



OLD DOMINION UNIVERSITY

DOCTOR OF PHYSICAL THERAPY

PROGRAM HANDBOOK

Updated for June, 2018

COLLEGE OF HEALTH SCIENCES
SCHOOL OF PHYSICAL THERAPY AND ATHLETIC TRAINING
3118 HEALTH SCIENCES BUILDING
NORFOLK, VA 23529-0288
(757) 683-4519 (MAIN OFFICE)
(757) 683-4410 (FAX)

TABLE OF CONTENTS

	<u>PAGE #</u>
Program in Physical Therapy Introduction	3
DPT Program Philosophy	3
Mission Statements for ODU and for the DPT Program	4
Definition of Physical Therapy	4
DPT Program Expected Student Outcomes	4
Physical Therapy Program Faculty	5
Physical Therapy Curriculum	6
Health Screen form	10
DPT Program Checklist	11
Definition of Service Learning	12
Technical Standards	13
Policy on Complaints	15
Policy on Authorship	16
Student Incident/Injury Policy	17
Generic Abilities for Professional Growth.....	21
Professional Behaviors.....	28
Physical Therapy Club.....	28
Old Dominion University Student Conduct Code	29
Grading Policy	30
Graduation Requirements	30
Policy on Continuance	31
Class & Laboratory Information.....	32
Laboratory Rules.....	32
Clinical Attire.....	34
Clinical Education.....	35
Criminal Background Check.....	36
 APPENDICES	
Handbook Form	37
Quick Information	38

DOCTOR OF PHYSICAL THERAPY AT OLD DOMINION UNIVERSITY

The School of Physical Therapy & Athletic Training 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).

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 School of 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

Steven Morrison, PhD., Professor, Director, Center for Brain Research & Rehabilitation and Chair of the School of Physical Therapy and Athletic Training

Gail Grisetti, P.T., EdD., .Associate Professor

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

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

Karen Kott, P.T., PhD., Associate Professor

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

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

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 PROGRAM ASSOCIATED FACULTY

Christopher Boykin DPT

Mary Dalmeda DPT

Donna Dechant BS, OTR

Marc Glickman MD, FACS

Jan Henderson PT, MS

Brian Hoke DPT, SCS

George Houle MPT

Lucas Johnson DPT,SCS

David Lawrence MSPT, ATC

Spencer Muro DPT

Leslie Prom DPT

Karen Royall PT, tDPT

Melinda Shuler MPT, CMLDT

Kathy Stover PT

Jeff Verhoef PT, MBA

Ron Wells, MPT, FMSC

Arkena Dailey, DPT

Matthew Dancigers DPT, OCS

Lynn Gaetano DPT

Emily Hawkins DPT

Becky Riley, DPT

Ron Hopkins CP

Mallory Hutton DPT

Paige Kurtz MS, OTR/L, CHT

Eric Marshall, DPT

Ryan McCann, PhD, ATC

David Swain, PhD

Brittany Samulski, DPT

Jon Sterner MS, PT

Roy Thomas PT, NDT

David Volkringer MPT

Diana Williams, PhD

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.

**PHYSICAL THERAPY CURRICULUM
PROFESSIONAL PREPARATION (DPT) DEGREE**

<u>1ST YEAR:</u>	<u>CREDIT</u>	<u>SUMMER SESSION</u>
PT 621	(2)	<u>INTRODUCTION TO PHYSICAL THERAPY</u> 1) Transfers, Safety, Mobility, Wheelchairs, Draping/Positioning 2) Body Mechanics, Gait Training, Assistive Devices
AT 691	(6)	<u>GROSS ANATOMY for REHABILITATION SCIENCES</u>
8 credits		
		<u>FALL SEMESTER</u>
PT 792	(3)	<u>NEUROSCIENCE I</u>
PT 627	(4)	<u>THEORY & PRACTICE I</u> 1) Electrotherapy 2) Physical Therapy Modalities (ultrasound, hot packs, cryotherapy, edema control, fluidotherapy) 3) Sterile Technique/Wound Care 4) Massage
PT 634	(3)	<u>CLINICAL SCIENCES I</u> 1) Medical Model/Biopsychosocial Model 2) Medical Terminology 3) Injury/Inflammation & Repair 4) Bacterial & Viral Replication/Diseases 5) Immune Response 6) Autoimmune Disorders 7) Case Presentations
PT 640	(3)	<u>PATIENT EVALUATION I</u> 1) Intro to Evaluation Skills 2) Interviewing/ History Taking 3) Documentation 4) Vital Signs 5) Palpation Skills 6) Respiratory/Chest Evaluation 7) Goniometry 8) Vascular Changes of Lower Extremities
PT 655	(2)	<u>CLINICAL PROBLEM SOLVING I</u> 1) Orientation to the Profession 2) The Intensive Care Unit (ICU) 3) Ethics & Professionalism 4) Emergency Procedures 5) Infection control/ CPR & AED Trng. 6) Clinical Practice Simulations/Standardized Patients
PT 630	(1)	<u>CONCEPTS IN HISTOLOGY FOR PHYSICAL THERAPY</u> 1) Histological Properties of Neuromusculoskeletal Tissue 2) Stress-strain Curves and Biomechanical Relationships of Muscles, Cartilage, Bone, Tendons, Nerves
PT 665	(3)	<u>BIOMECHANICS/ KINESIOLOGY I</u> 1) Principles of Biomechanics 2) Origin, Insertions and Actions of Skeletal Muscles 3) Isolated and Coordinated Movements 4) Manual Muscle Testing
19 Credits		
		<u>SPRING SEMESTER</u>
PT 638	(2)	<u>EXERCISE PHYSIOLOGY IN CLINICAL PRACTICE</u>
PT 793	(3)	<u>NEUROSCIENCE II</u>
PT 628	(4)	<u>THEORY & PRACTICE II</u> 1) Basic Exercise Principles /Application 2) Therapeutic Exercise 3) Wellness & Fitness 4) Cardiopulmonary/Cardiac Rehabilitation
PT 635	(3)	<u>CLINICAL SCIENCES II</u> 1) Orthopaedic Pathologies 2) Cancer/Hospice 3) Cardiopulmonary Diseases 4) Child/Domestic/Elder Abuse

- PT 641 (3) PATIENT EVALUATION II
1) Gait & Posture Assessment
3) Basic Musculoskeletal Evaluation of spine and extremity joints
- PT 656 (2) 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.
- PT 666 (2) 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

2ND YEAR

- PT 669 (4) 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

- PT 881 (3) 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
- PT 858 (2) CLINICAL PROBLEM SOLVING IV
 Orthopedic Clinical Case Studies & Post-surgical Management

17 Credits

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

NAME _____
BIRTH DATE _____ AGE _____

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.

<input type="checkbox"/> neurological disease or disorder	<input type="checkbox"/> muscle disease/disorder
<input type="checkbox"/> fracture/bony deformity	<input type="checkbox"/> chronic infectious disease/disorder
<input type="checkbox"/> joint disease/disorder	<input type="checkbox"/> seizure disorder
<input type="checkbox"/> cardiovascular or heart disease/disorder	<input type="checkbox"/> diabetes (Type 1 or Type 2)
<input type="checkbox"/> chronic/recurrent respiratory disorder	<input type="checkbox"/> blood pressure abnormality
<input type="checkbox"/> cancer	
<input type="checkbox"/> 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.

<input type="checkbox"/> head/face/TMJ	<input type="checkbox"/> shoulder/shoulder girdle
<input type="checkbox"/> cervical spine	<input type="checkbox"/> upper arm/elbow
<input type="checkbox"/> thorax/sternum/clavicle/ribs	<input type="checkbox"/> forearm/wrist
<input type="checkbox"/> abdomen	<input type="checkbox"/> fingers/thumb/palm
<input type="checkbox"/> thoracic spine	<input type="checkbox"/> hip (which side)
<input type="checkbox"/> lumbar spine	<input type="checkbox"/> knee (which side)
<input type="checkbox"/> SIJ/pelvis/coccyx	<input type="checkbox"/> ankle/foot
<input type="checkbox"/> internal organs	
<input type="checkbox"/> other (specify) _____	

7. Answer ALL QUESTIONS with YES or NO. Explain ALL YES answers on the back.

<input type="checkbox"/> Have you ever taken steroid medications?
<input type="checkbox"/> Are 1 or more of your joints hypermobile? Which ones? _____
<input type="checkbox"/> Do you have past/present history of headaches?
<input type="checkbox"/> Do you have past/present history of vertigo or dizziness?
<input type="checkbox"/> Do you have past/present history of numbness/weakness in any part of the body?
<input type="checkbox"/> 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.

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

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

Students with complaints should follow refer to these guidelines.

1. If a complaint is about a particular class, the student should always approach the instructor of that class to discuss the complaint.
2. Complaints may be written or verbal and may address any aspect of the Program of Physical Therapy.
3. Complaints that are not resolved at the instructor level should be directed to the Physical Therapy Program Director.
4. All complaints will be considered confidential unless the complainant agrees that the complaint be discussed with others such as PT faculty, students or staff.
5. Complaints will be acknowledged within five (5) business days.
6. A Physical Therapy Program complaint form and complaint log will be used by the Program Director to document complaints and resolutions. These will be kept in a confidential file in the Program Director's office.
7. If the Physical Therapy Program Director and the complainant are unable to resolve the complaint, the complainant will be advised to contact the Associate Dean of the College of Health Sciences.

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.

OLD DOMINION UNIVERSITY
PROGRAM IN PHYSICAL THERAPY

POLICY ON STUDENT INCIDENT / INJURIES

Any student or faculty involved in an incident that results in injury related to laboratory or classroom experiences must adhere to the following:

- a. 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 3118 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
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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 Name _____

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 FOR PROFESSIONAL GROWTH

Students will be expected to demonstrate mastery of the following generic abilities:

GENERIC ABILITY	DEFINITION
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.
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.
3. Communication Skills	The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. Effective Use of Time and Resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
5. Use of Constructive Criticism	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6. Problem-Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7. Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. Responsibility	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
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.
10. Stress Management	The ability to identify sources of stress and to develop effective coping behaviors.

May WW, Morgan BJ, Lemke JC, Karst GM, Stone HL. Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*. 9(1):3-6, Spring 1995.

ODU SCHOOL OF PHYSICAL THERAPY
Generic Abilities Self-Assessment

Student: _____ **Class of** _____

Date: _____

Advisor: _____

This document has been designed to help you assess your present performance, and to describe something you would like to work on. Please follow the instructions below. Refer to the example at the bottom of the page as needed.

Instructions:

1. Reflect on your professional behavior using the behavioral criteria for each generic ability as a guide. The generic abilities and behavioral criteria may be found in your Student Manual.
2. Assess your performance to date on each of the ten generic abilities by circling B (Beginning), D (Developing) or E (Entry-level) as it applies to you **in the context of physical therapy**.
3. Consider feedback you have received from faculty, students and others. Have you requested feedback?
4. In the box labeled "Comments" make 1 or 2 behaviors you would like to work on.
5. In the box labeled "Example" show where you now see yourself and where you would like to see yourself.
6. In the box labeled "Plan" describe how you plan to enhance your present performance

B - Beginning Level

D - Developing Level

E - Entry Level

Example:

Use of Constructive Feedback and Help

B D E

Examples: *It's hard for me to hear constructive feedback, so I don't really ever ask for it. And I try to get it over with as fast as possible when I do have to hear it. I would like to be able to use feedback when establishing goals (D level) and seek feedback from clients/others (E level)*

Plan of Action: *I will use small groups to ask for feedback from other group members & practice hearing it without being defensive. I can apply their feedback in other groups, in classes and in lab*

Instructions: Assess each Ability based on your self assessment (refer to the criteria scale sheet). Circle the appropriate level. Comment providing an example(s) and plan of action.

B - Beginning Level

D - Developing Level

E - Entry Level

1. Commitment to Learning

B D E

Example: _____

Plan of Action: _____

2. Interpersonal Skills

B D E

Example: _____

Plan of Action: _____

3. Communication Skills

B D E

Example: _____

Plan of Action: _____

4. Effective Use of Time and Resources

B D E

Example: _____

Plan of Action: _____

5. Use of Constructive Feedback

B D E

Example: _____

Plan of Action: _____

:

6. Problem-Solving

B D E

Example: _____

Plan of Action: _____

7. Professionalism

B D E

Example: _____

Plan of Action: _____

8. Responsibility

B D E

Example: _____

Plan of Action: _____

9. Critical Thinking

B D E

Example: _____

Plan of Action: _____

10. Stress Management

B D E

Example: _____

Plan of Action: _____

GENERIC ABILITIES BEHAVIORS GUIDE FOR SELF-ASSESSMENT:

Generic Abilities	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Entry Level Behavioral Criteria
1. Commitment to Learning	Identifies problems; formulates appropriate questions; identifies and locates appropriate resources; demonstrates a positive attitude (motivation) toward learning; offers own thoughts and ideas; identifies need for further information	Prioritizes information needs; analyzes and subdivides large questions into components; seeks out professional literature; sets personal and professional goals; identifies own learning needs based on previous experiences; plans and presents an in-service, or research or case studies; welcomes and/or seeks new learning opportunities	Applies new information and re-evaluates performance; accepts that there may be more than one answer to a problem; recognizes the need to and is able to verify solutions to problems; reads articles critically and understands the limits of application to professional practice; researches and studies areas where knowledge base is lacking
2. Interpersonal Skills	Maintains professional demeanor in all clinical interactions; demonstrates interest in patients as individuals; respects cultural and personal differences of others; is non-judgmental about patients' lifestyles; communicates with others in a respectful, confident manner; respects personal space of patients and others; maintains confidentiality in all clinical interactions; demonstrates acceptance of limited knowledge and experience	Recognizes impact of non-verbal communication and modifies accordingly; assumes responsibility of own actions; motivates others to achieve; establishes trust; seeks to gain knowledge and input from others; respects role of support staff	Listens to patient but reflects back to original concern; works effectively with challenging patients; responds effectively to unexpected experiences; talks about difficult issues with sensitivity and objectivity; delegates to others as needed; approaches others to discuss differences in opinion; accommodates differences in learning styles
3. Communication Skills	Demonstrates understanding of basic English (verbal and written); uses correct grammar, accurate spelling and expression; writes legibly; recognizes impact of non-verbal communication; listens actively; maintains eye contact	Utilizes non-verbal communication to augment verbal message; restates, reflects and clarifies message; collect necessary information from the patient interview	Modifies communication (verbal and written) to meet needs of different audiences; presents verbal or written messages with logical organization and sequencing; maintains open and constructive communication; utilizes communication technology effectively; dictates clearly and concisely

Generic Abilities	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Entry Level Behavioral Criteria
4. Effective Use of Time and Resources	Focuses on tasks at hand without dwelling on past mistakes; recognizes own resource limitations; uses existing resources effectively; uses unscheduled time efficiently; completes assignments in timely fashion	Sets up own schedule; coordinates schedule with others; demonstrates flexibility; plans ahead	Sets priorities and reorganizes when needed; considers patient's goals in context of patient, clinic and third part resources; has ability to say "No"; performs multiple tasks simultaneously and delegates when appropriate; uses scheduled time with each patient efficiently
5. Use of Constructive Feedback	Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information	Assesses own performance accurately; utilizes feedback when establishing pre-professional goals; provides constructive and timely feedback when establishing pre-professional goals; develops plan of action in response to feedback	Seeks feedback from clients; modifies feedback given to clients according to their learning styles; reconciles differences with sensitivity; considers multiple approaches when responding to feedback
6. Problem-Solving	Recognizes problems; states problems clearly; describes known solutions to problems; identifies resources needed to develop solutions; begins to examine multiple solutions to problems	Prioritizes problems; identifies contributors to problems; considers consequences of possible solutions; consults with others to clarify problem	Implements solutions; reassesses solutions; evaluates outcomes; updates solutions to problems based on current research; accepts responsibility for implementing of solutions
7. Professionalism	Abides by APTA Code of Ethics; demonstrates awareness of state licensure regulations; abides by facility policies and procedures; projects professional image; attends professional meetings; demonstrates honesty, compassion, courage and continuous regard for all	Identifies positive professional role models; discusses societal expectations of the profession; acts on moral commitment; involves other health care professionals in decision-making; seeks informed consent from patients	Demonstrates accountability for professional decisions; treats patients within scope of expertise; discusses role of physical therapy in health care; keeps patient as priority
8. Responsibility	Demonstrated dependability; demonstrates punctuality; follows through on commitments; recognizes own limits	Accepts responsibility for actions and outcomes; provides safe and secure environment for patients; offers and accepts help; completes projects without prompting	Directs patients to other health care professionals when needed; delegates as needed; encourages patient accountability

Generic Abilities	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Entry Level Behavioral Criteria
9. Critical Thinking	Raises relevant questions; considers all available information; states the results of scientific literature; recognizes “holes” in knowledge base; articulates ideas	Feels challenged to examine ideas; understands scientific method; formulates new ideas; formulates alternative hypotheses; critiques hypotheses and ideas	Exhibits openness to contradictory ideas; assesses issues raised by contradictory ideas; justifies solutions selected; determines effectiveness of applied solutions
10. Stress Management	Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance as needed; maintains professional demeanor in all situations	Maintains balance between professional and personal life; demonstrates effective affective responses in all situations; accepts constructive feedback; establishes outlets to cope with stressors	Prioritizes multiple commitments; responds calmly to urgent situations; tolerates inconsistencies in health care environment

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/graduatepoliciesandprocedures/>) 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/graduatepoliciesandprocedures/>). 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

Print name

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 **BLACK/NAVY BLUE** 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.

**OLD DOMINION UNIVERSITY
PROGRAM IN PHYSICAL THERAPY**

CLINICAL EDUCATION

Clinical education experiences are provided on a part time basis for first year students during the fall and spring semesters. Students are initially oriented to the role of physical therapists in patient care through classroom instruction and online modules on communication, dress/demeanor, universal precautions in blood borne pathogens, and ethics in health care delivery. Utilizing the standardized patients from the Professional Skills Teaching and Assessment Center at Eastern Virginia Medical School, first year students will have an opportunity to practice basic evaluation and treatment skills related to first year course work in the fall & spring semesters. Students will be assigned to local hospitals/clinics in the spring semester for part-time clinical experiences for six weeks.

Second year experiences employ a part time experience of 3-4 hours/week that expose students in a small group format to neurological/rehabilitation and pediatric case studies. These sessions will utilize videotapes of clinicians evaluating and treating various rehabilitation patients. The case studies sessions, averaging 3 hours/week are integrated with the didactic content of the curriculum in the fall semester. Faculty will lead a discussion on each observed case study as it pertains to the issues of evaluation, treatment, and long term care planning. Community volunteers with neurological diagnoses volunteer their time in structured labs in the second year to facilitate student understanding of clinical care in these areas.

Full-time clinical education internships are designed to enable students to develop clinical competencies in practice and management of the physical therapy client in the hospital-based acute, rehabilitation, orthopedic and specialty areas. These clinical internship experiences occur during January through August of each year. The full time clinical internship duration is eight weeks for first year students, two eight week internships in the 2nd year, and two eight week internships in the 3rd year. (Third year clinical courses may involve 1 or more clinical education settings.) All enrolled students are required to successfully pass the APTA CPI Training <http://www.apta.org/PTCPI/TrainingAssessment/?navID=10737423764> . Students are expected to utilize computer literacy skills involved in accessing and utilizing the computer-based APTA PT CPI and other online standardized clinical education tools/forms used by clinical educators and students to evaluate and self-assess clinical performance behaviors, respectively. The Director of Clinical Education is responsible for all full time clinical education internship assignments in collaboration with input from core faculty and students. Professional development of physical therapy students through clinical education experiences is supported by clinicians and faculty in a number of states throughout the United States and abroad. *Students are responsible for all travel and accommodation costs of clinical education.*

Criminal Background Checks

The School of Physical Therapy recognizes that health care policies are implemented to protect the health and safety of patients and others receiving health care services. 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 and share results of all pre-clinical background checks and toxicology screens prior to beginning any assigned clinical education course. It is the responsibility of the enrolled student to comply with clinical site policies relating to securing and reporting background check and/or toxicology screen results. Costs and reporting are the responsibility of the student.

Old Dominion University has chosen CertifiedBackground, a division of Castle Branch, Inc. as the approved company for obtaining and reporting background checks (www.certifiedbackground.com). The Director of Clinical Education provides all incoming students with information regarding CertifiedBackground and how to order and retrieve results. The background check consists of residence history trace, social security verification, county of residence criminal records, nationwide sexual offenders registry, nationwide healthcare fraud and scan and U.S. Patriot Act. The cost of the toxicology screen is available at additional cost.

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 occupation.

**OLD DOMINION UNIVERSITY
PROGRAM IN PHYSICAL THERAPY**

I, _____, have read the ***Program in Physical
Therapy DPT Student Handbook***.
Print name

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 Mrs. Theresa Tate Ttate@odu.edu
3118 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/>