOND PROFESSIONAL YEAR (DPT II)

Year II - Fall Semester

PT 602 Life Span Human Development

2 credits 2 (1)

A study of the process of typical human development and aging across the life span, including neuromotor development in childhood and changes associated with aging. Prerequisite: PT 682

PT 603 Neuroscience in Physical Therapy

3 credits 2 (1) 1 (2)

A survey of the structure and function of the nervous system, with emphasis on principles related to physical therapy practice. Includes laboratory study of anatomic specimens. **Special fee.**

Prerequisite: PT 601, PT 682

PT 606 Pharmacology in Rehabilitation

2 credits 2 (1)

A study of pharmacological principles in relation to rehabilitation, with emphasis on the possible benefits and side-effects of chemotherapeutic agents on patients receiving physical therapy treatment.

Prerequisite: PT 607, PT 682

PT 611 Research Proposal Development

2 credits 1 (1) 1 (3)

The application of research concepts and methods in the preparation of a proposal for a team research project including preparation of the proposal for presentation in written and seminar formats.

Prerequisite: PT 610 [Pass/Fail]

PT 634 PT in Musculoskeletal Disorders IV

3 credits 2 (1) 1 (4)

A continuation of PT 633 that includes etiology, diagnostic procedures and radiography, medical management, physical therapy evaluation, treatment and intervention of selected musculoskeletal disorders with an emphasis on the cervical and thoracic spine, the ribs, and temporomandibular joint (TMJ). Includes laboratory study. Prerequisite: PT 633

PT 650 PT in Integumentary Disorders

4 credits 3 (1) 1 (2)

A study of the practice of physical therapy in management of skin disorders and underlying disease with an emphasis on the patient with open wounds, including burns. Includes laboratory study.

Prerequisite: PT 604

PT 671 Clinical Case Studies I

1 credit 1 (1)

A course designed to provide opportunities to develop clinical judgment as part of patient management including examination, evaluation based on examination data, establishing a physical therapy diagnosis, consideration of patient prognosis, and development of an individualized plan of care. Primary emphasis will be on musculoskeletal disorders. [Pass/Fail]

Year II - Spring Semester**PT 612 Research Project**2 *credit* 2 (3)

The undertaking of a team research project, including analysis and preparation of the research results for presentation in paper and poster formats. **Special fee.** Prerequisite: PT 611 [Pass/Fail]

PT 628 Mobility, Orthotics and Prosthetics2 *credits* 1 (1) 1 (2)

The study of human functional mobility, including pathological aspects of locomotion. The course will also address related topics including prosthetics and orthotics. Prerequisite: PT 620

PT 640 Neuromuscular PT Examination and Evaluation4 *credits* 3 (1) 1 (4)

This course is a study of the principles and concepts of normal human movement and physical therapy examination in patients with diseases of the neuromuscular systems across the lifespan. The clinical decision-making essential in the evaluation of examination data is presented including prioritization of patient problems and formulation of functional goals and general PT plan of care. Specific components of the course include patient/client history, systems review, and tests and measurements, problem list development, and writing patient goals. Includes laboratory study. Prerequisite: PT 602, PT 603

PT 641 Pediatric Neuromuscular PT Examination and Evaluation2 *credits* 2 (1)

This course emphasizes preparing the entry-level physical therapist to provide services to children with special health care needs/disabilities and their families in a manner consistent with family-centered care. Specific components of the course include patient/family history, systems review, and tests and measurements. This course provides opportunities for clinical decision-making and establishing a plan of care based on examination data including emphasis on prognosis for a wide variety of diseases of pediatric diseases, conditions, and syndromes impacting typical development. Review of pediatric practice settings and legislation, medical management, pharmacologic treatment, radiographic imaging and other diagnostic testing related to neuromuscular disorders and developmental delay are included. Prerequisite: PT 640

PT 660 PT in Cardiovascular and Pulmonary Disorders4 *credits* 3(1) 1 (2)

A study of the principles and practice of physical therapy for patients with cardiovascular and pulmonary disease, including radiography, and medical and surgical management. Includes laboratory study.

Prerequisite: PT 600, PT 607, PT 622, PT 682

PT 672 Clinical Case Studies II1 *credit* 1 (1)

A continuation of PT 671 designed to provide opportunities to develop clinical judgment as part of patient management including examination, evaluation based on examination data, establishing a physical therapy diagnosis, consideration of patient prognosis, and development of an individualized plan of care. Disorders of each system including multi-system co-morbidities will be included. Prerequisite: PT 671, PT 682 [Pass/Fail]

PT 687 Professional Behaviors in PT1 *credit* 1 (1)

This course examines the professional behaviors required to practice physical therapy effectively in various healthcare delivery models. Emphasis is placed on self-assessment and development of communication, professionalism, and interpersonal skills. Prerequisite: PT 681

THIRD PROFESSIONAL YEAR (DPT III)

Year III – Fall Semester

PT 605 Human Learning and Patient Education

1 credit 1 (1)

The principles of human learning as they relate to physical therapy evaluation and intervention, with special emphasis on the role of patient education in the management of various clinical disorders. [Prerequisite: PT 673, PT 687](#)

PT 626 Health Promotion and Prevention in PT

2 credit 2(1)

This course will incorporate an individual level risk reduction model of care to reduce lifestyle behavior conditions. A health focused care model of delivery will be used as a framework to support the necessary knowledge, skills, and attitude requirements to modify or facilitate health behavior change.

[Prerequisite: PT 622](#)

PT 674 Clinical Synthesis and Patient Management

1 credits 1 (1)

A review and synthesis of Physical Therapy evaluation, intervention planning and application of intervention techniques in the management and education of patients with specific clinical disorders, in a variety of clinical settings, emphasizing clinical decision making based upon previous clinical experience.

[Prerequisite: PT 627, PT 635, PT 642](#)

PT 676 Advanced Topics in PT (course is required, but topics are elective)

1 credit 1(1)

This elective course involves advanced study (beyond entry level) of selected topics within physical therapy practice, research, education, and leadership. Topics vary from year to year.

[Prerequisite: PT 635, PT 642, PT 650, PT 660, PT 673](#) [\[Pass/Fail\]](#)

PT 683 PT Internship II

8 credits 0 TBA

A continuation of PT 682, providing another planned learning experience, designed to integrate previous knowledge in a full time, supervised clinical internship in physical therapy practice settings.

[Prerequisite: PT 635, PT 642, PT650, PT 660, PT 682](#) [\[Pass/Fail\]](#)

PT 685 Management of PT Practice

3 credits 3 (1)

A study of current organizational and management principles and issues related to health care delivery systems, with special emphasis on the current and future roles of Physical Therapy.

[Prerequisite: PT 687](#)

with half of the class at one time. As a general rule, when unopposed labs occur at the beginning or the end of the day, lab Group A and lab Group B will switch to alternate times at mid-term.

Financial Aid & Financing PT School

It is essential that students maintain contact with the Office of Financial Aid for a full understanding of when financial aid is released each semester, how much will be available, and how long it must last. Wise planning on your part, month-by-month, will set you up for better financial success in the future, with a goal of borrowing the least amount needed (consider your future). The department will coordinate a Financial Aid panel discussion as part of DPT Orientation, in which year-2 and year-3 DPT students will share their tips and strategies for success and understanding the different forms of financial aid.

Program Review / Course Evaluation

Program and curriculum review is an essential part of ongoing program evaluation. Students will have the opportunity to complete a course evaluation near the completion of each course in the curriculum. Students are asked to give *thoughtful, constructive feedback* that will contribute to ongoing improvement. Inappropriate, derogatory, hurtful and inflammatory personal comments are not helpful and will not be considered. The Department Secretary will work with the class officers to arrange specific times for the evaluation of each course, spread over the final week of classes.

Students with Disabilities

Each student has already read and signed the departmental Core Performance Standards required of each student prior to starting PT school. Students with a qualified disability who require an accommodation should bring their needs to the attention of the relevant faculty member(s) as soon as possible, or immediately after the first class meeting for each course. The following two statements apply to each course in the PT curriculum.

In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodation. The Office of Special Student Services will certify a disability and advise faculty members of reasonable accommodations.

If you have a specific disability that qualifies you for academic accommodations, please notify the professor of each course and provide certification from Disability Services (Office of Special Student Services). The Office of Special Student Services is located in the PTCL Building (former Psychology Clinic), Phone 460-7212.

5. Department Calendar / Public Holidays

The Department is closed for most state public holidays occurring during semesters. Refer to the University calendar / website for holidays in future academic years. The University calendar also includes all deadlines and final dates to withdraw from a course. The schedule during Internships will follow the holiday schedule of the Internship facility.

The University of South Alabama recognizes these official holidays for the current academic year:

Labor Day	(Monday)
Fall Break	Thursday & Friday
Thanksgiving	(Wed – Fri)
Christmas / New Year	during the semester Break
Martin Luther King Day	(Monday)
Mardi Gras	(“Fat Tuesday”)
Spring Break	(one week - see University Calendar)
Independence Day	July 4 th

Here is the link to the University Academic Calendar:

<http://www.southalabama.edu/academiccalendar.html>

6. Student Policies and Standards

The Department of Physical Therapy has developed a number of policies and standards of practice which cover essential areas of your academic and clinical life in the program. These policies and standards are **extremely important**. You must read this section carefully, take serious note of all of the information, and review it frequently. When an issue arises, we will use this section as the guide to the policy or standard in question. We have designed these policies and standards to be as comprehensive as possible. Though this is not always possible, the great majority of situations which occur from time to time will be covered by these policies. Some of these policies and standards are the same as those adopted by the College or University in general and others are more specific to the Department of Physical Therapy. In any event, these standards and policies are the ones that we will use as the guideline on all matters related to academic and clinical administration. The policies may change with notification to the students.

The department reserves the right to make changes as required in curricula, academic policies and other rules and regulations affecting students, to be effective whenever determined by the department and College of Allied Health Professions. Students will be notified, in a timely manner, of any changes. Interpretation of these policies will be made by the appropriate University authorities, keeping in mind the interests of the students and the University and the greater public good.

6.a. ACADEMIC POLICIES AND STANDARDS:

Registration

It is the responsibility of each student to complete their own registration each semester and make sure they are officially registered for each course and lab. This process is completed online. When you sign on to PAWS to register and pay, it is your responsibility to make sure you are registered for the correct courses, correct number of courses and credit hours. Each semester, you will need to use the curriculum list provided above and make sure that you register for one section of each course scheduled for your class that semester. **DO NOT REGISTER FOR PT 611, 612, 613, or 676 until you know the small group and supervisor to whom you've been assigned.** Then at the end of registration, compare the total number of semester hours from each semester, as found in the curriculum plan table with the total number of hours reported when the registration process is finalized to make sure you have the correct number of hours. Additional fees are assessed if you register for the wrong courses or if you don't register for a course that you should have.

For courses that have multiple sections, the section size will be limited so half of you will be in each section. So if the first section you try to register for is filled, just register for the second section. If there are courses for which each student should register for a specific section, you will be notified ahead of time.

It is your responsibility to make sure each semester that you are aware of the registration deadlines and tuition payment deadlines. If payment is not made by the stated deadline, you will be dropped from your courses and will have to pay late fees to be reinstated. The department administration and Dean's office will have to get involved to provide appropriate overrides.

In the PAWS registration system, if a student is dismissed from the program prior to the end of the regular semester and that dismissal occurs after the University's refund deadline, the student will not receive any type of refund even if the next series of classes have not begun.

Attendance/Participation

-Attendance at Lectures and Labs

motivation, or a combination of both. This talent may include either or both creativity and organizational skill.	their success is limited by a lack of organizational skills or motivation. Others are motivated but lack special aptitude.
2. Attendance (Commitment) ...never miss class. Their commitment to the class resembles that of their professor. Attending class is their highest priority.	...periodically miss class and/or are often late. They either place other priorities, such as a job, ahead of class or have illness/family problems that limit their success.
3. Attitude (Dedication) ...show initiative. Their desire to excel makes them do more work than required.	...seldom show initiative. They never do more than required and sometimes do less.
4. Communication Skills ...write well and speak confidently and clearly. Their communication work is well-organized, covers all relevant points, and is easy to listen to/read.	...do not write or speak particularly well. Their thought processes lack organization and clarity. Their written work may require a second reading by the professor to comprehend its meaning.
5. Curiosity ...are visibly interested during class and display interest in the subject matter through their questions	...participate in class without enthusiasm, with indifference, or even boredom. They show little, if any, interest in the subject matter.
6. Performance ...obtain the highest scores in the class. They exhibit test-taking skills such as an ability to budget their time and to deal with test anxiety. They often volunteer thoughtful comments and ask interesting questions.	...obtain mediocre or inconsistent scores. They often do not budget their time well on exams and may not deal well with test anxiety. They rarely say much during class discussion and their answers indicate a cursory understanding rather than mastery of material.
7. Preparation ...are always prepared for class. They always respond when called on. Their attention to detail sometimes results in catching text or teacher errors.	...are not always prepared for class. They may not have fully completed the assignment, have completed it in a careless manner, or hand in their assignments late.
8. Retention ...learn concepts rather than memorize details so they are better able to connect past learning with present material.	...memorize details rather than learn concepts. Since they usually cram for tests, they perform relatively better on short quizzes than on more comprehensive tests such as the final exam.
9. Time Commitment (Effort) ...maintain a fixed study schedule. They regularly prepare for each class no matter what the assignment. They average 3-4 hours of study for every hour in class.	...study only under pressure. When no assignment is due, they do not review or study ahead. They average no more than 2 hours of study for every hour in class. They tend to cram for exams.

Adapted from John H. Williams, "Clarifying Grade Expectations," *The Teaching Professor*, August/September 1993.

*Please note that according to this description, hard work may still be associated with grades of "C" or less.

Grading System

Most DPT courses use the approved grading system of of the Graduate School: A, B, C, or F while a few courses, as noted in the curriculum list, are graded on Satisfactory(S) / Unsatisfactory(U) basis. The minimum standard is stated in the following grading scale for all DPT courses: 90-100 = A, 80-89 = B, 70-79 = C, < 70 = F. All students entering the DPT Program in the "Regular Graduate" category are enrolled as graduate students in the Professional Doctoral programs of the College of Allied Health Professions. As such, the Department of Physical Therapy adopts the academic requirements for graduate students in the College. The same standards apply throughout the curriculum to students admitted in the 'advanced undergraduate' early admission category. The Department considers a minimum grade of **B** or better, in all courses as the minimum level of competency. You should understand that the standards for how students earn grades changes upon entering a professional graduate program. **The standard is higher, and there is a progressive shift across the curriculum toward credit for independent thinking and clinical reasoning, and not just restatement of facts.**

The following grades are unacceptable for a continuing presence in the program.

C - Marginal

D - Unsatisfactory

F - Failure

However, a limited number of credits at the C grade are allowed, in accordance with the College Professional Doctoral Degree policy as found in the University Bulletin and outlined below.

The online catalog "SouthCat" can help you determine the location of any particular book or journal you are seeking. Students should set up their Interlibrary Loan accounts with the Biomedical Library NOT the University Library. With a FREE Biomedical Library Interlibrary Loan account, **graduate students may request up to 10 articles per month**. Register for an ILL account from the main Biomedical Library page and look for "Order an Article/Book" then click the "FIRST TIME USERS" link. Keep your login/password handy for use throughout the curriculum. A frequently asked question link (FAQ) can be found on the ILL webpage. The Librarians will discuss this during their orientation session.

Health Sciences Building

The official close time for the HAHN building is 6:00pm at which time the building entrance doors will be locked each day. PT students may remain in the building after hours to study or practice skills in the lab, as approved by faculty, but may not bring guests into the building. Your JagID (student ID card) will serve as an electronic, **personally identifiable** key card and is required for after-hours entry to the building – only at the front entrance handicap door or the south stairwell entrance. The alarm system will be disarmed for that entry and your presence in the building will be recorded upon entry. Also keep in mind that surveillance cameras, exterior and interior, constantly monitor the building and record individuals as they come and go. The front entrance at the south stairwell should not be used as a general building entrance (it only opens to speech pathology/audiology dept or to the stairwell). This door can always be used as an exit to the parking lot. Students should NEVER enter through the Speech/Hearing Clinic entrance! A minor food service "Einsteins" is on the first floor.

Finally, the labs on the left-side of the hallway (rooms on east side of the hallway closest to University Blvd) are OT classes/labs and PT faculty research labs. PT students should not enter any of these rooms unless directed by faculty.

When standing or waiting in the hallway, please **avoid making scuff marks on the walls**: please do not put your foot on the wall while leaning against the wall.

Room Care and Use

Students are required to keep the classroom, labs and all other areas that they use clean and tidy. Fire-code does not allow extension cords to cross classroom aisles. This includes cleaning and replacing equipment, materials, books and supplies in their proper storage area, picking up and placing trash in the available trash cans, and placing dirty linen in the plastic hampers at the end of each lab or practice session. Move all furniture back in place! Please do not bring backpacks or stacks of books into the labs! You may not block classroom aisles with backpacks. **Floorspace must be kept clear!** Storage areas and shelves are available outside labs or at the edge of the room to stow backpacks and books during lab sessions.

According to government and institution guidelines, because of the presence of human cadavers, the **Anatomical Sciences lab** is a restricted area that can only be accessed by students who are taking the Anatomy or Neuroscience course. Specific instructions regarding use of the lab, respect and care for the cadavers/specimens, and entry policies must be followed! **It is never permissible to bring anyone who is not a PT student in your class into the lab. Remember the HAHN building has video surveillance in place. Violation of this policy will result in dismissal from the program! Legal action will be taken if any part of a specimen is removed from the room!** The punch code lock combination will be given to students at the beginning of the Anatomy course and the Neuroscience course. **Do not share this code with anyone!**

The treatment plinths in the clinical labs require special care so as not to damage the vinyl. When using them, please **do not wear shoes or set heavy or sharp items** on them!!! Also, do not use them as writing tables. Please **DO NOT SIT OR LEAN AGAINST THE ENDS OF THE ADJUSTABLE**

MANUAL THERAPY TABLES IN THE MS LAB because the pistons will break and are very expensive to replace. Only sit in the center segment of these MS adjustable manual therapy plinths.

Please note that the building cleaning services will clean only the basics of the rooms, i.e. floor walls, windows etc. Students are responsible for keeping the contents of the room clean and tidy.

A limited supply of linens (sheets, towels, and pillowcases) is supplied for student use during labs. These linens are primarily for use in positioning and draping. **Please use disposable paper towels when possible, NOT the linens, to wipe up spills**, etc. Hampers are available for soiled linens. Rather than charge students a fee for regular laundry service. The Year-I Clean-Up Chair will be responsible for developing a rotating system for laundry duties. The department provides the equipment and the laundry supplies. Year-I students will be responsible for laundry during Fall and Spring Semester. Year-II students will be responsible for laundry during the Summer semester.

Here are some specific instructions regarding the laundry procedure for each laundry team:

The laundry room is #4103 on the 4th floor of this building. If you take the "service elevator" which is at the South end of our building near the loading doc (walk all the way to the end of our hallway past the anatomy classroom and the elevator is on the right.) Take the elevator to the 4th floor. When you come off the elevator, the laundry room is directly across the hall. It is officially part of the Biomedical Sciences Department. The PT Department will purchase and supply laundry detergent. Please leave the detergent in the cabinet directly behind the washer and dryer. When the detergent gets low, please see Dept Secretary in the Department Office. There is additional detergent stored in our Archives Room. They can get you more detergent out of that locked room.

After your group has folded the laundry, make sure to put it back in the cabinets in the appropriate lab rooms. Evenly disburse the folded laundry among the MSD, Neuromuscular and IPA labs.

Cold-natured students who get cold in the classroom or lab should bring their own throws or quilts in which to wrap themselves. Department linens are not to be used personally to keep one warm!

If temperature in the class or labs needs to be adjusted, report this to the office so that maintenance can adjust room temperatures. Exterior doors should never be propped open for alarm system and security reasons. The solution is to ask the secretary to call for thermostat adjustments!

-Room Care in Classrooms and labs

In order to develop the required theoretical and practical skills for the proper practice of Physical Therapy, students are expected to use the classroom and lab spaces at times other than the scheduled sessions. For this reason, The MS Lab, NM Lab, IPA Lab and Anatomical Sciences lab each has a punch-code lock, and only PT students are allowed to know the code. After hours and weekend entry to the building is explained above in the Health Sciences Building section. Once students gain entry to the building using an your ID/keycard, keypunch combination locks will allow entry to the major teaching labs to allow practice in those teaching areas. The keypunch code will be shared with students on the first day of class. **DO NOT share this code** with any other person, including students from other departments. Many of the classrooms and labs contain valuable equipment. It is extremely important that the rooms be kept locked when unattended. If you are studying in a room or practicing in a lab during the evening sessions, keep the door locked from the inside (and not propped open) as an added personal security precaution. If this policy is not maintained, faculty will reconsider access privileges. Students are also reminded that most consumable supplies are very expensive and should only be used when authorized by a faculty member.

It is the student's responsibility to ensure that any of the equipment or furniture in classrooms and labs is placed back in its proper location when practice is finished! This is particularly important in those labs where there are many items of small equipment. Students are required to leave the equipment in the standard arrangement after room use (following scheduled teaching sessions

or after hours). **It is the student's responsibility to ensure that each lab is secured and locked when the last person leaves. If these guidelines are not followed, then the student privilege of after-hours access may be limited or taken away.**

-Room Care in Student lounge & Lunch in IPA lab

There is an Allied Health student lounge (with vending machines) on the 3rd floor that our students can use. Students are responsible for keeping this area tidy and free from food and drink items which are no longer required. Student can also eat lunch in the Integumentary/Physical Agents lab (with fridge and microwave) as long as it is kept clean and tidy at all times. **Please remember that you may not enter the lab to get food from the refrigerator if class/lab is still taking place.** Food is allowed in other rooms only on special occasions as approved by the Dept Chair, when officially scheduled meetings occur during the noon hour in MS or NM labs. The Clean-Up committee from the Year-I class will oversee and organize cleanup efforts throughout the first year of the program. Year-II students will be responsible for Clean-Up activities during the part of Summer semester when Year-I students are on Clinical Internships. Housekeeping will perform only basic cleaning duties in this room and it is very important that the students keep this room tidy. Individuals must clean their own dishes immediately after use. **DO NOT EVER LEAVE DISHES IN THE SINK or privileges may be lost.**

-Room Care in Changing Rooms

Changing rooms are provided for both male and female students. Building staff will need to enter this area for the purposes of cleaning, etc. You must lock up your valuables. Students will be assigned a particular locker in the changing room. **DO NOT** put your name on the locker and do not change lockers. These simple steps will help to increase security in the Department. It is the students' responsibility to secure their locker with a combination or key lock for the locker assigned to them. The Department will not accept responsibility for lost or damaged items within individual student lockers. Any items left in lockers at the end of the third year will be removed and disposed after finals week (no items will be returned). Please therefore ensure that you remove all items, including the padlock, from your locker at the end of the program.

Changing rooms are important because the majority of practical classes require that students are dressed appropriately. This will usually mean the wearing of shorts and T-shirts/sports bras so you can perform techniques properly. **Please do not bring all your belongings to laboratory classes.** We have only limited space in the labs. Use your lockers to keep items that you do not need in the labs, but remember to keep them padlocked.

-Room Care in Corridors and Main Lobby Area

Students are reminded that the Department of Physical Therapy is one of many Departments occupying the Health Sciences building, including all departments of both the College of Allied Health Professions and College of Nursing. Specific areas within the Department are therefore available for students to gather before or after classes. However, areas outside the Department may not be used as a venue for large numbers of students to gather, especially the main lobby area (2nd floor balcony area). **DO NOT CONGREGATE IN THESE AREAS** between classes. The student lounge and classrooms/labs, and outdoor veranda area are available for students to gather at any time. Note: The EPA lab and classrooms can be unlocked by members of the housekeeping staff, in case the door is locked when you arrive early before a class is due to begin. Please ask politely.

Student Name Change

It is the student's responsibility to both notify the department of any name change, and officially change the name with the Registrar. The schedule of the Registrar determines whether a name change can be included on diplomas.

Student Allergies

It is the responsibility of each student to inform the department and individual faculty of any allergies, including latex allergies. A separate supply of latex-free products is maintained, including lotions for soft-tissue techniques. But remember students must supply their own gloves for Anatomy and Neuroscience. When putting supplies away, do not mix latex and latex-free items.

Simulation Lab and Standardized Patients

The Division of Health Sciences has incorporated the use of a simulation lab and standardized patients into the curricula of most programs. The Department of Physical Therapy utilizes these learning opportunities for both lab experiences and practical examinations.

Standards of Personal Conduct / Professional Behavior

Regarding professionalism, the department faculty will view each student as a professional from day one of PT school and are committed to maintaining high standards of professionalism and fostering professional behaviors. Therefore we encourage you to consider how you present yourself in all life-settings, including Facebook and My Space pages, and particularly when you identify yourself as a PT student of the University of South Alabama DPT program. PT students are expected to conduct themselves in a professional manner at all times, including respectful interactions and communication with peers, staff, faculty, clinical instructors and patients. The American Physical Therapy Association's *"Code of Ethics"*

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf
"Guide for Professional Conduct"

http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforProfessionalConduct.pdf
"Professionalism Core Values" document

http://www.health.utah.edu/pt/clin_ed/ci_folder/Professionalism%20Core%20Values.pdf
and the *Professionalism Core Values Self-Assessment*

<http://www.marquette.edu/chs/pt/documents/CoreValuesSelf-Assessment.pdf>

are considered the guidelines for professional practice and conduct. Students should download and read these documents to guide their behavior! Students must also be aware of and abide by the State of Alabama Physical Therapy Practice Act.

The College of Allied Health Professions has a Professional Behavior Policy to ensure professional behavior of all students and applies to DPT students across the curriculum. All deviations from the standards of professionalism, as well as exemplary behavior, may be documented by faculty using a Professional Behavior Report (PBR) form that will remain in the student's academic file in the department. Recurring infractions may lead to disciplinary action, remediation or dismissal from the program. The College policy is detailed on the College of Allied Health Professions website.

We encourage you to consider, beginning now, how you present yourself in all life-settings, including in and out of the classroom, particularly when you identify yourself as a PT student and as a student of the University of South Alabama DPT program. To avoid problems, consistent with the APTA position, students must be aware that what is posted online can become public domain and available to future employers and colleagues. It is important to realize that you can be personally, ethically, and legally responsible for posting opinions and comments made on social media sites, even those sites personally maintained by you. It is never appropriate to post information about a patient or patient setting. Demonstration of professional behaviors in all venues, including social media, is an expectation of our program. By self-monitoring content you post, you can facilitate effective professional behaviors and constructive working relationships. If you see content posted by a colleague that appears unprofessional, you have a responsibility to bring that posting to the attention of the individual so the person can modify or remove the content. As a student in the program, it is important to recall you represent not only yourself, but also the program, the College, and the profession. It is best to pause before you post – think of how others, especially those who may not know you well, may perceive and respond to what you wrote.

Social, business, and healthcare networking sites (e.g. LinkedIn, Facebook, Twitter, Flickr, You Tube and others) are increasingly used for instant and far-reaching communication. These new venues allow for greater collaboration but can also unintentionally contribute to crossing privacy, confidentiality and professional boundaries. Discretion and confidentiality are imperative for physical therapy students. As part of the clinical curriculum, DPT students have access to sensitive and legally protected health information that must be safeguarded from unlawful or inappropriate release that could compromise the patient, the DPT student, and the University. Furthermore, a DPT student's professional image is important and should be protected. Portrayal of unprofessional behavior may impair a DPT student's ability to effectively practice physical therapy, become licensed, and/or participate in positions of trust and responsibility in the community. Students are responsible for acquainting themselves with and adhering to policies as adopted by APTA in the STANDARDS OF CONDUCT IN THE USE OF SOCIAL MEDIA

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/StandrdsConductSocialMedia.pdf.

Additional resources for social media tips and best practices are available at

<http://www.apta.org/SocialMedia/Tips/>. Keep in mind social media is Public, Permanent, and Powerful!

"Ask yourself if what you are putting on your social media site is professional and whether it exemplifies the professional image you want to have out there," suggests Paul Welk, PT, JD

<http://www.apta.org/PTinMotion/2010/6/Feature/ProfessionalismandSocialNetworking/>. The intent of this policy is to set guidelines for appropriate use of these resources as they relate to DPT student education at the University of South Alabama and encourage best practice. This policy also applies to the posting of pictures and videos on social media. Innocent posting of pictures from service learning projects or clinical experiences may be considered a breach of confidentiality, if no permission is granted. Any breach of these principles will initiate the College Professional Behavior Policy.

Notification legislation exists in Alabama that requires for physical therapists and other healthcare workers "when the child is know or suspected to be a victim of child abuse or neglect, shall be required to report, orally, either by telephone or direct communication immediately, followed by a written report, to a duly constitute authority".

It is also very important to consider the most appropriate way to respond to constructive criticism and feedback throughout the program. The CAPTE Criteria include CC-5.13 Participate in peer assessment activities, and CC-5.14 Effectively deal with positive and negative outcomes resulting from assessment activities.

The APTA has identified seven Core Values of PT Professionalism (see reference above):

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

These core values will be discussed in the panel discussion by faculty scheduled in the first month of class with greater study provided in PT 680.

As a guideline, **Generic Abilities** (May, JOPTE 1995;9(1):3-6) are "attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession." These ten generic abilities were identified through a study at the University of Wisconsin-Madison and were updated in 2009 and are used as a general guideline for expected professional attributes required in all students ***throughout the program***. The abilities below are listed in rank order according to importance based on the most recent 2009 research and are as follows:

- **Critical thinking:** The ability to question logically; to identify, generate, and evaluate elements of logical argument; recognize and differentiate facts, appropriate and faulty inferences, and assumptions; and to distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.
- **Communication skills:** The ability to communicate effectively (i.e., verbal, non-verbal, speaking, reading, writing, and listening) for varied audiences and purposes.
- **Problem solving:** The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
- **Interpersonal skills:** The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
- **Responsibility:** The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.
- **Professionalism:** The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth of the Physical Therapy profession.
- **Use of constructive feedback:** The ability to seek out and identify sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
- **Effective use of time and resources:** The ability to manage time and resources effectively to obtain maximum possible benefit.
- **Stress management:** The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
- **Commitment to learning:** The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Each entering PT student should know that there are several behavioral factors that may impede a student's ability to gain state licensure as a physical therapist and should be kept in mind throughout the three-year program. A felony conviction will likely prevent a PT graduate from being licensed as a Physical Therapist. This is true not only in Alabama, but in most States of the US and in many foreign countries. If this is an issue, you should inquire now in writing to the PT licensure board in the state in which you intend to seek licensure upon graduation. When applying for PT licensure after graduation, each applicant must provide character references from at least two individuals, often PT faculty members (many states require this).

In Alabama, each character reference will have to answer the following questions regarding you:

“Have you ever observed or are you knowledgeable if the applicant has:

- a. ever practiced physical therapy unlawfully or unethically?
- b. ever used drugs or intoxicating liquors to an extent which affected his professional competency?
- c. ever been convicted of a crime (disregarding minor traffic violations)?
- d. ever been grossly negligent in the practice of PT?”

Behavior and techniques in labs should always be at the highest professional level. In the first week of class, students will be asked to sign a “Consent to lab treatment and draping” form which will be retained in your department file.

Evaluation of the wide range of Professional Behaviors described above in this section, will be incorporated into all courses through the curriculum. Incidents in violation of these principles will result in a deduction from the final course grade. The instructor may deduct up to 20% of the total course grade for multiple episodes of inappropriate professional behaviors. All incidents resulting in negative grading must be documented to the student at the time of the incident. At the end of the semester, the instructor

wishing to use the negative grading must consult with the Department Chair. Some breaches in professional behavior may be so severe that they result in dismissal from the program.

Students should not take photographs of patients/clients or research participants without written permission from the individual and the sponsoring organization.

Drug Screening / Drug Testing / Criminal Background Checks

In addition to the requirements of the College of Allied Health Professions upon admission to the program, clinical education sites often require students to undergo drug screens and criminal background checks prior to starting the clinical education experience. If the clinical facility does not bear this expense, the student will be responsible for the costs of these procedures.

In addition to the drug screening required by the College of Allied Health Professions prior to the first internship, drug testing may be required by the department or affiliated clinical education sites randomly or “for cause.” According to the College policy “A student who is tested because he/she appears to be impaired will not be allowed to continue in professional classes/clinical rotations and will be placed on suspension from same until the test results are received. A student with positive drug test results will be withdrawn from the professional program and encouraged to seek evaluation and treatment at a recognized substance abuse treatment center.”

Many of the health centers where Allied Health Professions’ students perform their clinical rotations require initial background checks for felony convictions before allowing a student to start his/her their clinical education experience. In some cases background checks are also required when graduates join the workforce as well as prior to taking professional licensing examinations.

The College of Allied Health Professions has adopted a policy and procedures concerning mandatory background checks for all students enrolled in the College of Allied Health Professions with the exception of those students pursuing a degree in Biomedical Sciences. You have been provided with an electronic copy of the policy and procedure and it is recommended that you review this document.

The background checks will be run on line, by CertifiedBackground.com, unless the health centers where students will perform their clinical rotations require fingerprinting, in which the background check will be run by the Alabama Bureau of Investigation. Your background check should be completed before starting the physical therapy program. An updated background check may be required by some of your clinical rotations close to the date of that clinical rotation. The DCE will assist you in determining if you will be required to acquire and updated background check.

In addition, many of the health centers where Allied Health Professions’ students perform their clinical rotations require screening tests for substance abuse before allowing a student to start his/her their clinical education experience. In some cases these tests are required again when graduates join the workforce.

The College of Allied Health Professions has adopted a policy and procedures concerning mandatory drug testing for all students who are enrolled in the College of Allied Health Professions pursuing professional degrees before the start of clinical rotations. Entry into clinical rotations will not be allowed until a negative drug test is received by the University of South Alabama in accordance with this policy.

A copy of this policy and procedure will be provided to you when the DCE meets with you to review the Department's Clinical Education Handbook. Please review this policy so that you are familiar with it. The Physical Therapy Department will be provide information on appropriate agencies to run the drug tests, unless the health centers where students will perform their clinical rotations require that the tests be run by a specific agency, in which case that designated agency will run the test.

Pledge/Oath for Physical Therapy

This oath has been developed by the APTA Section on Education and will be used as part of the graduation celebration. You should reflect on the content throughout the curriculum as a target for which you will shoot throughout the PT program:

Pledge for Physical Therapy

As a physical therapist dedicated to providing the highest quality care and services, I solemnly pledge I will:

- **Respect the rights and dignity of all individuals who seek my services or with whom I work;**
- **Act in a compassionate and trustworthy manner in all aspects of my services;**
- **Exercise sound professional judgment while abiding by legal and ethical requirements;**
- **Demonstrate integrity during interactions with colleagues, other health care providers, students, faculty, researchers, the public, and payers for the enhancement of patient care and the advancement of the profession;**
- **Enhance my practice through life-long acquisition and application of knowledge, skills, and professional behavior;**
- **Participate in efforts to meet physical therapy and health care needs of local, national, and global communities.**

Thus, with this oath, I accept the duties and responsibilities that embody the physical therapy profession.

(Based on APTA Code of Ethics) revised Fall 2011

Use of term "Doctor"

Consider appropriate use of the term "doctor", especially in clinical settings. The American Heritage College Dictionary (2000) defines doctor as "A person who has earned the highest academic degree awarded by a college or university in a specified discipline." Too great an emphasis on the term "Doctor" can be detrimental. While most faculty members have doctoral degrees, when we see patient, our patients just refer to us by our first name. It is our sense that most physical therapists with doctoral degrees do not make a big issue of it with their patients/colleagues (similar to pharmacy and law).

A statement regarding use of the title "doctor" was adopted by the APTA House of Delegates in 2006: USE OF THE TITLE "DOCTOR" BY PHYSICAL THERAPISTS HOD P06-06-21-14 (Program 32) [Position]

The American Physical Therapy Association supports the use of the title of "Doctor of Physical Therapy" only for those physical therapists who have graduated from a DPT program.

In order to provide accurate information to consumers, physical therapists who have earned a Doctor of Physical Therapy Degree (DPT) and those who have earned other doctoral degrees and use the title "Doctor" in practice settings shall indicate they are physical therapists, consistent with the Alabama Practice Act. Use of the title shall be in accordance with jurisdictional law.

Standards of Personal Appearance / Attire (Dress code)

- Appearance for Classroom / Labs

Students are expected to appear neat, tidy and professional at all times. There are many other departments in the Health Sciences building, including clinics where health care professionals are conducting clinics. Students should be aware that they always represent the Physical Therapy Department and profession when on the premises and should dress appropriately at all times. **Professional attire is required** for all occasions with guest lecturers. **Professional attire is required for all students (no shorts and T-shirts) on days that no lab is scheduled.** Slogans on class T-shirts that students want to wear for labs should be approved by the faculty before they are produced. We believe that the way a person dresses affects their behavior. It is considered impolite and unprofessional to wear caps or other casual headgear while in public buildings, including classrooms and labs. Remember that you are now a graduate professional student.

The attire for classroom labs and labs held in clinical facilities will be announced by the course instructor in advance on the scheduled class. Many classroom labs require shirts off for men, bathing suits/sports bras for women, and short pants or other appropriate dress to ensure that anatomical parts are exposed for learning examination and intervention skills. Adequate space is available for securing lab clothes in lockers. In order to facilitate this activity, the Department has a required dress code for all laboratory courses. **Unless otherwise specified (i.e. for Anatomy Labs / hydrotherapy labs, etc) students are required to wear the standard laboratory attire.** Shorts, T-shirts, sweatpants, and sweatshirts in red, white, blue or gray, with the USA logo or “University of South Alabama” comprise the standard lab attire, along with sports bras for females. These may be purchased from the USA bookstore.

For labs that involve visits to clinical sites, the Standards of Personal Appearance – Appearance for Clinical Education Experiences (below) will apply. This includes all classes held (1) at the U.S.A. Medical Center or other health care facilities, and (2) in the classrooms/labs if patients or certain announced guests are in attendance.

For anatomy labs, the University policy “Dress code for Instructional... Facilities Involving Potentially Dangerous Materials and or Agents” applies. This policy states that “The minimum appropriate attire to be worn upon entering any potentially dangerous materials setting includes closed-toe shoes and clothing that covers the legs, torso, and upper arms. Tank tops, clothing which exposes bare midriiffs and sandals are inappropriate. Lab coats may be used to cover inadequate clothing. Long hair and loose clothing should be secured to prevent them from contacting... chemicals... Students and or personnel shall be denied access to these areas if inappropriately attired.”

- Appearance for Clinical Education Experiences

The Standards of Personal Appearance including the dress code for clinical experiences described in the Department Clinical Education Handbook are to be adhered to by students during all clinical experiences.

Appearance for Graduation / Official Photographs

Students are expected to wear appropriate professional attire for all official photographs in which they represent the Department. The class composite photo at graduation is an official department document for posterity and must be approved by the department before being printed. Students should wear professional, dressy attire for the class composite portraits. The department may decide that a class composite with unauthorized individuals or content may not be posted at all.

Sexual Harassment

The Department of Physical Therapy views all acts of sexual harassment as a serious breach of personal conduct on the part of the individual concerned. Since the practice of Physical Therapy involves touching patients and exposing body segments to be treated, with appropriate draping, it is particularly important that this be done professionally in a manner that will not leave the actions of the therapist open to misinterpretation. During the course of training, students are expected to practice on each other. This will include appropriate and judicious exposure and draping and is considered a serious matter! At all times, it is essential that this be done professionally with appropriate care and consideration for the dignity and cultural values of the person involved. The issue of sexual harassment will be addressed specifically during the early part of the program.

Note: Sexual harassment or related unprofessional conduct, including inappropriate comments, will not be tolerated and may be grounds for dismissal from the program. University policies (see the *LowDown* “Sexual Offense Policy for Students”) prevail.

Research / Human Subjects

As part of the student research process, students are required to develop a proposal to gain Institutional Review Board (IRB) approval to carry out research that involves human subjects in any way, including

administration of surveys. The USA IRB Student Handbook is available online and is intended to clarify when student projects must be reviewed by the IRB and proper procedures for submission of projects involving human subjects. All student research submissions must be completed on the new IRB Student Application. The application and student handbook are available on the IRB website at: <http://www.southalabama.edu/researchcompliance/>. Students must also complete the NIH training program in the Protection of Human Subjects available online (the web address will be provided as part of the research course). It is the student's responsibility to make sure that all documents related to a research study are filed, in accordance with the IRB approval, in the study file and given to the faculty supervisor at the end of the study.

Writing Skills / Authorship

Effective writing is an essential skill for the physical therapist. Student writing on examinations, assignments, manuscripts, documentation and any other written work will be held to a very high, professional standard, including correct grammar, punctuation, and spelling! Writing skills are one of the core competency standards that students are expected to meet prior to entering PT school and each student certifies in writing that these competencies are met. The University Writing lab provides free tutorial assistance in composition to any USA student (460-6480) and is available to offer assistance when needed beyond the scope of a particular class. You can also email the writing center for feedback (usually within 24 hours) at WritingCenter@usouthal.edu. Faculty will provide information on grading rubrics for written assignments.

Students can access SMARTHINKING live tutorials in writing across all subjects, math, accounting, statistics, economics, chemistry, physics, and biology as well as a full range of study resources, including writing manuals, sample problems, research tools, and study skills manuals. Students can access the service from wherever they have a connection to the Internet. SMARTHINKING is not an answering or proofreading/editing service. Currently, this service is offered at no charge to your students. For students to access SMARTHINKING, simply logon to your USA Online account, and click on "Writing Tutor" at the upper left corner of the page under "Online Services." You will be prompted for a "username" and "password." Your "username" is your "J" number, and your "password" is the last 4 digits of your social security number. For classes without e-Companion, USA students can visit [SMARTHINKING.com](http://www.southalabama.edu/writing) and follow the logon procedure as described above. Assistance (including a PowerPoint explanation) is available from the Writing Center (<http://www.southalabama.edu/writing> or 460-6480). <http://www.southalabama.edu/writing/smarthinking.html>

The department adheres to the APTA position that requires **“people first” language** in all writing and presentations. “People first” language the person is always referred to as a person and not as a diagnosis or a label. Here are some good and bad examples.

<u>Incorrect reference to a patient:</u>	<u>People-first Language:</u>
This patient is a stroke.	Mrs. Swath had a stroke on July 21 st .
The CF patient...	The patient with CF...
Mr. Jones is a “hip”.	Mr. Jones sustained a hip fracture in the MVA.
He’s been a T12 SCI since his diving accident.	Johnny has a SCI at T12 since his diving accident.
<ul style="list-style-type: none"> • Billy is a victim of muscular dystrophy. • Ms. Rae suffers from osteoarthritis. 	<ul style="list-style-type: none"> • Billy has muscular dystrophy. • Ms. Rae is diagnosed with osteoarthritis.

The department also has a written policy on authorship for research projects or any class product assigned by faculty in fulfillment of class requirements. The policy is available for review by interested students regarding student research projects. For publications and presentations, faculty members are considered principal investigators for projects initiated by them, while students could be listed as authors if their contribution is substantial. Upon completion of the project, students must document, using the form provided, their intentions to be included as authors for any subsequent papers or reports.

It is department policy that unless otherwise specified in the assignment instructions, the AMA style should be used for all mechanics of written assignments, including referencing and citation styles. See the “Instructions for Authors” section of the APTA *Physical Therapy* publications website.

Non-PT Students in the Department

The Department recognizes that students need to practice on each other in order to develop the professional skills required. For legal and ethical reasons, it is not possible for students to use members of the public (including family and friends) for this purpose. Members of the public who come into the Department space must do so only by arrangement with a faculty member.

Food and Drink in the Department

Food and drink of any description are **not allowed** in any of the practical laboratories of the Department. Adequate opportunities are given during regular classroom sessions to allow students time for a "health break". Empty ‘drink cans / cups’ or food wrappers should not be brought into the teaching labs because they attract ants. To avoid insect infestation, we ask that food and drink items be consumed in the student lounge. Students may not take food into any lab except the Integumentary/PA lab where the refrigerator is located, which can be used to each lunch. If you bring drinks into any lab, drinks, IN CONTAINERS WITH CLOSED LIDS, MUST remain on the counter, not on plinths or floorspace.

Food items **must not** be consumed in any classroom (lecture rooms). However, beverage consumption is allowed only with the understanding that only drink containers with CLOSED LIDS are allowed and students must remove all traces of the drink when they are finished. Waste bins are provided in the room for this purpose. If significant amounts of drink waste are left in the room, this policy will be changed to forbid the consumption of beverages in the lecture rooms.

Alcohol **MAY NOT** be consumed in any part of the building or campus, including immediate surroundings (parking lots, etc.). Alcoholic consumption, or drug use (other than necessary medications) **WILL NOT** be tolerated under any circumstances. A student who attends any class with suspected signs of alcoholic consumption, or drug use, will be tested and could be at serious risk of dismissal from the program. **The University is, campus-wide, a non-smoking campus.**

Telephones

Departmental telephones and Fax machines are for Department business only. In emergency circumstances only, students may request to make or receive telephone calls via the Department phone. Messages taken for a specific student will be posted in the appropriate student mailbox. However, messages will only be taken under unusual circumstances, e. g., illness of a child or relative. The Department does **not provide** a message service. Pay phones are available on campus for long distance calls and any other telephone business. **NOTE: Cell phones and audible pagers may not be used in class and MUST be switched off (or muted) before each class!!**

Personal Mail

Personal mail addressed to individual students will be left in the Year-I, Year-II or Year-III mail-slots in the main office. The class President should check these mail-slots frequently. Personal mail sent to the Department should be related to the business of the Department. Students are encouraged not to have other kinds of personal mail sent to the Department.

The University Post Office **will not** accept *personal* outgoing mail. There is a US Post Office in the Student Center building for personal use and to purchase stamps/envelopes.

Emergency Messages

Emergency messages can be left at anytime for students in the program. They should be confined to serious emergencies (e.g., sudden illness or death of a close family member). In such cases the faculty and office staff will attempt to contact the student directly.

Building Evacuation / Fire Drills

In the event of a fire in the building or other need for evacuation or other campus emergency, a building alarm will sound and all personnel must safely evacuate the building. Evacuation plans are posted at the exit door for each classroom and teaching lab. In orientation, and during practice fire drills, students will be familiarized with evacuation plans and routes. All PT Department faculty, staff and students are expected to check-in at the designated meeting location on site (the East End of the Baugh Biomedical Library Building – closest to University Blvd. A department representative will have a checklist for faculty staff and each class.

First Aid

A limited first aid kit is available in the Department office.

Department Office

Students may not enter the department photocopy area or the main Department office area unless on department business. There are often items of a confidential nature in these areas. The department secretary is a Notary Public and will notarize documents related to student status or graduate employment as a free service to students.

Students must provide their own office equipment and supplies for use with assignments, etc.

The office is not equipped to provide students with the consumables necessary to submit their assignments.

Students Requesting Information**A) from APTA**

At the request of the APTA, the following information is provided to students. Students should be aware that the APTA has a policy regarding requests for information:

1. Students are expected to search for information on the website before contacting the APTA with questions. Staff will not answer questions that can be located on the website.
2. APTA staff will clarify APTA policy, positions, standards or guidelines.
3. The highest priority is given to APTA members.

B) from clinicians or email listservs

Students must use great care when requesting information from physical therapists or other clinicians, including requests to PT-related listservs. Students should never ask a question in such a way that it appears the student has not done their own investigation first, and is asking the clinician to do their work for them. As with asking an educated question in any other setting, including the classroom, the student should always state: 1) what they already know about the issue and what they have found from their own review (list sources reviewed), 2) why the question is important to be addressed (clinical application), and 3) an informed, specific question that requires a specific answer. It is never appropriate for a student to ask a “tell me everything you know about...” question, in class, in the clinic or on a listserv! Students should not contribute to listserv discussions unless they clearly understand listserv etiquette. Several online resources are available.

Student Health, First Aid and CPR Records

Students are required to submit updated **copies** of their immunization record, TB skin test results, Hepatitis B status, required immunizations, First Aid and CPR certifications, as required by the clinical education policy, to the department office when requested, particularly prior to any clinical internship. It is **essential that each student keep a personal copy of each document with them**, including during their travel to clinical internship sites. The department will charge a processing fee to retrieve and photocopy or fax these documents from the student file. This fee, currently \$15 per document, must be paid prior to release of the information and may be increased in the future. The fee does also apply to graduates who request such records after graduation.

Students are required to carry health insurance throughout the program. Each student must provide proof of their health insurance coverage by supplying the office with a photocopy of their insurance card or other proof of coverage at the beginning of each academic year.

Making A Complaint

There are several ways you can submit a complaint or comment regarding the Physical Therapy Program at the University of South Alabama or the faculty, staff or students.

1) For Complaints or Comments Regarding the Accreditation of the PT program.

The Physical Therapy Program at the University of South Alabama is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), a nationally recognized accrediting agency. As part of the accreditation process, the Physical Therapy Program is encouraged to provide a method by which the general public and academic community can file a formal written complaint regarding any aspect of the program or the conduct of one of its faculty/students.

You can provide the accrediting agency with written testimony regarding the program or file a formal complaint following the procedures detailed at the Commission on Accreditation in Physical Therapy Education's web site or by directly contacting: **American Physical Therapy Association, Attention: Accreditation Department, 1111 North Fairfax Street, Alexandria, VA 22314-1488; Fax: 703/706-3387; or e-mailed to accreditation@apta.org.**

CAPTE Web Site: <http://www.capteonline.org/Complaints/>

2) For Informal Complaints or Comments You Wish to Bring to our Attention.

Informal comments, suggestions or complaints regarding the program can be made through the office of the Chair of the Department of Physical Therapy. Individuals wishing to make a complaint or comment about the program, its faculty or students may do so following these procedures:

- Detail your complaint in a brief written narrative. Identify all the important details and identify those individuals involved.
- Provide dates when applicable.
- Provide details regarding your role in the complaint/comment.
- Give suggestions as to how you believe the complaint/comment should be resolved.
- Provide steps that you have taken to resolve the issue.
- Give contact information so that we may get back to you. When possible your identity will be kept confidential
- The Department staff will log the complaint in the Department complaint log and refer to the appropriate administrative person.

Complaints and Comments should be mailed to the **Chair, Department of Physical Therapy, University of South Alabama, HAHN 2011, Mobile, AL 36688**. Fax: 251/473-3822; or e-mailed to ptdept@jaguar1.usouthal.edu. Once you have submitted your complaint or comment you can expect to be contacted to obtain additional information. You will be notified regarding the action taken in response to your concern.

3) For Formal Complaints Regarding the Physical Therapy Program.

There are established procedures for filing formal complaints about the program, its faculty and students. If the nature of a concern is major and you desire to file a formal complaint with the University, you should contact the **Office of the Dean, College of Allied Health Profession, University of South Alabama, Mobile, AL 36688** to discuss the nature of your complaint and to determine what procedures should be taken to initiate the formal complaint process.

Recruiters, Job Searches, Tuition scholarships from facilities

Various recruiters may approach you throughout your academic program. The faculty encourage you to discuss with them the pro and cons of various employment opportunities and "funding" of PT school expenses. This topic will be discussed in more detail in your Professional Issues courses.

7 Security Issues

A campus security officer will give a brief presentation during the first couple of weeks of class. The main campus, like any other area open to the public, is subject to incidents of theft. Security on this campus should be a priority for each of us and it is every student's responsibility to minimize the risk involved from loss or damage through theft by unauthorized persons in the building. It is extremely important that we keep our area tidy and all of the equipment accounted for. Otherwise, it may not be easy to detect whether a theft has occurred. In addition, there are many simple steps that we can all take to reduce the likelihood of loss of expensive equipment. This includes, particularly, ensuring that all rooms are locked when not in use.

Personal security is another important issue for you to consider, especially in the car, parking lots and streets surrounding the building. If you are in the building at night, particularly if you are alone, you can request assistance from the Security Staff to escort you across the lot to your car. Whenever possible, it is a wise precaution to try to enter and leave the building with other people. Remember there is safety in numbers.

Should you encounter a person(s) acting suspiciously at any time in or around the building,
DO NOT attempt to confront them directly, unless it is an extreme emergency.

Call Campus Police Emergency 5-1-1 (campus phone)
Remember: Security is everybody's business
In emergency, dial 9-1-1

Personal Belongings

The Department will not accept responsibility for loss of any personal belongings of its students. Each student is provided with a locker and requested to obtain a combination/padlock to secure it. When attending classes it is common practice for students to bring their book-bags with them and store them in specific spaces. **HOWEVER, DO NOT LEAVE VALUABLES IN ANY PART OF THE BUILDING UNLESS THEY ARE LOCKED AWAY.**

Borrowing and Returning Department Items

The Department has a limited supply of books and journals that may be borrowed on a short term basis (overnight). These materials must be checked in/out through the main Department office so that they will be available for others to use when required. For specific courses, other items of equipment may be checked out through the office. In all cases, the individual students is responsible for the equipment / materials checked out to them.

"After hours"- entrance and exit door

A specific "after hours" policy will be written for the HAHN building.

The front doors will be unlocked during normal business hours from 7 am to 6 pm week days. Any student who enters the building after hours with the keycard will be documented and time-stamped as entering the building.

Parking Lot Assignments

Regarding student parking students may have to park in lots in front of or behind the Health Services Building (up the hill from our building where the Student Health Center is located) and take the Jagtran line to HAHN (our building).

Please be advised that students in all Allied Health programs are to park their vehicles in only parking lots with spaces marked by white lines. A valid student parking sticker/decal from USA is required on each vehicle to park in the white spaces and must be obtained each Fall semester on main campus.* Student vehicles parked in any other parking spaces will be ticketed. Keep in mind that unpaid tickets will block

your registration and prevent awarding of diplomas. Do not park in BLUE LINED “faculty/staff” SPACES or in the orange designated patient parking spaces.

* Obtain a parking hangtag for the campus zone near the College of Medicine & Health Sciences buildings (East Lot).

8. Clinical Placement

Physical Therapy students are required to complete four clinical internships, totaling 34 weeks of full-time clinical education. A total of 8 weeks of clinical experience will take place during the third semester (first summer term). During the third year, students will complete a ten-week internship in the fall semester and two eight-week internships in spring semester before returning for the final (one week) academic session at the end of the program.

Due to the proliferation of Physical Therapy programs, sites for clinical affiliations may be limited, especially in certain areas. Students must be prepared to relocate during clinical experiences regardless of their financial and/or family situations. The DCE will meet with the students to discuss options for clinical education placements. The process for determining student clinical placements and the responsibilities of students who wish to develop new clinical sites will be explained in detail in the department *Clinical Education Handbook*.

Student policies related to clinical education are clearly outlined in the department *Clinical Education Handbook* ” which will be distributed to all students prior to the first clinical experience. A student who is considering withdrawal from a clinical placement for any reason, including accident or illness, must notify the Department Office and the DCE prior to any action. The *Clinical Education Handbook* outlines specific situations in which a student may be refused a student placement at a specific site.

State Authorization Reciprocity Agreement (SARA)

On January 1, 2016, Alabama became a SARA-approved state (State Authorization Reciprocity Agreement), allowing us to place students in internships in any other SARA state without applying for state authorization. One of the requirements of our participation is that we must notify students in writing whether the program meets requirements for licensure in the state in which the student resides. Our program is a CAPTE-accredited program, and thus meets licensure requirements for all fifty states. Please refer to the memorandum below as notification of SARA.

To: Doctor of Physical Therapy Students

From: College of Allied Health Professions, Department of Physical Therapy

Re: University of South Alabama Program Licensure and Your State

The University of South Alabama participates in the State Authorization Reciprocity Agreement (SARA). As such, we are required to notify students enrolled in programs that lead to licensure if the program meets the requirements for licensure in their state of residence. Below are both a list of the states where the DPT Program meets the state requirements for licensure and a list of states where we are not sure if the DPT Program meets the state requirements for licensure. For the states that we are unsure about, we have provided the contact information for the board of licensure and would recommend that you contact them regarding licensure in Physical Therapy.

As a CAPTE-Accredited Program in physical therapy, the University of South Alabama’s Doctor of Physical Therapy Program is approved and meets the requirements for PT licensure eligibility in all fifty states and the District of Columbia.

9. Scholarships

In addition to financial aid available through the Financial Aid office of the University, competitive scholarships are available from the American Physical Therapy Association (APTA). There are several scholarships, most of which have been established in the past ten years, that are awarded within the College of Allied Health and within the Department of Physical Therapy at the University of South Alabama. The

Scholarship and Awards Committee of the Department of Physical Therapy oversees the selection process for all scholarships and awards within the Department. A faculty member is the Chair of this committee, inquire in the office. You may find the following information of interest regarding these scholarships.

American Physical Therapy Association (APTA)

- **Minority Scholarship Award for Academic Excellence**

This scholarship is awarded annually at the APTA Annual Conference. The award amount is a minimum of \$1,500.00. The scholarship is awarded to a minority Physical Therapy student who is a member of the APTA, is in the final academic year of professional Physical Therapy education, shows evidence of high scholastic achievement and evidence of contributions in the areas of minority affairs and services, and possesses potential for professional excellence as a Physical Therapist. Interested students must submit a completed application and supporting materials to the APTA by December 1st of each year.

There are several other sources of financial aid listed on the APTA web home page at:
<http://www.apta.org/CurrentStudents/ScholarshipsAwards/>

College of Allied Health, University of South Alabama

- **The ALCOA Scholarship**

The ALCOA Scholarship is managed within the College of Allied Health Professions.

To be eligible, students must be enrolled in upper divisions of programs within the College, must be in good academic standing, and must have financial need. Recommendations are made by Department faculty through the Department. The dollar amount and the period of the award will be determined by the ALCOA scholarship committee, but generally are made for an academic year.

- **The South Baldwin Health Foundation Allied Health Professions Scholarship**

First awarded in 2011, this scholarship was established by the South Baldwin Health Foundation to increase the number of highly qualified allied health professionals in south Baldwin County. Eligibility includes residency south of I-10 in Baldwin County, undergraduate GPA >3.5, and commitment to work in healthcare in South Baldwin County for two years after graduation. The award is essentially a loan but will be forgiven if the student adheres to the terms of the agreement.

Department of Physical Therapy

Within the Department, there are several annual scholarships managed and awarded by the Scholarship and Awards Committee of the Department of Physical Therapy. These scholarships are awarded annually for second- or third-year students, depending on market status and available funds.

- **The Shirley & Eugene Panus Scholarship**

The purpose of this scholarship, established in 1995 by alumnus Dr Peter Panus – the 2012 inductee into the College of Allied Health Professions Alumni Hall of Fame, is to provide financial assistance for Physical Therapy students who are interested in and who have demonstrated strong interest in and potential for pursuing a career in academic Physical Therapy to include both teaching and research. Eligible students must be enrolled in the professional component of Physical Therapy, must be in good academic standing. Since the first award in 1996 the scholarship has been awarded to a student in the final year of the Physical Therapy program. Physical Therapy faculty members nominate students for this award.

- **The McCoy-Archambault Scholarship**

This scholarship was established in 1996 and is administered by the Scholarship and Awards Committee of the Department of Physical Therapy. The fund supporting this scholarship originated from donations from the Physical Therapy Class of 1994, in memory of a classmate, *Shannon McCoy*, and donations made in honor of a former Department Chair, *Rosemary Archambault Norris* upon her departure from the University. These funds were combined in 1996 to support awarding of an annual scholarship. It will be awarded to a student who has completed the first year of the professional component of the Physical Therapy program. In addition, eligible students must be in good academic standing (> 3.0 overall GPA). Once the call for applications is

given, interested students must complete an application form and submit it during Spring Semester of the first year of the program. The committee will then determine the recipient, as well as the amount and semesters of the award, which will vary depending on funds available.

- **The Walter Gault Scholarship in Physical Therapy**

This scholarship, named in memory of the first Chair of the Department who died in 1998, was developed through donations from faculty, current students, and department alumni. The scholarship is awarded annually to a student who has completed the first year of the professional component of the Physical Therapy program. Nominations are made by the faculty with consideration for financial need, overall GPA, GPA from PT courses, and extracurricular leadership and service. Students who are nominated by faculty will be asked to complete an information form for the scholarship committee.

- **Anne Harrison Petty PT Scholarship**

This scholarship was developed in 2004 in honor of Anne Harrison Petty, a physical therapist since 1977, and the department Academic Coordinator of Clinical Education from 1989 to 2004. The fund was developed through faculty, student and alumni donations, and it is awarded annually to a student who has completed the first year of the professional component of the Physical Therapy program.

- **The Charles P. Gray PT Scholarship**

Dr. Fell and the faculty established this scholarship in 2008 to honor Dr. Gray upon his retirement after nearly 33 years of service to the Department of Physical Therapy. From 1976 when he taught the very first PT class at USA through 2008, Dr Gray amazingly taught Human Anatomy, functional anatomy and goniometry/muscle testing among many other topics to 893 individuals who now practice PT across the country. The scholarship was further developed through donations from faculty, current students especially the DPT Class of 2007, and department alumni reaching the target corpus in less than one year. The scholarship is awarded annually to a student who has completed the first year of in the professional component of the Physical Therapy program based on academic performance in Human Anatomy I & II, overall PT GPA in the first year and recommendations from the faculty.

- **The James C. Wall and George Turnbull PT Scholarship**

This developing scholarship was initiated in 2009 to honor Dr. Wall upon his retirement from the department in December 2009. Dr Wall, educated in the U.K. with a background in Biomechanics and Engineering, taught at Dalhousie University and then at USA for 21 years. His expertise in gait analysis was recognized around the world including terms as Editor for the international journal *Gait and Posture*. The scholarship was renamed to include Dr George Turnbull in April 2012 upon Dr Turnbull's death at his home in Nova Scotia, Canada. Dr Turnbull was Chair of the PT department from 1991-1992 and maintained many friendships in our department after moving back home. The scholarship is still accumulating funds.

- **The Bud and Dot Phillips PT Scholarship**

The "Bud and Dot Phillips PT Scholarship" was instituted in 2014 through a donation by Dr and Mrs Dennis (Noel Phillips) Fell, Nathan and Elana Fell, and Hannah Fell. The scholarship is named in memory of Noel's parents, Mr and Mrs Milton Anthony (Dorothy Simons) Phillips, Jr, both lifelong residents of Bay St Louis, MS. Bud, a small business owner on Main Street, and Dot, a registered nurse at Gulfport Hospital, and homehealth and an ostomy nurse, were both huge supporters of the USA physical therapy program. In Dorothy's fun-loving nature, she often referred to a physical therapist as a "sizzical spigarius" :-). They were both frequent and effective, but informal, recruiters for our PT program from along the Mississippi Gulf Coast. The scholarship was instituted to memorialize the perpetual generosity of Bud and Dot, and their loving nature as parents and grandparents "Pere" and "Mere". Once fully funded the scholarship will be awarded annually to a graduate student in the Doctor of Physical Therapy program.

- **The Thomas and Norma Fell Endowed PT Scholarship**

The "Thomas and Norma Fell Endowed PT Scholarship" was instituted in 2015 through a donation by Dr and Mrs Dennis (Noel) Fell (Chairman of the Department), and his siblings Dr Thomas W (Susan) Fell, Judy

(Gilbert) Fell Burnham, David (Wanda) Fell, Danny (Michelle) Fell, and Kim Fell (Brian) Feagin, and the Fell grandchildren. The scholarship was established in memory of their parents Thomas W Fell Sr (“Wix”) and Norma Boldt Fell, longtime residents of Mobile, AL, who were both recipients of caring physical therapy provided by alumni of the PT Department. Dr Dennis Fell, their son, was Chair of the PT Department for 17 years, daughter Judy was Director of the USA Biomedical Library, and Mr and Mrs Fell had three children and three grandchildren who attended and graduated from the University. The scholarship was established to assist and encourage future students in the process of becoming excellent physical therapists.

- **The Dennis and Noel Fell PT Endowed Scholarship**

The faculty, alumni, and students of the Department of physical therapy, and the Fell family established the scholarship upon the retirement of Dennis Fell PT, MD in 2018. The scholarship honors Dr. Dennis Fell’s 25 years of service as a faculty member and student advocate, including 17 years as chair of the physical therapy department, and recognizes Noel significant contribution to his career and her own contributions as a physical therapist and faculty member in the department. Dennis and Noel are both graduates of the University of South Alabama physical therapy program. Dennis served as an officer of the APTA Alabama chapter, APTA Academy of Neurologic Physical Therapy, and the Southern Consortium of Physical Therapy Education Programs. Among other awards, he was the 2001 recipients of the University’s “Excellence in Teaching” award, the 2013 University “50 Outstanding Faculty Members in the University's 50-year History”, and the 2017 APTA Lucy Blair Service Award. Together they played a role in the growth of the department over three decades and promotion of the physical therapy profession.

******All policies contained in this manual are subject to change and revision by the PT Department Faculty with notification. All policies are subject to College and University policies, including the College Policy for Professional Doctoral Level Degree programs.***