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DOCTOR OF PHYSICAL THERAPY AT OLD DOMINION UNIVERSITY

The School of Rehabilitation Sciences offers a course of study leading to the degree of Doctor of Physical Therapy (DPT). The degree is designed to prepare men and women to practice physical therapy in a variety of health care settings. Upon successful completion of the program, the graduate is eligible to apply for state licensure as a physical therapist. The degree program is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) to 2029.

The DPT program is a full-time three-year experience that includes classroom instruction, laboratory instruction and practice, online interactions, readings and homework assignments, discussions, peer-teaching, seminars and clinical internships. A variety of health care institutions, agencies, and practice settings are utilized for clinical education experiences. Students are responsible for providing their own transportation to and from clinical sites, as well as any other costs that might arise during their matriculation. This handbook describes the curriculum and program policies. We are also subject to University policies. These can be found in the graduate catalog online at www.odu.edu/graduate/. The curriculum is subject to revision as needed to keep abreast of current physical therapy research and practice.

DPT PROGRAM PHILOSOPHY

The Doctor of Physical Therapy program at Old Dominion University is founded on the belief that the delivery of physical therapy services should be patient centered. The physical therapists’ role in meeting the needs of patients and clients is founded on the premise that we play an indispensable role in improving the health and the total quality of life of those we serve. This program is guided by the belief that physical therapists provide uniquely specialized services which enhance the total lifestyle and functional abilities of a diverse group of patients in a variety of environments.

We believe that a physical therapist’s interactions are driven by a profound respect and appreciation for the rights, freedoms, and abilities of other individuals, and by recognition that inspiring students to embrace these values is best done by example. The faculty are dedicated to excellence in professional teaching, research, and service to the profession, to the university, and to the community. We believe that by serving as role models in these capabilities, we are able to positively guide students in the development of optimal professional behaviors.

Our profession is grounded in the foundation and clinical sciences. The School is guided by the belief that each student should be guaranteed an education which promotes a standard of excellence in academic achievement, in the attainment of clinical performance skills, and in professional interaction and communication skills. We believe that a curriculum dedicated to excellence must be continually evaluated and modified to reflect the ever changing needs of the profession. More importantly, the educational program should develop in its graduates the ability to use critical thinking and methods of problem solving which will provide a basis for a lifetime of learning. While preparing our graduates to continue the quest for professional excellence, we endeavor to inspire in them a lifelong commitment to the profession and its advancement.
ODU MISSION STATEMENT

Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation, and the world through rigorous academic programs, strategic partnerships, and active civic engagement.

DPT PROGRAM MISSION STATEMENT

The mission of the Program in Physical Therapy is to prepare graduates to prevent, diagnose, and treat dysfunction and to enhance the well-being of individuals and the community. The program is dedicated to delivering high quality professional education, advancing research, and engaging in responsive service that will lead our graduates to meet the physical therapy needs of society through the 21st century.

DEFINITION OF PHYSICAL THERAPY

The following definition of physical therapy was obtained from the Guide to Physical Therapist Practice written by the American Physical Therapy Association. (Revised June 2003)

Physical therapy is the care and services provided by or under the direction and supervision of a physical therapist. Physical therapists are the only professionals who provide physical therapy interventions including:

1) Provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes.

2) Interact and practice in collaboration with a variety of professionals.

3) Address risk.

4) Provide prevention and promote health, wellness, and fitness.

5) Consult, educate, engage in critical inquiry, and administrate.

6) Direct and supervise the physical therapy service, including support personnel.

DPT PROGRAM EXPECTED STUDENT OUTCOMES

Graduates of the Doctor of Physical Therapy Program at ODU will be able to:

- Create evidence-based treatment plans using foundational knowledge and critical thinking skills within the field of physical therapy.
- Assess, diagnose and appropriately manage the treatment of physical therapy patients.
- Review, understand and contribute to scientific literature.
- Adhere to professional standards while meeting the health care needs of patients/clients and society.
PROGRAM CORE FACULTY

Martha Walker, P.T., PhD. Associate Professor, DPT Program Director and Associate Chair of the School of Rehabilitation Sciences

Steven Morrison, PhD., Professor, Director, Center for Brain Research & Rehabilitation and Chair of the School of Rehabilitation Sciences

Beth Jamali, P.T., PhD., OCS Master Lecturer, Admission Co-Director

Lisa Koperna, P.T., DPT, ATC, SCS, Clinic Director and Lecturer

Elizabeth Locke, P.T., PhD., Senior Lecturer, Director of Clinical Education

Mira Mariano, P.T., PhD., OCS, Master Lecturer, Admission Co-Director

Brittany Samulski P.T., DPT, Assistant Professor

Eric Schussler P.T., ATC, Assistant Professor

Daniel Russell, PhD., Associate Professor, Director, PhD in Kinesiology & Rehabilitation

Michael Tamburello, P.T., PhD. ECS, SCS, ATC, CSCS Associate Professor

ADDITIONAL ASSOCIATED FACULTY

Valerie Arntsen PT, DPT  Christopher Boykin PT, DPT
Arkena Dailey PT, DPT  Mary Dalmeda PT, DPT
Matthew Dancigers PT, DPT, OCS  Donna Dechant BS, OTR
Kari Fisher OTR/L, c-NDT  Jeffrey Hartline PT, MPT
Emily Hawkins PT, DPT  Jan Henderson PT, MS
Heather Hamilton PT, DPT  Danielle Hill CPO
Brian Hoke PT, DPT, SCS  George Houle PT, MPT
Mallory Hutton PT, DPT  Lucas Johnson PT, DPT, SCS
Paige Kurtz MS, OTR/L, CHT  David Lawrence MSPT, ATC
Tricia L’Heureux PT, MPT  Bryce Lee PT, DPT
Eric Marshall, PT, DPT  Greg Michalov CPO
Ryan McCann, PhD, ATC  Spencer Muro PT, DPT
Leslie Prom PT, DPT  William Riddick PT, DPT
Becky Riley PT, DPT  Karen Royall PT, tDPT
Melinda Shuler MPT, CMLDT  Jon Sterner MS, PT
Corey Sullivan OTR/L, CHT  David Swain, PhD
David Volkinger PT, MPT  Ron Wells PT, MPT, FMSC
Diana Williams, PhD  Matt Zydron CPO

In addition to the adjunct faculty who share their expertise in specialty areas, we acknowledge the invaluable contributions of the dedicated clinical instructors who mentor students during clinical internships. The program couldn’t exist without them.
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<tr>
<th>1ST YEAR:</th>
<th>CREDIT</th>
<th>SUMMER SESSION</th>
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</thead>
<tbody>
<tr>
<td>PT 621</td>
<td>(2)</td>
<td>INTRODUCTION TO PHYSICAL THERAPY</td>
</tr>
<tr>
<td>AT 691</td>
<td>(6)</td>
<td>GROSS ANATOMY for REHABILITATION SCIENCES</td>
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</table>

8 credits

**FALL SEMESTER**

| PT 792 | (3) | NEUROSCIENCE I |
| PT 627 | (4) | THEORY & PRACTICE I |
| PT 634 | (3) | CLINICAL SCIENCES I |
| PT 640 | (3) | PATIENT EVALUATION I |
| PT 655 | (2) | CLINICAL PROBLEM SOLVING I |
| PT 630 | (1) | CONCEPTS IN HISTOLOGY FOR PHYSICAL THERAPY |
| PT 665 | (3) | BIOMECHANICS/ KINESIOLOGY I |

19 Credits

**SPRING SEMESTER**

| PT 638 | (2) | EXERCISE PHYSIOLOGY IN CLINICAL PRACTICE |
| PT 793 | (3) | NEUROSCIENCE II |
| PT 628 | (4) | THEORY & PRACTICE II |
| PT 635 | (3) | CLINICAL SCIENCES II |

*Note: The above curriculum is a sample and may vary depending on the institution. Always consult the official academic catalog for the most current information.*
PATIENT EVALUATION II
1) Gait & Posture Assessment
3) Basic Musculoskeletal Evaluation of spine and extremity joints

CLINICAL PROBLEM SOLVING II
Selected small group work on cases designed to integrate material from other courses in the semester to practice clinical reasoning, goal setting and creating a patient plan of care.

BIOMECHANICS/KINESIOLOGY II
1) Biomechanical Principles II
2) Motion Lab Equipment: Video Analysis, EMG, Force Platform
3) Applied Biomechanics/Ergonomics

19 Credits

46 Total Credits First Year

SUMMER SESSION

CLINICAL INTERNSHIP I
Full time clinical internship experience of 8 weeks

4 Credits

FALL SEMESTER

PT 810  (3)  SCIENTIFIC INQUIRY I
PT 826  (4)  THEORY & PRACTICE III
1) Spinal Cord Injuries
2) Developmental Disabilities & Pediatric Intervention
3) Adult Neurological Intervention

PT 842  (3)  PATIENT EVALUATION III
1) Neurological Evaluation
2) Geriatric Evaluation & Home Health
3) Pediatric Evaluation

PT 836  (3)  CLINICAL SCIENCES III
1) Spinal Cord Injuries
2) Developmental Disabilities & Pediatrics
3) Vascular Diseases
4) Neurology, Neurosurgery

PT 857  (2)  CLINICAL PROBLEM SOLVING III
Selected small group clinical experiences relating to spinal cord injury, pediatric and adult neurological cases

PT 884  (3)  CLINICAL TEACHING & PROFESSIONAL COMMUNICATION
1) Basic Communication & the Therapeutic Relationship
2) Preparation for Teaching/Learning
3) Patient Education/Communication Issues
4) Clinical Teaching in Any Environment

18 Credits

SPRING SEMESTER

PT 827  (4)  THEORY & PRACTICE IV
1) Orthopedic Manual Therapy Assessment & Intervention (Extremities)
2) Orthopedic Manual Therapy Assessment & Intervention (Spine & TMJ)
3) Sports Medicine

PT 822  (2)  SCIENTIFIC INQUIRY II
PT 865  (3)  PROSTHETICS & ORTHOTICS
1) Prosthetic Fabrication and Fitting Principles
2) Rehabilitation after Amputation
3) Orthotic Fabrication and Fitting Principles
4) Incorporating Orthoses in Rehabilitation

PT 837  (3)  CLINICAL SCIENCES IV
1) Radiology for Physical Therapists
2) Pharmacology
3) Stress Management
4) Burn Management
5) Electrophysiologic testing (EMG/NCV)
6) Foot Care
INTERPROFESSIONAL CASE MANAGEMENT OF SPECIAL POPULATIONS
1) Interprofessional case coordination
2) Health Promotion Across the Lifespan
3) Women’s Health (Breast CA, lymphedema, pre/post-partum client, incontinence, osteoporosis)
4) Men’s Health (Prostate CA, incontinence, osteoporosis)
5) Female & Master’s Athlete

17 Credits

CLINICAL PROBLEM SOLVING IV
Orthopedic Clinical Case Studies & Post-surgical Management

39 Total Credits 2nd Year

3rd Year - Summer Session

PT 871 (4) CLINICAL INTERNSHIP II - Full time clinical internship of 8 weeks
PT 872 (4) CLINICAL INTERNSHIP III - Full time clinical internship of 8 weeks

8 Credits

Fall Semester

PT 892 (1) SEMINAR IN INTER-PROFESSIONAL PRACTICE
Platform/Poster and Written Presentations of Research
PT 891 (3) SEMINAR IN INTEGRATIVE CASE REPORTS
1) Case Report Presentations by Guest Clinicians/Faculty
2) Individual Student Case Reports
PT 880 (2) PSYCHOSOCIAL ASPECTS OF PATIENT CARE
PT 882 (3) MANAGEMENT AND ADMINISTRATION IN PHYSICAL THERAPY
1) Management Theories 2) Employment Seeking Skills
3) Clinical Practice Management 4) Clinical Practice Design
PT 890 (3) DIFFERENTIAL DIAGNOSIS SEMINAR
1) Consultation & Referral
2) Referral Patterns
3) Systematic Diagnostic Approaches for Physical Therapists
PT 883 (2) PROFESSIONAL ISSUES IN PHYSICAL THERAPY
1) Professional Ethics/Legal Issues 2) Quality Assurance in Patient Care
3) Time Management Skills 4) Cultural Diversity in Patient Care
5) Practice Parameters Guidelines
PT 896 (1) SPECIALIZATION IN PHYSICAL THERAPY
Small group experiences with clinicians or faculty to explore selected topics

*** Written and Oral Comprehensive Exams ***

15 Credits

Spring Semester

PT 873 (4) CLINICAL INTERNSHIP IV (Full time clinical internship of 8 weeks)
PT 874 (4) CLINICAL INTERNSHIP V (Full time clinical internship of 8 weeks)

8 Credits

32 Total Credits 3rd Year

Total Credit Hours in the Curriculum = 116 Credits
OPTIONAL COURSE
GLOBAL HEALTH STUDY ABROAD

HLSC 705 Interprofessional Global Health Study Abroad: Donegal, Ireland.

Course Credit
1
This course replaces PT 896 Specialization in Physical Therapy for the DPT curriculum so that a student choosing this option will have the same number of credit hours toward their degree as other DPT students.

Course Description: ODU has partnered with Learn International to create a cultural immersion experience in Ireland. Students will be introduced to global health concepts, including demographic and epidemiological transitions, the burden of disease, the impact of key health conditions on individuals and on communities, critical issues in the organization and delivery of health services, and the multi-directional links between health and social and economic factors.

The course includes pre-trip learning and preparation that is conducted online. Students will prepare targeted learning activities for local citizens at the Community Health Center (Ionad naomh Phadrig). Some example of health-related workshops by ODU students last year: hand-washing hygiene for elementary school aged children; home exercises using Theraband for older adults; proper use of a glucose monitoring device and diabetes education. The locals also present to the students: a short course on the Irish language (Gaelic), a tour of health care facilities and information about the Irish National Health system, and of course, singing and dancing at the pub. In addition there are visits to health care facilities and field trips of cultural and historic interest.

Gweedore, County Donegal, Ireland, is the largest native Irish speaking region in the world. It is quite rural. Students will stay with host families and will take most morning and evening meals at the host family’s home.

Target Audience: This course is designed for students in Community Health, Public Health, Dental Hygiene, Nursing, and Physical Therapy, as well as other student who have an interest in Global Health. The course instructors will work to make sure that the various health professional students are represented.

Timeline: Registration occurs in the middle of the fall semester each year. The online preparation portion of the course occurs during the spring semester. Students sign up for one of two Study Abroad trips 1) during spring break or 2) early May. Second year DPT students only have the spring break option due to their summer clinical schedule. First year DPT students could go on either trip, as their summer clinical schedule can be moved to accommodate the course.

Cost: One credit hour of tuition will be charged to the student. In addition, the study abroad cost is approximately $3,000 to $3,500 and includes all travel and housing expenses. Some scholarship money may be available to offset a portion of the cost.
HEALTH SCREENING FORM

OLD DOMINION UNIVERSITY
PROGRAM IN PHYSICAL THERAPY

INSTRUCTIONS: answer ALL questions with YES or NO. Do NOT leave any questions unanswered. Explain ALL YES answers on the back of the page.

1. Give the DATE of your last PHYSICAL EXAM__________

2. Are you currently taking ANY medications? NO / YES (list)
3. Are you currently PREGNANT? YES / NO
4. Have you ever had SURGERY? NO / YES (Please describe with dates)
5. Do you have any PAST or PRESENT HISTORY of any of the following? Answer each item YES / NO. Explain ALL YES answers on the back of the page.
   - neurological disease or disorder
   - fracture/bony deformity
   - joint disease/disorder
   - cardiovascular or heart disease/disorder
   - chronic/recurrent respiratory disorder
   - cancer
   - other (specify)_________________________________________

6. Do you have any PAST or PRESENT HISTORY of trauma, signs/symptoms (diagnosed or undiagnosed) in these parts of the body? Explain ALL YES answers on the back of the page.
   - head/face/TMJ
   - cervical spine
   - thorax/sternum/clavicle/ribs
   - abdomen
   - thoracic spine
   - lumbar spine
   - SIJ/pelvis/coccyx
   - internal organs
   - other (specify)

7. Answer ALL QUESTIONS with YES or NO. Explain ALL YES answers on the back.
   - Have you ever taken steroid medications?
   - Are 1 or more of your joints hypermobile? Which ones?_____________________
   - Do you have past/present history of headaches?
   - Do you have past/present history of vertigo or dizziness?
   - Do you have past/present history of numbness/weakness in any part of the body?
   - Do you have past/present history of sensory impairments?

I understand that objective clinical examination procedures are aimed at reproducing signs & symptoms in order to make a functional diagnosis, and that having these procedures practiced by fellow students/colleagues on my body could potentially elicit or aggravate present and/or previously undiscovered clinical signs/symptoms. I agree to use good judgment & assume full responsibility for my own health & welfare in clinical practice labs and I have been advised of reasonable precautions to exercise in the practice of physical therapy procedures. I will update my health information immediately if there are any changes that occur in my health status during the course of the Program.

Signature____________________________ Date_______________
DOCTOR OF PHYSICAL THERAPY PROGRAM CHECKLIST

STUDENT NAME: ________________________  CLASS OF _____

FACULTY ADVISOR: _________________________

The DPT Program requires students to complete the following requirements during the course of the curriculum. It is the student’s responsibility to meet with their advisor at the beginning of each fall and spring semester, and ensure that requirements are completed as necessary. As an activity is completed, date and initial the appropriate box. Some activities will need to be completed more than once.

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<thead>
<tr>
<th>Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td></td>
<td>Sum</td>
<td>Fall</td>
<td>Spr</td>
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<tr>
<td>Handbook policy signed</td>
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<td>Continuance policy signed</td>
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<td>Generic Abilities self-assessment completed &amp; reviewed with advisor</td>
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<td>CITI training for Research compliance annually</td>
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<td>APTA membership#</td>
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<td>CPR certification/ recertification <strong>as needed</strong></td>
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<td>Criminal Background Check</td>
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<tr>
<td>OSHA &amp; HIPAA training</td>
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<tr>
<td>Required annually</td>
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<tr>
<td>Service Learning Activity <strong>1 required</strong> (Describe)</td>
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<td>Service Learning Activity (Describe)</td>
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<td>Service Learning Activity (Describe)</td>
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<td>Other Volunteer Event (Describe)</td>
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<td>Other Volunteer Event (Describe)</td>
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<tr>
<td>Written Comprehensive Exam</td>
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<tr>
<td>Oral Comprehensive Exam</td>
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What is Service Learning?

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. The faculty in the School of Physical Therapy value service and service learning. Students in the school are required to participate in at least one service learning activity outside of those service activities required by specific classes. These activities may take several forms.

**Professional service** includes a willingness to participate in local, state and national professional organizations in order to help advance the profession of physical therapy. Examples of student participation in professional service would be acting as a student liaison to the Tidewater Physical Therapy Association, volunteering for a leadership role in the national Student Physical Therapy Association, volunteering to help out at the state conference, or participating in congressional visits.

**Community service** learning fulfills a community need related to the practice of physical therapy. Examples of this type of service include presenting information to community groups who demonstrate/request a need, participating in free health clinics or screening events, and volunteering at an aid station during an athletic or Special Olympics event. Old Dominion University has an established relationship with Catholica University in the Dominican Republic, and with Physicians for Peace. Each year students from our School of Physical Therapy participate in service learning through either travel to the Dominican Republic or through hosting D.R. students here in Norfolk.

Other types of **volunteer service** may be unrelated to physical therapy. Examples of these would be participating in Old Dominion University’s Community Day of Caring where a student may help clean up a park, or gathering donations and/or running in the annual breast cancer “Race for the Cure”. We applaud these worthy causes because they enrich a person’s experiences in the community and help others. They are not, however, in the category of service learning.
PROGRAM IN PHYSICAL THERAPY
TECHNICAL STANDARDS

These technical standards describe essential functions needed to complete the educational program and perform the job of a physical therapist. An individual not possessing one or more of these capabilities will not be admitted to the program unless reasonable accommodations can be made that allow the person to perform all required tasks within a standard period of time used in the profession.

Deficiencies in knowledge, skill, judgment, integrity, character, professional attitude or demeanor which may jeopardize patient care and/or safety may be grounds for course/internship failure and possible dismissal from the Program.

Applicants/Students admitted to the DPT program must possess aptitudes, abilities, and skills in the following five areas:

1. Observation
   Students must be able to observe and identify anatomic structures to distinguish different tissues in a limited time period. A student must be able to observe a patient accurately at a distance and close at hand, noting nonverbal as well as verbal signals. Specific vision-related requirements include, but are not limited to the following abilities: skin integrity; visualizing and discriminating findings on radiographs and other medical imaging tools; reading written and illustrated material; observing demonstrations in the classroom, including multimedia presentations; observing and differentiating changes in body movement; observing anatomic structures; discriminating numbers and patterns associated with diagnostic instruments and tests, such as sphygmomanometers and electrocardiograms, and using instruments competently, such as stethoscope, monofilaments, etc.

2. Communication
   Students must be able to relate effectively and sensitively with peers, patients/clients and faculty. A student must be able to communicate clearly with and observe patients in order to elicit information, describe accurately changes in mood, activity and posture, and perceive verbal as well as nonverbal communications. Communication includes not only speech but also reading and writing. Physical Therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the health care team. Specific requirements include but are not limited to the following abilities: communicating rapidly and clearly with the medical team on rounds; eliciting a thorough history from patients; and communicating complex findings in appropriate terms to patients and to various members of the health care team (fellow students, physicians, nurses, aides, therapists, social workers, and others). Students must learn to recognize and respond promptly and appropriately to emotional communications such as sadness, worry, agitation, and lack of comprehension. Each student must be able to read and to record observations and plans legibly, efficiently and accurately in documents such as the patient record. Students must be able to prepare and communicate concise but complete summaries of individual encounters. Students must be able to complete forms according to directions in a complete and timely fashion.
3. Sensory and Motor Coordination or Function
Students must have sufficient sensory function to palpate (touch/feel) pulses and body tissues, feel resistance to movement, discern hot and cold, and auscultate (listen) lungs and heart. A student must have adequate gross motor function (movement, strength, balance and coordination) to perform such tasks as cardiopulmonary resuscitation, lifting people’s limbs, assistance with transfers and gait, moving and positioning patients, and getting down to and up from the floor without assistance. A student must have adequate fine motor function to manipulate instruments such as a sphygmomanometer, goniometer, and therapeutic modality equipment. Students must be able to respond promptly to urgencies within the hospital or clinic, and must not hinder the ability of co-workers to provide prompt care.

4. Intellectual-Conceptual Integrative and Quantitative Abilities
These abilities include measurement, calculation, reasoning, analysis, judgment, numerical recognition and synthesis. Problem solving, a critical skill demanded of physical therapists, requires all of these intellectual abilities, and must be performed quickly, especially in emergency situations. Students must be able to identify significant findings from history, physical examination, and laboratory data and graphs, provide a reasoned explanation for likely therapy, recalling and retaining information in an efficient and timely manner. The ability to incorporate new information from peers, teachers, and the medical literature in formulating treatment and plans is essential. Good judgment in patient assessment, diagnostic and therapeutic planning is essential; students must be able to identify and communicate the limits of their knowledge to others when appropriate.

5. Behavioral Attributes
Empathy, integrity, honesty, concern for others, good interpersonal skills, interest and motivation are all personal qualities that are required. Students must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities, and the development of mature, sensitive and effective relationships with peers, patients/clients and faculty. At times, this requires the ability to be aware of and appropriately react to one's own immediate emotional responses. For example, students must maintain a professional demeanor and organization in the face of long hours and personal fatigue, dissatisfied patients, and tired colleagues. Students must be able to develop professional relationships with patients, providing comfort and reassurance when appropriate while protecting patient confidentiality. Students must possess adequate endurance to tolerate physically taxing workloads and to function effectively under stress. Students must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Students are expected to accept appropriate suggestions and criticism in a respectful manner and if necessary, respond by modification of behavior.

For further information on technical standards and the Americans with Disabilities Act, please contact the Office of Educational Accessibility (757) 683-4655.
OLD DOMINION UNIVERSITY
PROGRAM IN PHYSICAL THERAPY
POLICY ON MANAGEMENT OF COMPLAINTS

The Program in Physical Therapy adheres to the University Student Complaint Procedure as published in the Graduate Catalog under Policies and Procedures
http://catalog.odu.edu/graduate/policiesandprocedures/#text

No student who files a complaint shall be subject to any form of retaliation by any person, department, program or college.

Informal Resolution. Students must first attempt to resolve complaints informally. Given the nature of complaints covered by this procedure, it is expected that in all but the most unusual circumstances, students will first raise the issue with the faculty member. In the event this is not feasible, the student will contact the Program Director. The Program Director will meet with a student to discuss any complaints or concerns relating to the Program, and possible resolutions. The Program Director will document informal complaints and resolutions in a complaint form and complaint log kept in a confidential file in the Program Director’s office.

Formal Complaint. If the issue is not resolved informally, the student may contact the Department Chair to initiate the formal complaint procedure. At this point the complaint must be in writing and contain:
  a. The student’s name and University Identification Number
  b. The faculty member’s name and the course subject area prefix and number
  c. A detailed description of the nature of the complaint
  d. A detailed description of attempts at informal resolution with the faculty member and the faculty member and/or Program Director
  e. A detailed description of the relief sought

The formal complaint procedure will continue with an investigation, decision, and if applicable an appeal procedure as described in the Graduate Catalog referenced above.

COMMISSION ON ACCREDITATION OF PHYSICAL THERAPY EDUCATION

The ODU Program in Physical Therapy is fully accredited by CAPTE. Any person may submit to CAPTE a complaint about an accredited or developing program. Should a student have concerns related to the Program and wish to register a complaint with CAPTE they may do so by following the Procedure outlined in Part 11 of the CAPTE Rules of Practice and Procedure Accreditation Handbook which can be accessed at: http://www.capteonline.org/Complaints/

Additionally, CAPTE can be notified via the contact information listed below.

American Physical Therapy Association
Attention: Accreditation Department
1111 North Fairfax Street
Alexandria, VA 22314-1488
Fax: 703/706-3387        Email at accreditation@apta.org
OLD DOMINION UNIVERSITY
PROGRAM IN PHYSICAL THERAPY

POLICY ON AUTHORSHIP

1. When working in a collaborative group, the individual (faculty or student) who develops the basic idea for the research and oversees completion of the project with significant contribution to the writing and editing, will generally be the first author on research reports resulting from that idea. This can be altered if the individual who develops the idea agrees to willingly surrender that first author position to a colleague for reasons such as major contributions to collecting the data and performing the major aspects of work on the project.

2. To be listed as an author requires substantial contribution to the research project. Authors should contribute to at least 2 out of 3 of the following parts of the research enterprise: (1) the conception and design of the study, (2) data collection, analysis, or interpretation, and (3) writing/editing and final approval of the submitted version.

3. For publications/presentations that are a part of a thesis or dissertation the student is the primary author unless they relinquish this status in writing.

4. Students receiving remuneration for performing duties as part of a research project are not automatically considered to be an author on a research paper or presentation.

5. Issues of order of authorship should be settled very early in the course of discussions about collaboration for performing research. This is true both of research between colleagues in the school or research involving students under the supervision of faculty or involving students in completing research projects, theses or dissertations.

6. Disputes regarding authorship will be brought to an ad hoc committee consisting of 2 faculty and 2 students not involved in the research. The committee will determine what the final outcome should be for authorship.
ANY INCIDENT MUST BE REPORTED IMMEDIATELY TO THE FACULTY RESPONSIBLE FOR THE CLASS OR LAB ACTIVITY AND THE GRADUATE PROGRAM DIRECTOR. IF IMMEDIATE MEDICAL ATTENTION IS NEEDED, THE STUDENT SHOULD SEEK THIS CARE AS APPROPRIATE BEFORE COMPLETING AN INCIDENT FORM.

b. In case of emergency, someone should be designated to call for emergency services for an ambulance. ODU Campus Security can be reached by dialing “683-4000” for quick security response.

c. The College of Health Sciences Student Incident Report Form can be obtained from the main office in room 2152 Health Sciences Building. It should be completed and signed by the student involved, and signed by a faculty member. If referral for treatment is indicated, the treatment facility should complete items 14-17.

d. The completed incident form should be returned to the Graduate Program Director within seven (7) days of the incident.

Students who need follow-up care should call Student Health Services at 683-3132. After hours assistance may be obtained from the Nurse Practitioner on call for Student Health Services by calling ODU Campus Security at 683-4000 and having the Nurse Practitioner paged.

Students are responsible for expenses associated with laboratory incidents.

Any incident that occurs off campus during an educational experience should be treated following the same procedure as above for on-campus incidents.

Any incident that occurs during a clinical internship will be handled according to the policy of the clinical site. In those cases, the Director of Clinical Education should be notified within seven (7) days of the incident.
OLD DOMINION UNIVERSITY
COLLEGE OF HEALTH SCIENCES
STUDENT INCIDENT REPORT

(Include accidents, exposure to hazardous substance or disease.)

1. PLEASE PRINT

   Name ____________________________
   Address ____________________________
   City ____________________________ State _____ Zip Code _____
   UIN ___________ Phone ____________
   School ____________________________

2. OCCURRENCE DATE _____________ Day of Week _____

3. OCCURRENCE TIME _____________ AM / PM

4. REPORT DATE _________________________

5. LOCATION OF OCCURRENCE _______________

6. ACTIVITY INVOLVED (check all that apply)

   _____ Lifting Patient     _____ Transport Patient
   _____ Lifting Other       _____ Transport Equipment
   _____ Invasive Procedure/Injection _____ Equipment Use/Repair
   _____ Other Patient Care  _____ Walking
   _____ Non-Work Activity   _____ Hazardous Substance
   _____ Infectious Exposure

   Explain: ____________________________________________
   Other (explain) ________________________________________
   ____________________________________________________

7. TYPE OF INJURY (check all that apply)

   _____ No Apparent Injury         _____ Foreign Body
   _____ Laceration / Abrasion       _____ Strain / Sprain
   _____ Puncture                    _____ Fracture
   _____ Burn                        _____ Amputation
   _____ Bruise / Crush              _____ Electrical Shock
   _____ Bite / Scratch              _____ Other (explain)

8. PART of BODY (check all that apply)
   Left       Right       Left       Right

18
<table>
<thead>
<tr>
<th>Head</th>
<th>Elbow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye</td>
<td>Hand</td>
</tr>
<tr>
<td>Ear</td>
<td>Finger(s)</td>
</tr>
<tr>
<td>Face</td>
<td>Wrist</td>
</tr>
<tr>
<td>Neck</td>
<td>Leg</td>
</tr>
<tr>
<td>Chest</td>
<td>Groin</td>
</tr>
<tr>
<td>Abdomen</td>
<td>Knee</td>
</tr>
<tr>
<td>Back</td>
<td>Foot</td>
</tr>
<tr>
<td>Arm</td>
<td>Toe(s)</td>
</tr>
<tr>
<td>Shoulder</td>
<td>Ankle</td>
</tr>
</tbody>
</table>

9. POSSIBLE CAUSES (check all that apply)
   - Unclear as to Policy/Procedure
   - Unaware of Safety Hazard
   - Patient Initiated Occurrence
   - Foreign Material on Floor
   - Improper Clothing/Equipment
   - Building/Premises Defect
   - Equipment Defect/Malfunction
   - Improper Body Handling
   - Poor Illumination
   - Other (explain)

10. ODU FACULTY NOTIFIED AT TIME OF OCCURRENCE
   - Yes
   - No

11. DESCRIPTION OF OCCURRENCE

12. WITNESSED BY (please print)
    - Name
    - Phone
    - Name
    - Phone

13. MEASURES TAKEN TO PREVENT REOCCURRENCE

14. TREATMENT
    - No Treatment Necessary
    - First-Aid
    - Employee Health
    - Refused Treatment
    - Emergency Room
    - Other

    Hospital
    Explain

15. REFERRED TO PHYSICIAN
    - Yes
    - No

    Treatment Facility
    Physician’s Name

    Briefly Describe Treatment
OR

If incident is a blood or body fluid exposure, please adhere to Blood-Borne Pathogen Post Exposure guidelines. Document only as directed.

16. DISPOSITION

- Returned to School
- Released to Home
- Hospitalized – Name of Hospital
- Fatality
- Other (explain)

17. TIME LOSS

- Yes
- No

Estimated Absence

18. SIGNATURES

Student: ___________________________ Date: / /  
ODU Faculty: ________________________ Date: / /  

Comments: ________________________________  

______________________________
GENERIC ABILITIES BEHAVIORS GUIDE FOR SELF-ASSESSMENT

Professional behavior is difficult to define and teach. Over the course of the three-year curriculum each student takes it upon him or herself to create a professional identity. This document on generic abilities based on work by May et.al is designed to help students on their journey.

Directions: Rate yourself in each area identified, give an example of behavior supporting your rating choice, and identify an area for improvement and/or plan of action. Bring the completed form to your fall advising session each year to discuss with your advisor.

Example
Self-rating on Commitment to Learning: Beginning level.
Example: I feel very committed to learning, but I don’t know what information is a priority and what is not. All of the information is a little overwhelming. Also, I don’t have very much practice experience, so I don’t know what I need to know.
Area for Improvement/Plan of Action: I will try to stay positive and remind myself that I am supposed to be at a beginner level right now. I will continue to ask questions and complete assignments for understanding rather than just making sure I get points.

STUDENT NAME _________________________   DATE _____________ YEAR IN PROGRAM ______

1. Commitment to Learning: The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.

   Self-Rating on Commitment to Learning _________________

   Example:

   Area for Improvement/Plan of Action:

<table>
<thead>
<tr>
<th>Beginning Level</th>
<th>Developing Level</th>
<th>Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies problems</td>
<td>• Prioritizes information needs</td>
<td>• Applies new information and re-evaluates performance</td>
</tr>
<tr>
<td>• formulates appropriate questions</td>
<td>• analyzes and subdivides large questions into components</td>
<td>• accepts that there may be more than one answer to a problem</td>
</tr>
<tr>
<td>• identifies and locates appropriate resources</td>
<td>• seeks out professional literature</td>
<td>• recognizes the need to and is able to verify solutions to problems</td>
</tr>
<tr>
<td>• demonstrates a positive attitude (motivation) toward learning</td>
<td>• sets personal and professional goals</td>
<td>• reads articles critically and understands the limits of application to professional practice</td>
</tr>
<tr>
<td>• offers own thoughts and ideas</td>
<td>• identifies own learning needs based on previous experiences</td>
<td>• researches and studies areas where knowledge base is lacking</td>
</tr>
</tbody>
</table>
2. **Interpersonal Skills**: The ability to interact effectively with patients, families, colleagues, other health care professional, and the community and to deal effectively with cultural and ethnic diversity issues.

<table>
<thead>
<tr>
<th>Self-Rating on Interpersonal Skills</th>
<th>________________</th>
</tr>
</thead>
</table>

**Example:**

**Area for Improvement/Plan of Action:**

<table>
<thead>
<tr>
<th><strong>Beginning Level</strong></th>
<th><strong>Developing Level</strong></th>
<th><strong>Entry Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Maintains professional demeanor in all clinical interactions</td>
<td>- Recognizes impact of non-verbal communication and modifies accordingly</td>
<td>- Listens to patient but reflects back to original concern</td>
</tr>
<tr>
<td>- demonstrates interest in patients as individuals</td>
<td>- assumes responsibility of own actions</td>
<td>- works effectively with challenging patients</td>
</tr>
<tr>
<td>- respects cultural and personal differences of others</td>
<td>- motivates others to achieve</td>
<td>- responds effectively to unexpected experiences</td>
</tr>
<tr>
<td>- is non-judgmental about patients’ lifestyles</td>
<td>- establishes trust</td>
<td>- talks about difficult issues with sensitivity and objectivity</td>
</tr>
<tr>
<td>- communicates with others in a respectful, confident manner; respects personal space of patients and others</td>
<td>- seeks to gain knowledge and input from others</td>
<td>- delegates to others as needed</td>
</tr>
<tr>
<td>- maintains confidentiality in all clinical interactions</td>
<td>- respects role of support staff</td>
<td>- approaches others to discuss differences in opinion</td>
</tr>
<tr>
<td>- demonstrates acceptance of limited knowledge and experience</td>
<td></td>
<td>- accommodates differences in learning styles</td>
</tr>
</tbody>
</table>

3. **Communication Skills**: The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.

<table>
<thead>
<tr>
<th>Self-Rating on Communication Skills</th>
<th>________________</th>
</tr>
</thead>
</table>

**Example:**

**Area for Improvement/Plan of Action:**

<table>
<thead>
<tr>
<th><strong>Beginning Level</strong></th>
<th><strong>Developing Level</strong></th>
<th><strong>Entry Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrates understanding of basic English (verbal and written)</td>
<td>- Utilizes non-verbal communication to augment verbal message</td>
<td>- Modifies communication (verbal and written) to meet needs of different audiences</td>
</tr>
<tr>
<td>- uses correct grammar, accurate spelling and expression</td>
<td>- restates, reflects and clarifies message</td>
<td>- presents verbal or written messages with logical organization and sequencing</td>
</tr>
<tr>
<td>- writes legibly; recognizes impact of non-verbal communication</td>
<td>- collect necessary information from the patient interview</td>
<td>- maintains open and constructive communication</td>
</tr>
<tr>
<td>- listens actively</td>
<td></td>
<td>- utilizes communication technology effectively</td>
</tr>
<tr>
<td>- maintains eye contact</td>
<td></td>
<td>- dictates clearly and concisely</td>
</tr>
</tbody>
</table>
4. **Effective Use of Time and Resources**: The ability to obtain the maximum benefit from a minimum investment of time and resources.

Self-Rating on Effective Use of Time and Resources

Example:

Area for Improvement/Plan of Action:

<table>
<thead>
<tr>
<th>Beginning Level</th>
<th>Developing Level</th>
<th>Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on tasks at hand without dwelling on past mistakes</td>
<td>Sets up own schedule</td>
<td>Sets priorities and reorganizes when needed</td>
</tr>
<tr>
<td>recognizes own resource limitations</td>
<td>coordinates schedule with others</td>
<td>considers patient’s goals in context of patient, clinic and third part resources; has ability to say “No”</td>
</tr>
<tr>
<td>uses existing resources effectively</td>
<td>demonstrates flexibility</td>
<td>performs multiple tasks simultaneously and delegates when appropriate</td>
</tr>
<tr>
<td>uses unscheduled time efficiently</td>
<td>plans ahead</td>
<td>uses scheduled time with each patient efficiently</td>
</tr>
<tr>
<td>completes assignments in timely fashion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **Use of Constructive Feedback**: The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.

Self-Rating on Use of Constructive Feedback

Example:

Area for Improvement/Plan of Action:

<table>
<thead>
<tr>
<th>Beginning Level</th>
<th>Developing Level</th>
<th>Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates active listening skills</td>
<td>Assesses own performance accurately</td>
<td>Seeks feedback from clients; modifies feedback given to clients according to their learning styles</td>
</tr>
<tr>
<td>actively seeks feedback and help</td>
<td>utilizes feedback when establishing pre-professional goals</td>
<td>reconciles differences with sensitivity</td>
</tr>
<tr>
<td>demonstrates a positive attitude toward feedback</td>
<td>provides constructive and timely feedback when establishing pre-professional goals</td>
<td>considers multiple approaches when responding to feedback</td>
</tr>
<tr>
<td>critiques own performance</td>
<td>develops plan of action in response to feedback</td>
<td></td>
</tr>
</tbody>
</table>
6. **Problem-Solving**: The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

**Self-Rating on Problem-Solving**

____________________

**Example:**

**Area for Improvement/Plan of Action:**

<table>
<thead>
<tr>
<th>Beginning Level</th>
<th>Developing Level</th>
<th>Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognizes problems</td>
<td>• Prioritizes problems</td>
<td>• Implements solutions; reassesses solutions</td>
</tr>
<tr>
<td>• states problems clearly</td>
<td>• identifies contributors to problems</td>
<td>• evaluates outcomes</td>
</tr>
<tr>
<td>• describes known solutions to problems</td>
<td>• considers consequences of possible solutions</td>
<td>• updates solutions to problems based on current research</td>
</tr>
<tr>
<td>• identifies resources needed to develop solutions</td>
<td>• consults with others to clarify problem</td>
<td>• accepts responsibility for implementing of solutions</td>
</tr>
<tr>
<td>• begins to examine multiple solutions to problems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. **Professionalism**: 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.

**Self-Rating on Professionalism**

____________________

**Example:**

**Area for Improvement/Plan of Action:**

<table>
<thead>
<tr>
<th>Beginning Level</th>
<th>Developing Level</th>
<th>Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Abides by APTA Code of Ethics</td>
<td>• Identifies positive professional role models; discusses societal expectations of the profession</td>
<td>• Demonstrates accountability for professional decisions</td>
</tr>
<tr>
<td>• demonstrates awareness of state licensure regulations</td>
<td>• acts on moral commitment</td>
<td>• treats patients within scope of expertise</td>
</tr>
<tr>
<td>• abides by facility policies and procedures</td>
<td>• involves other health care professionals in decision-making</td>
<td>• discusses role of physical therapy in health care</td>
</tr>
<tr>
<td>• projects professional image</td>
<td>• seeks informed consent from patients</td>
<td>• keeps patient as priority</td>
</tr>
<tr>
<td>• attends professional meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstrates honesty, compassion, courage and continuous regard for all</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. **Responsibility**: The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

| Self-Rating on Responsibility | ____________________ |
| Example:                     | ____________________ |
| **Area for Improvement/Plan of Action:** |                      |

<table>
<thead>
<tr>
<th><strong>Beginning Level</strong></th>
<th><strong>Developing Level</strong></th>
<th><strong>Entry Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated dependability</td>
<td>Accepts responsibility for actions and outcomes</td>
<td>Directs patients to other health care professionals when needed</td>
</tr>
<tr>
<td>demonstrates punctuality</td>
<td>provides safe and secure environment for patients</td>
<td>delegates as needed</td>
</tr>
<tr>
<td>follows through on commitments</td>
<td>offers and accepts help</td>
<td>encourages patient accountability</td>
</tr>
<tr>
<td>recognizes own limits</td>
<td>completes projects without prompting</td>
<td></td>
</tr>
</tbody>
</table>

9. **Critical Thinking**: The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusion, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.

| Self-Rating on Critical Thinking | ____________________ |
| Example:                        | ____________________ |
| **Area for Improvement/Plan of Action:** |                      |

<table>
<thead>
<tr>
<th><strong>Beginning Level</strong></th>
<th><strong>Developing Level</strong></th>
<th><strong>Entry Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Raises relevant questions</td>
<td>Feels challenged to examine ideas</td>
<td>Exhibits openness to contradictory ideas</td>
</tr>
<tr>
<td>considers all available information; states the results of scientific literature</td>
<td>understands scientific method</td>
<td>assesses issues raised by contradictory idea</td>
</tr>
<tr>
<td>recognizes “holes” in knowledge base</td>
<td>formulates new ideas</td>
<td>justifies solutions selected</td>
</tr>
<tr>
<td>articulates ideas</td>
<td>formulates alternative hypotheses</td>
<td>determines effectiveness of applied solutions</td>
</tr>
</tbody>
</table>
**10. Stress Management**: The ability to identify sources of stress and to develop effective coping behaviors.

**Self-Rating on Stress Management**
________________________

**Example:**

**Area for Improvement/Plan of Action:**

<table>
<thead>
<tr>
<th><strong>Beginning Level</strong></th>
<th><strong>Developing Level</strong></th>
<th><strong>Entry Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognizes own stressors or problems</td>
<td>• Maintains balance between professional and personal life</td>
<td>• Prioritizes multiple commitments</td>
</tr>
<tr>
<td>• recognizes distress or problems in others</td>
<td>• demonstrates effective affective responses in all situations</td>
<td>• responds calmly to urgent situations</td>
</tr>
<tr>
<td>• seeks assistance as needed</td>
<td>• accepts constructive feedback</td>
<td>• tolerates inconsistencies in health care environment</td>
</tr>
<tr>
<td>• maintains professional demeanor in all situations</td>
<td>• establishes outlets to cope with stressors</td>
<td></td>
</tr>
</tbody>
</table>

PROFESSIONAL BEHAVIOR

All students are required to adhere to the APTA Professional Code of Conduct and Code of Ethics (see APTA website at www.apta.org). Proper attire for laboratories is mandatory. Each student is expected to demonstrate professional behaviors and a commitment to learning throughout the semester. This will include, but not be limited to, punctuality and preparedness for each class session, timely completion of assignments, participation in class discussion and activities in a manner that demonstrates respect for classmates and instructors.

Examples of expected professional behavior include:

1. Being on time and prepared for class
2. Adhering to the dress code for laboratory, clinical and other school related functions
3. Respectful interpersonal interactions with classmates, faculty, clinicians, client’s and their family members
4. Respectful use of social media. Consider that posts, blogs, tweets and pictures represent you, the Program, and influence how your character is judged.

Failure to demonstrate appropriate professional behaviors may be grounds for grade reduction or failure of a course or possible dismissal from the DPT Professional Program.

PHYSICAL THERAPY CLUB

The Physical Therapy (PT) Club is an Office of Student Activities and Leadership (OSAL) recognized organization comprised of students enrolled in the DPT Program. The mission of the PT Club is to enhance the awareness of the physical therapy profession in the community, volunteer for local charitable organizations, and facilitate mentorship among students and faculty in the physical therapy program.

The PT Club holds meetings at least once per semester and sponsors an event once per semester. Previous events have included a self-defense course, fall Halloween party, Angel Tree sponsorships, canned food drives, Relay for Life events, Race for the Cure events, fundraisers for the PT Foundation, and fall and spring formals.

The PT Club elects officers each fall consisting of: President, Vice-President, Secretary, Treasurer, Historian, Social Chair and a class representative from each DPT class. DPT 1 and DPT 2 students are eligible to run for officer positions. Dr. Mariano serves as the advisor to the PT Club.
CODE OF STUDENT CONDUCT

Expected student conduct is documented in the Code of Student Conduct found in the Policy and Procedures of the ODU Graduate Catalog (http://www.odu.edu/about/policiesandprocedures/bov/bov1500/1530)

HONOR CODE/ PLAGIARISM

When you register each semester for your courses you are also signing an Honor Code Pledge to uphold Old Dominion University’s Honor System.

“I pledge to support the Honor System of Old Dominion University. I will refrain from any form of dishonesty or deception such as lying, cheating, and plagiarism, which are honor violations. I am further aware that as a member of the Academic Community it is my responsibility to turn in all suspected violators of the Honor Code. I will report to a hearing if summoned.”

Plagiarism: A student will have committed plagiarism if he or she reproduces someone else’s work without acknowledging its source. Plagiarism includes making simple changes to borrowed materials while leaving the organization, content or phraseology intact. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group’s work and participates in none of the group’s activities, but attempts to take credit for the work of the group.

“Zero” (0) is:

a. the School of Physical therapy’s tolerance for plagiarism or cheating of any kind, and

b. the grade that will be assigned for any plagiarized work.

Cases will be reported to the University Hearing Officer, and the instructor may assign the student a grade of F for the course, regardless of the numerical average accumulated by the student for work that was not plagiarized.

Students who are unsure of the meaning of “cheating” or “plagiarizing” should visit the web site of the Old Dominion Honor Council; page 20 of the ODU Graduate catalog.

Objectives of the Student Conduct System

a. Create an environment that provides the best opportunity for academic inquiry and learning;
b. Assure students a fundamentally fair opportunity to resolve allegations when they have been accused of violating the Code;
c. To protect members of the University community from harm resulting from the misconduct of the few students who fail to respect the rights of others; and

d. 4. To help ensure order in the University community.
PROGRAM IN PHYSICAL THERAPY
POLICY ON GRADING

The Program in Physical Therapy utilizes the following grading scale:

A = 90 and above
B = 80 to 89
C = 70 to 79
F = 69 and below

No pluses or minuses will be given.

GRADUATION REQUIREMENTS

In addition to satisfactorily completing the didactic and clinical education curriculum, students must pass both written and oral comprehensive examinations prior to graduation. These exams are given at the end of the fall semester of program year three.

The written exam is a 200 question multiple choice test taken on computer. It is designed to mimic the length, content and format of the National Licensing Exam. Passing score is 70%. A student not achieving a passing score will have one additional opportunity during the spring semester to pass the exam. If the exam is not passed on the second attempt, the student will be dismissed from the program.

For the oral comprehensive exam, students will be placed in groups of three, and they will discuss patient case scenarios with three examiners. The examiners will include at least one core PT faculty member and one adjunct faculty member or clinician. Students are expected to intelligently discuss these cases, including examination strategies (what to do and what to omit,) differential diagnoses, goals, treatment strategies, specific treatment plans and progressions, psycho-social considerations, prognoses and discharge criteria. The examination usually takes about 45 minutes for questioning, then 15 minutes for individual feedback. Passing score is 70%. A student not achieving a passing score will have one additional opportunity during the spring semester to pass the exam. If the exam is not passed on the second attempt, the student will be dismissed from the program.
POLICY ON CONTINUANCE

1. Students will maintain a 3.0 GPA to remain in good academic standing in the program.

2. Any student with a GPA below 3.0 will be placed on academic probation as per University policy (http://catalog.odu.edu/graduate/graduatetopoliesandprocedures/) and will be required to have an overall GPA of 3.0 at the end of the next semester. If a 3.0 GPA is not attained by the end of the next semester, that student will be suspended from the program.

3. Any student who receives more than 2 C’s at any time during the program will be suspended from the program.

4. Any student who receives an “F” in any course in the curriculum will be suspended from the program.

5. A suspended student may follow the ODU Graduate Continuance Policy to apply for reinstatement. (http://catalog.odu.edu/graduate/graduatetopoliesandprocedures/). Reinstatement is not automatic.

6. Because the curriculum is designed to integrate information across courses, a student who withdraws from a class for any reason must withdraw from every class in the same semester. Students should follow the withdrawal guidelines outlined in the ODU Graduate Catalog.

7. Any student who leaves the program for any reason is required to communicate in writing to the GPD and the University Registrar.

8. Leaves of absence for medical or personal reasons will be determined on a case by case basis.

9. Failure to demonstrate appropriate professional behaviors may be grounds for grade reduction or failure of a course or possible dismissal from the DPT Professional Program.

I, _________________________________, have read and understand the ODU Program in Physical Therapy Continuance Policy.

__________________________________   ____________________
Student signature    Date
CLASS AND LABORATORY INFORMATION

Students accepted into the Program are responsible adults seeking a truly professional education. Individuals seeking a professional education are capable of taking responsibility for their own actions. Students are expected to attend all classes, except in the case of illness or emergency. When a student might miss a class, he/she should notify the instructor in advance to arrange for makeup of assignments, etc. If a student misses a class due to an emergency, then it is the student’s responsibility to discuss make-up requirements for assignments missed during lab sessions with the instructor. It is imperative that students remain up-to-date in their class work in all classes due to the intense nature of the program. Please refer to each individual class syllabus for any additional expectations required by the instructor.

STUDENT ACCESS TO HEALTH SCIENCES BLDG., PT LABS, & EQUIPMENT

The physical therapy student roster list is given to Campus security each year. Students will be allowed 24 hour access, seven days a week to the Health Sciences Bldg. by contacting the Campus Security office (683-4000) during those times in which the building is locked.

RULES FOR STUDENT USE OF PHYSICAL THERAPY LABS

1. P.T. students may use the PT labs whenever they are not in use for lectures or lab. Please ensure that labs are locked after use.

2. No equipment or supplies should be removed from the premises at any time.

3. The student using the lab is responsible for locking the lab door when done and returning all items to their original place. Please clean up after yourselves!

4. Eating and drinking are NOT ALLOWED in the PT lab. Equipment can become damaged; mice and insects will be attracted to any can or food that is left in the labs. You may bring in water bottles to the lab.

5. Students are only permitted to use therapeutic equipment if a licensed physical therapist is present to supervise. Safety is of the utmost importance.

6. Students are to leave the PT labs neat and clean when they are finished using the facilities. Please return all mat tables to their upright position, pillows in place, furniture moved back to their original place, and equipment put away.

7. Please report any personal injuries or equipment problems to the course coordinator, instructor or school office (Room 3118) immediately. Equipment that becomes broken, faulty, or inoperable should be reported immediately.

8. Students are prohibited from using physical therapy equipment as a means to treat friends, family members, or themselves.

Violation of these rules will result in TERMINATION OF THE PRIVILEGE OF UNLIMITED ACCESS TO THE LABS AND EQUIPMENT for that student who abuses the privilege.
LABORATORY SESSION ETIQUETTE

When lab sessions are scheduled you are expected to arrive on time dressed and ready for lab. This means that lab clothes must be on (including name tags) and you are ready to participate in the session at the designated time. If a lab follows a lecture you will have 10 minutes to change. In that case you may want to consider dressing for lab prior to lecture so that you are not rushed during the break. We suggest that you keep extra lab clothes and your FirstHand kit in your locker so it may be accessible at any time. Please label your FirstHand kit, textbooks, etc. as all student items look similar.

LAB ATTIRE:  
MALES: Shorts and T-shirt  
FEMALES: Shorts, T-shirt and 黑色/海军蓝色 sports bra.  
Preferably one that fastens in the back and has thin straps in the back.  
BOTH: Sweats to wear over the above to keep warm if needed.

Please keep in mind when choosing a sports bra that you need to be able to expose the necessary areas to practice palpation skills, use observational skills and apply treatments. One piece swimsuits are not appropriate. Two piece bathing suit tops are NOT acceptable. As responsible students we probably don’t need to remind you - BUT - please bathe daily and wash your lab clothes frequently so that perspiration does not become offensive.

We will require that you frequently change your lab partner. You will eventually be treating different types of patients and the more exposure you have to different body types, the more comfortable you will be in the clinic. You will experience laboratory practical examinations that will involve other classmates as well as “simulated patients” and examinations/interventions of PT faculty during the curriculum.
CLINICAL ATTIRE

When you go out to your clinical assignments, are participating in practical examinations, or any activity where you will be representing the Program in Physical Therapy at Old Dominion University, we expect professional behavior and attire at all times. Name tags and lab coats (unless told not to by your clinical instructor) should be worn during clinical internships.

Students are expected to abide by the policies and procedures of the assigned facility during clinical education experiences. The Program suggests the following:

1. Wedding rings only on hands; no jewelry on the hand or wrist areas (except watches).
2. No dangling earrings (one pair only).
3. Long hair tied back and away from the face.
4. Lab jackets and name badge at all times.
5. Feet enclosed at all times (clogs, sandals, or open toe/heeled shoes are not acceptable).
6. No tee shirts with emblems and/or signs. Facility specific logos may be appropriate.
7. No gum chewing or eating in clinical setting unless in designated areas.
8. No denim or jeans.
9. No “low-rise” pants or midriff gap shirts.
10. No hats (baseball, visors, fishing, do-rags, etc.) or head covering unless indicated for specific purposes.
11. Scrub wear may be worn according to assigned clinical facility policies/procedures.

MALES:

**Dress shirt & tie required.** No “golf” or “polo” type shirts unless allowed by your clinical instructor. Please make sure tie can be tucked out of the way during treatment sessions. Socks are required. No cowboy boots or sandals.

FEMALES:

Blouse (No low cut), slacks, socks, or stockings are required. No low-rise pants, midriff shirts, leotard/unitard, tight leggings, boots or sandals.
No high-heeled shoes; shoes should be non-slip with appropriate foot support.
Clinical Education

Full-time clinical education courses in the Doctor of Physical Therapy program in the School of Rehabilitation Sciences at Old Dominion University empower students to develop clinical competencies in practice and management of the physical therapy client in a variety of clinical practice settings. Clinical learning takes place during five full-time clinical internship experiences offered at off-campus locations in the United States and abroad. These courses are Clinical Experiences I (beginning), II (intermediate), III (intermediate), IV (terminal) and V (terminal). A clinical education course is 8 weeks on a full-time basis. Third year courses may involve 1 or more clinical education settings. Terminal clinical experiences may consist of two, 8-week sessions at two different clinical practice settings or one, 16-week session at one clinical practice setting. All students are required to complete three clinical education core courses in clinical areas specific to general medical-surgical/medically complex, general orthopedics/general outpatient, and inpatient adult neurological rehabilitation. All students are required to complete two elective courses. Electives focus on a physical therapy specialty, one of which is the student’s choice of physical therapy practice setting. Specific details of these categorized setting lists are listed in Exxat LLC STEPS, through which the Director of Clinical Education manages and administers the clinical education component of the DPT curriculum.

The American Physical Therapy Association’s Physical Therapist Clinical Performance Instrument (APTA PT CPI Web) is used for evaluation and assessment of students’ clinical performance behaviors in each of the five, full-time clinical education courses offered in the DPT curriculum. All enrolled students are required to successfully complete online Web CPI training during the first fall semester and prior to the first full-time internship placement. Students are advanced-trained and encouraged to develop technological skills required to utilize assessment and data management components of APTA PT CPI Web, Exxat LLC STEPS, CastleBranch Corporation and other site-based standardized clinical education tools/forms used in conjunction with the DCE and clinical faculty to evaluate, manage documents and self-assess clinical performance behaviors.

The Director of Clinical Education (DCE) is the core faculty member who has administrative oversight of all full time clinical education assignments in collaboration with input from stakeholders. Professional development of physical therapy students through clinical education experiences is supported by clinical sites and clinical faculty in several states throughout the United States and abroad. Students are responsible for all travel, lodging and accommodation costs associated with clinical education.
Criminal Background Checks

Old Dominion University has selected CertifiedBackground, a division of Castle Branch, Inc. as the approved company for obtaining and reporting background checks with Extensive Review. CertifiedBackground may be accessed at www.certifiedbackground.com. Only background checks obtained via CertifiedBackground or the Virginia State Police will be accepted for pre-placement review by the Director of Clinical Education. The package code is OD23. Costs associated with annual background checks are the responsibility of the student.

All students planning to enroll in a clinical internship course are required to complete an annual criminal background check no later than September 30th of each year immediately preceding full-time clinical education placement for the subsequent calendar year. This annual pre-placement screening will be completed using the online process established by CastleBranch (CastleBranch.com). The six (6) required indices are listed as follows:

1. 7-Year U.S. County of Residence Criminal Search;
2. Nationwide Federal Criminal Search;
3. Nationwide Sex Offender Index;
4. Nationwide Patriot Act;
5. Social Security Alert; and
6. Residency History.

All criminal background checks will receive Extensive Review by Castle Branch. Descriptions of each above-listed index may be found on the CastleBranch website.

A student with criminal history or is convicted or pleads guilty or nolo contendere to a felony or other serious (barrier) crime may be prevented from receiving a clinical education placement. The description of barrier crimes may be found at http://www.vdh.virginia.gov/OLC/Laws/documents/barrier_crimes_guide.pdf (Virginia Department of Health Office of Licensure and Certification, September 2014.) Any of the above findings will be immediately reported by the Director of Clinical Education to Old Dominion University’s Office of the General Counsel for further action. In addition, students with any of the convictions listed above must meet with the Director of Clinical Education and the Graduate Program Director to discuss continued progress in the program.

All enrolled students are expected to abide by the policies and procedures of all clinical affiliation sites. Clinical sites affiliated with Old Dominion University may require students to obtain additional background checks within a specific time frame and/or share results of all pre-clinical background checks and toxicology screens prior to beginning any assigned on-site clinical experience. It is the responsibility of the enrolled student to comply with clinical site policies relating to securing and reporting background check results.

A. Students are also reminded that licensing boards for certain health care occupations and professions may deny, suspend or revoke a license or may deny the individual the opportunity to sit for an examination if an applicant has a criminal history or is convicted or pleads guilty or nolo contendere to a felony or other serious crime. Successful completion of the DPT Program at Old Dominion University does not guarantee PT licensure, the opportunity to sit for the PT licensure examination, certification or employment in the physical therapy workforce.
I, ________________________________, have read the Program in Physical Therapy DPT Student Handbook. I understand the information outlined in the handbook and have had the opportunity to ask questions regarding the contents of this handbook. I agree to abide by the following policies and regulations, including but not limited to:

- Generic abilities for professional growth
- DPT Program Technical Standards
- University Honor Code
- Grading and continuance policies
- Advising guidelines
- Guidelines for professional behavior
- Student access and use of laboratories and equipment
- Dress codes
- Health information forms

I agree to be a subject for laboratory exercises/practice during the curriculum. It is my responsibility to notify the instructors if I have a condition that will not allow me to be a subject during a particular portion of the curriculum.

_____________________________ ____________________
Student signature    Date

______________________________   _____________________
Faculty Member Signature    Date
Quick Information

Physical Therapy Program main office: (757) 683-4519
Administrative Assistant Ms. Nadine White NSWhite@odu.edu
2152 Health Sciences Bldg.
Old Dominion University
Norfolk, VA 23529

ODU Monarch Physical Therapy Clinic (757) 683-7041

Health and Safety http://www.odu.edu/life/health-safety

Campus Police: (757) 683-4003

**EMERGENCY (757) 683-4000** (on campus phone= 3-4000)

Safety Escort – to accompany you safely to your car or another building on
campus anytime you don’t feel safe. (757) 683-5665

Student Health: (757) 683-3132

Counseling Center: (757) 683-4401

ODU Alerts: Sign up for notifications to your cell phone at
http://www.odu.edu/life/health-safety/safety/alerts

In Case of Distress – your distress or another student you are concerned about –
there are three ways to contact Student Outreach & Support (SOS)
Ph (757) 683-3442
e-mail ODUcares@odu.edu
webpage with link to live chat http://www.odu.edu/life/support/student-outreach.

National Suicide Prevention Lifeline 1-800-273-8255

Technology Support ITSHelp@odu.edu

**Graduate catalog**: contains University regulations that pertain to all graduate students.
All students are held individually responsible for the information contained in this
catalog. http://catalog.odu.edu/graduate/