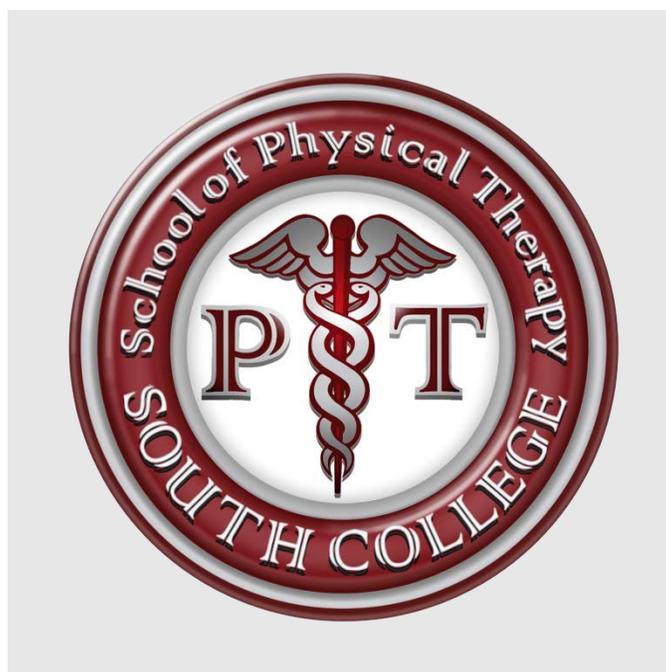


# STUDENT HANDBOOK

**2022**

(Revised 4/13/2022)

## **South College School of Physical Therapy**



**400 Goody's Lane, Suite 101  
Knoxville, Tennessee 37922**

<https://www.south.edu/academics/programs/doctor-physical-therapy/>

# **WELCOME!**

Congratulations and welcome to South College and the Doctor of Physical Therapy Program. We are truly excited to have you as part of our DPT program and family!

You are embarking on a DPT educational program that is contemporary in content, unique in delivery, and entirely focused on you, the student. The next two years will undoubtedly be the most challenging and most rewarding experience of your life. South College, the School of Physical Therapy, and the entire DPT faculty and staff are here for the sole purpose of providing you with an exceptional education and preparing you for professional practice and service as a Doctor of Physical Therapy.

As an adult learner, you ultimately have control and responsibility over this educational experience. Seize this moment and make the most out of every learning opportunity. Approach your education with maturity, initiative, motivation, flexibility, and determination. Enjoy the friendships forged, appreciate your individual and collective achievements, and marvel at your personal and professional growth along this journey.

Enjoy the Ride!

*The Faculty and Staff of the South College  
Doctor of Physical Therapy Program*

# **TABLE OF CONTENTS**

## **Section 1.0 INTRODUCTION**

- [1.1.0](#) *SOUTH COLLEGE MISSION*
- [1.2.0](#) *SCHOOL OF PHYSICAL THERAPY MISSION*
- [1.3.0](#) *PROGRAM PHILOSOPHY, EDUCATIONAL PRINCIPLES, AND VISION*
- [1.4.0](#) *GOALS AND EXPECTED OUTCOMES*
- [1.5.0](#) *PROGRAMMATIC ACCREDITATION STATUS*

## **Section 2.0 PROFESSIONALISM**

- [2.1.0](#) *APTA CODE OF ETHICS*
- [2.2.0](#) *PROFESSIONAL BEHAVIORS*
- [2.3.0](#) *PROFESSIONAL CONDUCT*

## **Section 3.0 OVERVIEW OF THE DOCTOR OF PHYSICAL THERAPY DEGREE PROGRAM**

- [3.1.0](#) *PROFESSIONAL CURRICULUM*
- [3.2.0](#) *COURSE DELIVERY AND TYPES*
- [3.3.0](#) *CURRICULUM*
- [3.4.0](#) *COURSE DESCRIPTIONS BY QUARTER*
- [3.5.0](#) *FACULTY FOR DELIVERY OF THE CURRICULUM*
- [3.6.0](#) *CURRICULUM OVERSIGHT*

## **Section 4.0 ACADEMIC PROGRESSION**

- [4.1.0](#) *STUDENT ASSESSMENTS AND REMEDIATION*
- [4.2.0](#) *COURSE GRADING SYSTEM*
- [4.3.0](#) *MINIMUM REQUIREMENTS FOR PROGRESSION*
- [4.4.0](#) *ACADEMIC AND PROFESSIONAL PROBATION*
- [4.5.0](#) *ACADEMIC WITHDRAWAL*
- [4.6.0](#) *ACADEMIC DISMISSAL*
- [4.7.0](#) *ADVANCED PLACEMENT AND TRANSFER OF CREDIT*
- [4.8.0](#) *GRADUATION REQUIREMENTS*
- [4.9.0](#) *PHYSICAL THERAPIST LICENSURE*

## **Section 5.0 SCHOOL OF PHYSICAL THERAPY STUDENT SERVICES**

- [5.1.0](#) *STUDENT SUPPORT SERVICES*
- [5.2.0](#) *ACADEMIC COUNSELING*
- [5.3.0](#) *CLASS REPRESENTATIVES*

- [5.4.0](#) *CONTACT INFORMATION POLICY*
- [5.5.0](#) *STUDENT IDENTIFICATION CARD*
- [5.6.0](#) *EMAIL POLICY*
- [5.7.0](#) *DRUG-FREE CAMPUS POLICY AND DRUG TESTING PROCEDURES*
- [5.8.0](#) *CRIMINAL BACKGROUND CHECKS, REGISTRY CHECKS, AND DRUG TESTING*
- [5.9.0](#) *POTENTIAL HEALTH RISKS TO STUDENTS*
- [5.10.0](#) *MEDICAL CONDITIONS, INCLUDING PREGNANCY*
- [5.11.0](#) *HEALTH INSURANCE/SERVICES*
- [5.12.0](#) *IMMUNIZATION AND HEALTH REQUIREMENTS*
- [5.13.0](#) *PROFESSIONAL LIABILITY INSURANCE*
- [5.14.0](#) *TUITION AND FEES*
- [5.15.0](#) *FINANCIAL AID*
- [5.16.0](#) *PROFESSIONAL ORGANIZATIONS AND MEMBERSHIPS*
- [5.17.0](#) *EQUAL OPPORTUNITY, NONDISCRIMINATION, AND AFFIRMATIVE ACTION*
- [5.18.0](#) *FERPA RIGHTS AND RELEASE OF EDUCATIONAL RECORDS*
- [5.19.0](#) *CONFIDENTIALITY OF STUDENT RECORDS*
- [5.20.0](#) *SERVICES FOR STUDENTS WITH DISABILITIES*
- [5.21.0](#) *INFORMED CONSENT*
- [5.22.0](#) *MEDIA RELEASE*

## **Section 6.0 SCHOOL OF PHYSICAL THERAPY STUDENT CONDUCT STANDARDS AND REGULATIONS**

- [6.1.0](#) *ACADEMIC PARTICIPATION*
- [6.2.0](#) *CLASS CANCELLATION/INTERRUPTIONS*
- [6.3.0](#) *CLASS / CLINICAL EDUCATION CONDUCT*
- [6.4.0](#) *USE OF DISTRIBUTED MATERIALS AND LECTURES*
- [6.5.0](#) *HIPAA AND RELATED POLICIES*
- [6.6.0](#) *GRIEVANCES*
- [6.7.0](#) *COMPUTER REQUIREMENTS*
- [6.8.0](#) *TECHNOLOGY AND INFORMATION SECURITY*
- [6.9.0](#) *USE & MAINTENANCE OF LAB FACILITIES AND EQUIPMENT*

## **Section 7.0 SOUTH COLLEGE STUDENT CONDUCT STANDARDS AND REGULATIONS**

- [7.1.0](#) *ACADEMIC IRREGULARITY*
- [7.2.0](#) *FALSIFICATION OF RECORDS*
- [7.3.0](#) *FINANCIAL RESPONSIBILITY*
- [7.4.0](#) *COMPUTER POLICY*
- [7.5.0](#) *COPYRIGHT INFRINGEMENT*
- [7.6.0](#) *DAMAGE TO PROPERTY*
- [7.7.0](#) *THEFT*

- [7.8.0](#) *FIREARMS AND WEAPONS*
- [7.9.0](#) *DRUG–FREE SCHOOL POLICY (INCLUDING ALCOHOL)*
- [7.10.0](#) *DISORDERLY ASSEMBLY*
- [7.11.0](#) *DISORDERLY CONDUCT*
- [7.12.0](#) *UNPROFESSIONAL CONDUCT*
- [7.13.0](#) *SEXUAL ASSAULT AND HARASSMENT*
- [7.14.0](#) *SOCIAL MEDIA*
- [7.15.0](#) *DRESS CODE*
- [7.16.0](#) *JEWELRY AND TATTOOS*
- [7.17.0](#) *FOOD AND BEVERAGES*
- [7.18.0](#) *SMOKING/OTHER TOBACCO USE*
- [7.19.0](#) *PARKING*
- [7.20.0](#) *STUDENT I.D.*
- [7.21.0](#) *REASONABLE SUSPICION*

## **Section 8.0 SOUTH COLLEGE ACADEMIC HONOR CODE**

- [8.1.0](#) *PURPOSE OF THE HONOR CODE*
- [8.2.0](#) *APPLICATION OF THE HONOR CODE*
- [8.3.0](#) *VIOLATIONS OF THE HONOR CODE*
- [8.4.0](#) *THE HONOR CODE PROCEDURE*
- [8.5.0](#) *HONOR CODE PENALTIES*
- [8.6.0](#) *HONOR CODE APPEALS*

## **Section 9.0 STUDENT SAFETY**

- [9.1.0](#) *MEDICAL EMERGENCY PROCEDURES*
- [9.2.0](#) *PERSONAL INJURY PROCEDURES*
- [9.3.0](#) *PERSONAL INJURY PREVENTION MEASURES*
- [9.4.0](#) *LAB EQUIPMENT FAILURE OR MALFUNCTION*
- [9.5.0](#) *INFECTION CONTROL PROCEDURES*
- [9.6.0](#) *BLOOD BORNE PATHOGENS PROCEDURES*
- [9.7.0](#) *USE OF CHEMICALS AND LAB SUBSTANCES*
- [9.8.0](#) *LIQUID SPILL PROCEDURES*
- [9.9.0](#) *FAILURE TO COMPLY*
- [9.10.0](#) *STUDENT SAFETY DURING CLINICAL EDUCATION*

## **APPENDICES**

<i>APPENDIX A: STUDENT ACKNOWLEDGEMENT PAGE</i>	<i>A-1</i>
<i>APPENDIX B: PARTICIPANT INFORMED CONSENT FORM</i>	<i>B-1</i>
<i>APPENDIX C: PRACTICAL EXAM/SKILLS CHECK GRADING RUBRIC_EXAMPLE</i>	<i>C-1</i>
<i>APPENDIX D: MEDIA CONSENT FORM</i>	<i>D-1</i>
<i>APPENDIX E: MEDIA CONSENT SCRIPT</i>	<i>E-1</i>

## **SECTION 1: INTRODUCTION**

### **1.1.0 SOUTH COLLEGE MISSION**

South College is a private, coeducational, non-sectarian academic institution that embraces the traditional higher education mission triad of teaching, scholarly contribution, and service. Consistent with its long history, the institution places primary emphasis on providing quality undergraduate and graduate educational opportunities and associated student support services, for the intellectual, social, and professional development of a diverse student body.

South College offers professional and career-focused curricula designed to cultivate students' successful learning and the ability to apply knowledge, think critically, and communicate effectively. Through comprehensive academic programs, innovative and contemporary in content and mode of delivery, students are exposed to diverse perspectives and skills essential independent and lifelong learning. Because academic programs are professional and career-focused, South College responds to local, regional, and national employment needs and supports current workforce trends.

In addition to providing quality educational opportunities, South College promotes the advancement of knowledge by supporting and recognizing the scholarly activities of its faculty and students and the use of scholarships in education and service. The South College faculty seeks to advance knowledge by conducting research and publishing research results as appropriate, creating artistic and literary works, presenting at professional and scientific meetings, and participating in professional development activities, as consistent with the role of each faculty member.

As an institution of higher education, South College recognizes its responsibility to society and supports both institutional and individual commitments to service. Therefore, South College encourages its administration, faculty, and staff to invest their knowledge, experience, and expertise in community, professional, and institutional service.

The definition and achievement of this mission guides South College in strategic planning and decision making at all levels of the institution. The core values of excellence, responsibility, and integrity serve as the foundation for assessing the quality of institutional, school/departmental, and individual performance in achieving this mission.

### **1.2.0 SCHOOL OF PHYSICAL THERAPY MISSION**

The mission of South College School of Physical Therapy is to provide an innovative, career-focused education that develops Doctors of Physical Therapy who are highly skilled, mindful and empathetic care providers. They will be passionate lifelong learners who are servant leaders in their local community and highly engaged in their professional and broader health care

communities. They will be equipped to deliver exemplary care in a multidisciplinary, team-oriented, and value-based healthcare environment.

### **1.3.0 PROGRAM PHILOSOPHY, EDUCATIONAL PRINCIPLES, AND VISION**

#### ***Philosophy***

The DPT program is designed for the delivery of a contemporary and evidence-based curriculum using faculty and contributors that are dedicated educators, clinicians, researchers, and leaders in the physical therapy profession. Faculty and contributors facilitate student learning and professional growth with student-centered active learning experiences, modeled clinical and scholarly excellence and steadfast professionalism. Using a blended learning model, our curriculum combines the best aspects of online learning activities and interactions, hands-on laboratory immersion sessions, and collaborative clinical education experiences into an innovative and dynamic learning experience. In doing so, we will transform physical therapy education, improve scalability and access to DPT education, increase flexibility for traditional and nontraditional learners, increase the level of active learning in courses, and seek to achieve quality student experiences and outcomes. Our graduates will be prepared for skillful, mindful and compassionate clinical practice, lifelong learning and professional development, and selfless service to their community and profession.

#### ***Educational Principles***

- **Faculty-Student Relationship.** A strong, collaborative, and mutually respectful relationship between faculty and student is imperative for education. Education is an active, continuous, cooperative process that must meet student needs and faculty objectives.
- **Student Responsibility.** Learning is a developmental process in which the student is ultimately responsible for the acquisition and synthesis of knowledge. The program's blended model empowers students to take a leadership role in their learning. Faculty serve as facilitators in this process, guiding students in self-discovery and the acquisition of knowledge. Faculty provide encouragement and reinforcement to the student throughout this process.
- **Active learning and engagement.** Education must be student-centered, where students are actively involved in the teaching and learning process. Learning activities in online, lab, and clinical settings fully engage students and facilitate participation. Interactive discussions encourage critical thinking and promote the sharing of thoughts and ideas. Collaborative learning is encouraged whereby students help each other in knowledge acquisition and skill development.

- **Self-Reflection.** Learning is enhanced when students engage in frequent, intentional self-reflection. Students develop skills to become mindful and reflective practitioners; skills that will be modeled by faculty and encouraged by students during the learning process. Students are provided with several opportunities for self-assessment and reflection during the program.
- **Motivational and Relevant.** Students learn best when they are motivated to learn, and the best way to stimulate motivation is to make learning clinically oriented and professionally relevant. Using an evidence-based approach, students learn foundational and clinical science content that is immediately applicable to clinical practice and necessary for developing best practice entry-level skills. Faculty create opportunities for “teachable moments” in online, lab, and clinical learning activities to motivate students and provide connections between didactic content and clinical practice.
- **Sequential Building Blocks.** Effective learning builds upon student knowledge and experiences to improve comprehension and skill development. This concept is applied internally to courses as content and learning objectives progress from foundational and factual to complex and conceptual. The overall curriculum design sequences courses in a logical, sequenced progression from foundational to clinical to physical therapy sciences. While sequenced, the curriculum recognizes the need for repetition in learning. Important concepts are taught multiple times in a variety of settings to solidify learning.
- **Practical Application.** Practical application is a concept that encompasses and facilitates content relevancy, student motivation, and active engagement. Practical application is accomplished during virtual case presentations in discussion forum and synchronous sessions, hands-on lab immersion sessions, and most importantly during clinical education. These opportunities are well timed during courses and the curriculum to verify student understanding and skill development and contribute to the student’s confidence and competence.

### *Values*

- As a program and faculty, we are dedicated to our core institutional, professional, and ethical values and reflect these in word and action.
  - Our core institutional values consist of excellence, responsibility, and integrity, and serve as the foundation for assessing the quality of institutional, school and individual performance in achieving our mission.
  - Our core professional values of accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility encompass our expectations for professional behaviors in physical therapy education and practice.

- Likewise, our ethical values are delineated in the Code of Ethics for the Physical Therapist and serve as the foundation for ethically informed problem solving and decision-making.
- We work diligently to model and instill these values in our students and hold them accountable for demonstrable professional behaviors in academic, clinical, and professional environments.
- These values and attitudes provide the basis for interacting with patients, colleagues, and communities and are the stimulus for lifelong learning and contribution to the physical therapy profession.

#### 1.4.0 GOALS AND EXPECTED OUTCOMES

Program, faculty, and student goals for the DPT Program are a direct reflection of our mission statement. Our mission, in short, forms three expectations: to develop future Doctors of Physical Therapy that are 1) skilled, compassionate, and evidence-based clinicians; 2) who are passionate in their pursuit of knowledge and professional development; and 3) who are servant leaders to their community and profession. Program goals demonstrate the commitment to teaching and modeling these professional behaviors and establishing the conditions necessary for academic excellence. Faculty goals set the expectation to facilitate active student learning and engagement of these behaviors by effectively modeling them in personal and professional performance. Student goals establish the expectation to learn, develop, and succeed in these key professional behaviors and accomplishments.

##### *DPT Program Goals and Outcomes*

The South College School of Physical Therapy will deliver an accredited DPT program that embraces the core values of the profession. The program has the following goals:

**Goal 1:** Demonstrate a commitment to service and leadership in the institution, the community, and the profession.

Program Outcome 1a: Program facilitates active participation and leadership in the program and community organizations.

Program Outcome 1b: Program facilitates active participation and leadership in local, state, and national professional organizations.

**Goal 2:** Enroll a student body that results in graduates who support the demand for physical therapists and rehabilitation services at the local, regional, and national levels.

Program Outcome 2a: Enroll diverse students who are representative of local, regional, and U.S. population demographics.

Program Outcome 2b: Graduate qualified entry-level physical therapy practitioners.

Program Outcome 2c: Support physical therapist workforce needs at the local, state, and national levels.

**Goal 3:** Efficiently develop competent career-focused physical therapists through engaging and effective academic and clinical learning experiences.

Program Outcome 3a: Integrate engaging and effective andragogies into all courses.

Program Outcome 3b: Graduate competent career-focused physical therapists.

### ***Faculty Goals and Outcomes***

**Goal 4:** Role model servant leadership and professional responsibility to the institution, the community, and professional organizations.

Faculty Outcome 4a: Demonstrate service to the institution through membership in committees and/or special projects.

Faculty Outcome 4b: Demonstrate service to professional and community organizations and activities through membership, participation, and leadership.

**Goal 5:** Integrate engaging and effective teaching strategies and technologies that support the program's mission, enhance student learning, and optimize outcomes.

Faculty Outcome 5a: Courses include synchronous and asynchronous learning activities that employ evidence-informed and effective educational techniques

**Goal 6:** The collective faculty demonstrate commitment to excellence in teaching, scholarship and clinical practice.

Faculty Outcome 6a: Faculty demonstrate activity in the scholarship of teaching, application, engagement, discovery or integration.

Faculty Outcome 6b: Faculty demonstrate relevant clinical expertise with terminal academic degrees, specialty certifications, and/or fellowship status.

### ***Student/Graduate Goals and Outcomes***

**Goal 7:** Demonstrate a commitment to evidence-based practice and professional growth through lifelong learning, critical inquiry, and mindful practice.

Student Outcome 7a: Demonstrate professional growth during clinical education with consistent improvement in clinical performance.

Student Outcome 7b: Prepare graduates to complete post professional training opportunities and achieve board certification.

Student Outcome 7b: Prepare graduates to complete post professional training opportunities and achieve board certification.

**Goal 8:** Function in a professional, caring, ethical, and culturally competent manner, with a demonstrated advocacy towards the patient, community, and profession.

Student Outcome 8a: Demonstrate professional behaviors consistent with the profession's expectations.

Student Outcome 8b: Deliver caring and compassionate healthcare that is sensitive to patient/family values, cultures, and beliefs.

Student Outcome 8c: Demonstrate engagement and advocacy for advancement of the physical therapy profession.

Student Outcome 8d: Demonstrate participation in community service.

### **1.5.0 PROGRAMMATIC ACCREDITATION STATUS**

The Doctor of Physical Therapy program at South College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. To file a complaint with CAPTE, contact them directly by phone or email. If needing to contact the program/institution directly, please call 865-251-1753 or email [akoszalinski@south.edu](mailto:akoszalinski@south.edu).

South College is committed to meeting all accreditation requirements. The DPT Program Director is responsible for all activities related to accreditation for the DPT Program. The Vice Chancellor oversees these activities to ensure that needed resources are available for these activities.

## SECTION 2: PROFESSIONALISM

### 2.1.0 APTA CODE OF ETHICS

All School of Physical Therapy students and faculty are expected to comply with the ethical standards of the profession. These standards, developed by the American Physical Therapy Association (APTA), are as follows:

#### **Code of Ethics for the Physical Therapist**

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

#### **Preamble**

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

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

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal).

Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being

delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

### **Principles**

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals. (Core Values: Compassion, Integrity)

1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

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

2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.

2B. Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.

2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.

2E. Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

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

3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's/client's best interest in all practice settings.

3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.

3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.

3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.

3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

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

4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

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

5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.

5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

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

6A. Physical therapists shall achieve and maintain professional competence.

6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.

6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

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

7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.

7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.

7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.

7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.

7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

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

8A. Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

8C. Physical therapists shall be responsible stewards of healthcare resources and shall avoid overutilization or underutilization of physical therapy services.

8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

*Code of Ethics for the Physical Therapist, American Physical Therapy Association*

## **2.2.0 PROFESSIONAL BEHAVIORS**

These ten professional abilities are expectations of our graduate students. These abilities are taught in the curriculum both explicitly (course work) and implicitly (modeled by your faculty). Your self-assessments and academic counseling will focus on both your academic progress and your development in these ten areas. These abilities were identified as generic abilities by the Physical Therapy Program, University of Wisconsin, and defined as follows:

- **Critical Thinking**                      The ability to question logically; identify, generate and evaluate elements of logical argument; to recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
  
- **Communication**                      The ability to communicate effectively (i.e. verbal, non-verbal, and written communication either in person, or remotely in the form of real time or recorded messages or sessions, etc.).
  
- **Problem Solving**                      The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
  
- **Interpersonal Skills**                      The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
  
- **Responsibility**                      The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

- Professionalism                      The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
- Use of Constructive Feedback                      The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
- Effective Use of Time and Resources                      The ability to manage time and resources effectively to obtain the maximum possible benefit.
- Stress Management                      The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
- Commitment to Learning                      The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

*References: Adapted from: Warren May, PT, MPH, Laurie Kontney PT, DPT, MS and Z. Annette Iglarsh, PT, PhD, MBA: Professional Behaviors for the 21st Century, 2009-2010.*

*Developed by the Physical Therapy Program, University of Wisconsin-Madison, May et al. Journal of Physical Therapy Education 9:1, Spring 1995.*

### **2.3.0 PROFESSIONAL CONDUCT**

1. The development of professional behaviors is an essential part of the integration of students into a profession. Development and assessment of professional behaviors for students in the professional DPT program occurs through:
  - a. Self-assessment of DPT students during the 1st and 7th academic quarters of the professional curriculum.
  - b. Monitoring of professional behaviors and feedback occurs on a regular basis through meetings between the student/academic coach and student/DCE, based on feedback from clinical instructors, program faculty and ongoing student self-assessment.

- c. Assessment of students in the program by clinicians during the required clinical experiences using the Professional Practice section of the Clinical Internship Evaluation Tool (CIET).
2. Students are expected to always conduct themselves in a professional manner during all components of the DPT curriculum. Student conduct must conform to the principles outlined in the APTA Guide for Professional Conduct and the APTA Code of Ethics, and any legal guidelines and/or statutes. The policies and procedures of the Program and any clinical facility involved in clinical education must be adhered to.
3. During clinical education, the Clinical Instructor (CI) will provide verbal and written feedback regarding the student's affective/behavioral skills using the Professional Ethics and Behaviors sections of the CIET. The CI should also contact the DCE regarding any concerns related to student conduct/behavior. The DCE will respond immediately to gather information, initiate documentation of the behavior and the action plan, (if the CI has not already done so) and help guide the clinical instructor in facilitating progression towards entry-level affective skill achievement. Clinical facilities do have the right to request removal of a student from the site at any time due to behavior or performance deficits.

## SECTION 3: OVERVIEW OF THE DOCTOR OF PHYSICAL THERAPY DEGREE PROGRAM

### 3.1.0 PROFESSIONAL CURRICULUM

1. The professional curriculum leading to the Doctor of Physical Therapy degree requires successful completion of 135 quarter credit hours completed in 8 continuous academic quarters over a 24-month period. The curriculum for this accelerated program is based on two foundational documents developed by the American Physical Therapy Academy – the *Normative Model for Physical Therapy Education* and the *Guide to Physical Therapist Practice*. These documents provide an educational framework for DPT education but also “a foundation for the development of innovative programs and curricular designs that reflect institutional mission” (*Normative Model, APTA, 2004*). The South College DPT program is one such program and curriculum. The core curriculum of foundational science, clinical science, and patient and practice management courses is delivered in a blended learning environment that optimizes technology and web-based teaching strategies for foundational didactics, integrates critical psychomotor skill development during onsite lab immersion sessions, and incorporates a structured and collaborative clinical education program. Irrespective of delivery mode, the DPT curriculum integrates course content and assignments that emphasize collaboration, critical thinking, research, and student accountability. The curriculum is tailored to provide a balance of theoretical, practical, and analytical instruction to prepare students for the unique challenges of healthcare in the 21<sup>st</sup> century.
2. Curriculum Sequencing and Integration:
  - a. The accelerated nature of the DPT curriculum requires all students to complete required courses in a prescribed, sequential manner. Topics are sequenced throughout the program to optimize the student’s ability to learn and integrate course material into future didactic and clinical education experiences.
  - b. The curriculum is sequenced using the traditional model of physical therapy education, that is basic and foundational science courses are taken first and followed by clinical and physical therapy science courses. This design allows biological and physical sciences, most of which is factual and concrete, to form the foundation for the clinical and physical therapy science courses that follow. Courses are sequenced in a manner to build upon the knowledge, skills, and experiences previously learned to develop a deeper understanding, integration and synthesis of content as students progress further into the curriculum.
  - c. Course sequencing also uses a systems-based approach to facilitate learning. Early courses in the curriculum place heavy emphasis on the body as a movement system. Musculoskeletal, neuromuscular, cardiopulmonary, integumentary,

endocrine, and genitourinary systems are discussed in sequence within the curriculum, as is lifespan content for the aging adult and pediatric patient.

- d. Curriculum integration is specifically accomplished in two ways. The first way is through the principle of repetition in adult learning. Learning and understanding is improved when content is repeated often and provided in a variety of learning experiences. Second, curriculum integration is achieved by using the following curricular threads: 1) Evidence-based and outcomes-oriented practice, 2) Mindful and patient-centered care, 3) Clinical reasoning and decision-making, and 4) Professional responsibilities. These curricular threads are taught and emphasized throughout the didactic and clinical education process to stress their importance and enhance student acquisition and application of these concepts.
- e. The integration of didactic and clinical education is accomplished in several ways. First and foremost, didactic courses maintain a clinical focus throughout the program, maximizing the use of clinical case scenarios as the basis for discussion and the development of reasoning skills. Second, full-time clinicians are used frequently as Adjunct Faculty (lab assistants) during hands-on laboratory immersion sessions. Whenever possible, students are exposed to patients and clinic settings during patient management courses. Third, students continue with structured didactic education during their clinical experiences using a clinical education curriculum that reviews key didactic content and provides direct connections to clinical practice.

### **3.2.0 COURSE DELIVERY AND TYPES**

#### **1. Course Delivery:**

- a. The DPT curriculum is based on a blended- or hybrid-learning model. Canvas, the learning management system used at South College, is used extensively in every course. Canvas allows for the creation, dissemination, and assessment of a wide variety of teaching and learning activities. Multimedia is embedded within course lectures and materials to enhance students' abilities to interact with one another, the faculty, and with the course content. Web-based resources are uploaded into Canvas sites, allowing students to review and evaluate additional course content. Activities, assignments, and online discussions promote critical thinking and students' abilities to reflect on previously learned information, determine new facts, and integrate new materials into their understanding of the subject matter at hand. Discussion forums and online communication tools (both synchronous and asynchronous) are used to promote collaboration and further sustain interaction between students and between the instructor and students. Instructors consider time zone changes that may affect geographically dispersed

students. Each course syllabus clearly identifies the expectations for both face-to-face and web-enhanced engagement.

- b. The South College website provides students with useful information regarding hybrid education and distance learning. These resources are specifically designed to improve the students' learning experience and to provide access to 24/7 support materials. Review the materials in your DPT Student Orientation Course for information regarding these resources.
2. Course Types: The DPT curriculum is comprised of three types of courses:
- a. **Distance:** Online, distance-based education comprises 52% (71 credits) of the overall curriculum. The program's didactic courses are completed primarily via an asynchronous online format using the learning management system Canvas to provide a quality, rigorous, and yet flexible learning experience for a diverse student body that comprises both traditional and nontraditional students. Online didactic courses are supplemented by lecture presentations prepared and delivered by many of the leading clinicians, researchers, and academicians in the physical therapy profession today. Through the [EIM Learning Academy](#) (Evidence In Motion, LLC, 2014), South College DPT faculty and students have access to an up-to-date, best evidence lecture series that securely positions the program on the leading edge of evidence-based and web-based educational content. Faculty incorporate these lectures into learning activities that include required readings, asynchronous forum based discussions, synchronous online patient case discussions, online quizzes and exams, and evidence-based reviews to develop critical thinking/reasoning and professional communication with peers and faculty. An online course may have varying module timelines.
  - b. **Lab Immersion:** Onsite laboratory immersion sessions comprise 19% (25 credits) of the curriculum and reflect the importance of hands-on skill acquisition for the physical therapy student. Throughout the program, lab time is consolidated into a series of on ground lab immersion sessions scheduled during each academic quarter to facilitate student travel. These lab immersion sessions range in duration from 4 to 18 days. This face-to-face time with faculty is focused on the development of the student's communication, problem solving, clinical reasoning, and psychomotor skills required for effective patient and physical therapy practice management. **Blended learning** courses use a combination of distance and lab immersion learning activities.
  - c. **Clinical:** Clinical education is a major emphasis in this program, comprising 29% (39 credits) of the overall curriculum and consisting of an 8-week clinical experience during the fifth academic quarter and terminal 23-week clinical experiences during academic quarters seven and eight. During these clinical

experiences, students are paired with clinical practices both regionally and nationwide to offer a collaborative, structured learning environment that oversees the student's professional development and transition to an entry-level practitioner. Clinical faculty mentor students in direct patient care for 36-38 hours per week and participate in a structured clinical education curriculum for 2-4 hours per week that applies the student's didactic knowledge to real-time patient care. Clinical faculty consist of licensed physical therapists in the jurisdiction in which they practice, have a minimum of one year of experience in clinical practice, and possess clinical competence in the practice area in which they will provide clinical instruction. Clinical cases are tracked for all students during clinical internships using Exxat to assess their exposure to a variety of patient types and diagnoses during clinical experiences.

### 3.3.0 THE CURRICULUM

1. The South College Doctor of Physical Therapy program requires successful completion of 135 total quarter credit hours that are delivered in eight consecutive quarters over a period of 24 months. The curriculum is dynamic and will be modified over time in keeping with best educational practices and in response to regular assessment and evaluation processes.

<b>Course No.</b>	<b>Course Name</b>	<b>4 Digit Code*</b>
<b><i>QUARTER ONE</i></b>		
DPT 6110	Physical Therapy Fundamentals	2-2-0-4
DPT 6130	Professional Competencies I	1-0-0-1
DPT 6150	Human Physiology	3-0-0-3
DPT 6160	Human Anatomy I	3-1-0-4
DPT 6331	Health Promotion & Fitness Management	2-1-0-3
TOTAL: 15 credits		
<b><i>QUARTER TWO</i></b>		
DPT 6140	Evidence-based Practice I	2-0-0-2
DPT 6210	Musculoskeletal Practice I	3-2-0-5
DPT 6220	Musculoskeletal Practice II	2-2-0-4
DPT 6240	Human Anatomy II	3-1-0-4
DPT 6251	Therapeutic Interventions	3-1-0-4
TOTAL: 19 credits		
<b><i>QUARTER THREE</i></b>		
DPT 6120	Physical Agents	1-1-0-2
DPT 6230	Evidence-based Practice II	2-0-0-2

DPT 6310	Musculoskeletal Practice III	3-2-0-5
DPT 6320	Musculoskeletal Practice IV	2-2-0-4
DPT 6340	Clinical Neuroscience	3-1-0-4
TOTAL: 17 credits		

***QUARTER FOUR***

DPT 6410	Neuromuscular Practice	4-2-0-6
DPT 6420	Integrative Pain Sciences	2-0-0-2
DPT 6431	Acute Care & Cardiopulmonary Practice	3-1-0-4
DPT 6441	Mindful Patient Management	2-0-0-2
DPT 6451	Pathological Gait: Physical Therapy, Orthotic, and Prosthetic Principles	2-1-0-3
TOTAL: 17 credits		

***QUARTER FIVE***

DPT 6512	Management of the Aging Adult	2-1-0-3
DPT 6521	Pharmacology	2-0-0-2
DPT 6530	Physical Therapy Practice I	0-0-10-10
DPT 6540	Management of Integumentary Disorders	1-0-0-1
TOTAL: 16 credits		

***QUARTER SIX***

DPT 6611	Managing the Complex Patient	3-1-0-4
DPT 6621	Management of the Pediatric Patient	3-1-0-4
DPT 6640	Advanced Therapeutic Interventions	1-2-0-3
DPT 6651	Advanced Diagnostics	2-0-0-2
DPT 6671	Advanced Clinical Practice - Examining the Complex Patient	3-1-0-3
TOTAL: 16 credits		

***QUARTER SEVEN***

DPT 6630	Professional Competencies II	2-0-0-2
DPT 6720	Physical Therapy Practice II	0-0-15-15
DPT 6731	Business Management	2-0-0-2
TOTAL: 19 credits		

***QUARTER EIGHT***

DPT 6820	Physical Therapy Practice III	0-0-14-14
DPT 6831	Capstone Presentation & Examination	2-0-0-2
TOTAL: 16 credits		

\* The 4 Digit Code represents the number of credit hours assigned for lecture, laboratory, clinical, and total credit hours.



knowledge about human function to future course work and patients, enabling students to make quantitative and qualitative observations and decisions regarding patient presentations and clinical management.

*Prerequisite: Admission to the Doctor of Physical Therapy Program*

DPT 6160 HUMAN ANATOMY I 3-1-0-4

This course is the first of a two-course series that provides the physical therapy student with foundational knowledge of human gross anatomy and neuroanatomy. Instruction includes focused clinical application of human embryology, histology, and functional anatomy to consider patient problems relevant to the physical therapist. Key emphasis is on a detailed study of the musculoskeletal and peripheral nervous system of the spine, thorax, abdomen, pelvis and lower limb to include associated osseous, muscular, nervous and vascular structures. Neuroanatomy content explores the gross structure and function of the nervous system in general and the spinal cord and peripheral nervous system more specifically. This course consists of lecture related to the static and dynamic application of applied anatomy along with heavy use of three-dimensional anatomy software, medical imaging, living/surface anatomy, and synthetic human anatomical models in lab sessions for hands on application and learning.

*Prerequisite: Admission to the Doctor of Physical Therapy Program*

DPT 6331 HEALTH PROMOTION & FITNESS MANAGEMENT 2-1-0-3

The course provides the physical therapy student with an overview of prevention, health, wellness, and fitness as they relate to injury prevention, nutritional influences, fitness testing, and exercise prescription in an apparently healthy population. Students investigate the epidemiology of musculoskeletal injuries and identify risk factors for injury as identified in the literature. Students learn and perform components of various health and fitness assessments for people seeking to improve health and wellness, as well as explore the evidence behind injury prevention and health promotion programs. Knowledge of anatomy, human physiology and exercise principles are applied to fitness testing and prescription for patient performance improvement. Clinical tools and procedures presented include evidence-based tests and procedures in sports performance and return to sport programs including methods for testing aerobic and anaerobic fitness; strength; power; endurance; flexibility; speed; balance; and functional testing algorithms. Students develop injury prevention and/or exercise programs based on test results and adapt the execution to specific healthy populations

*Prerequisite: Admission to the Doctor of Physical Therapy Program*

## **QUARTER TWO**

DPT 6140 EVIDENCE-BASED PRACTICE I 2-0-0-2

This course introduces general research principles and evidence-based practice. The student becomes oriented to the South College library system and technology resources and becomes familiar with high-level literature reviews. Students begin the formulation of clinical questions, methods of obtaining peer-reviewed research to those clinical questions, and how to critically

appraise the evidence. The student is introduced to the following topics in the research process: basic research design, issues of reliability and validity, diagnostic utility of clinical tests, and fundamentals of conducting a literature review. This course provides a framework for assignments in subsequent courses in which evidence-based foundations of physical therapy are presented.

*Prerequisite: Successful completion of Quarter 1 courses*

DPT 6210 MUSCULOSKELETAL PRACTICE I 3-2-0-5

This is the first course in a four-course series introducing students to the clinical application of human biomechanics, functional movement, and examination principles. These principles are applied to musculoskeletal dysfunction of the lumbar spine, pelvis, and hip regions in this course, but also serve as a foundation for future courses in the management of patients with other system- or lifespan-related disorders. Evidence-based practice in the management of patients with musculoskeletal lumbo-pelvic and hip conditions is emphasized in the remainder of this course. Students concentrate on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual therapy, and therapeutic exercise. Instruction on differential diagnosis and determining primary and secondary hypotheses is completed. Foundational elements of patient management are emphasized that use patient presentation and clinical evidence to classify patients, establish prognosis and functional goals, and develop comprehensive intervention programs related to the lumbo-pelvic and hip regions. A patient-centered approach to health and disease is presented to help students recognize conditions both at risk for advanced chronicity and outside the scope of physical therapy.

*Prerequisite: Successful completion of Quarter 1 courses*

DPT 6220 MUSCULOSKELETAL PRACTICE II 2-2-0-4

This is the second course in a four-course series introducing students to the clinical application of human biomechanics, functional movement, and examination principles. These principles are applied to lower extremity musculoskeletal dysfunction in this course, but also serve as a foundation for future courses in the management of patients with other system- or lifespan-related disorders. Students advance the application of psychomotor skills related to palpation, examination, and evidence-based interventions emphasizing patient education, manual therapy, and therapeutic exercise. Instruction on differential diagnosis and determining primary and secondary hypotheses is directed. Foundational elements of patient management are emphasized that use patient presentation and clinical evidence to classify patients, establish prognosis and functional goals, and develop comprehensive intervention programs related to the lower extremity. A patient-centered approach to health and disease is presented to help students recognize conditions both at risk for advanced chronicity and outside the scope of physical therapy.

*Prerequisite: Successful completion of Quarter 1 courses*

**DPT 6240 HUMAN ANATOMY II**

3-1-0-4

This course is the second of a two-course series completes the study of foundational human gross anatomy and neuroanatomy for the physical therapy student. Instruction continues to focus on the clinical application of functional anatomy to consider patient problems relevant to the physical therapist. Key emphasis in this course is a detailed study of the musculoskeletal and peripheral nervous system of the cervical and thoracic spines, thorax, shoulder, arm, elbow, forearm and hand, to include associated osseous, muscular, nervous and vascular structures. A discussion of facial and temporomandibular joint structures is also provided. Neuroanatomy content provides an in-depth study of the brain, cranial nerves, and nervous system. Gross anatomy of additional body systems including the circulatory, respiratory, digestive, endocrine, urogenital, and integumentary systems will be discussed with regard to their relevance to physical therapist practice. This course consists of lecture related to the static and dynamic application of applied anatomy along with heavy use of three-dimensional anatomy software, medical imaging, living/surface anatomy, and synthetic human anatomical models in lab sessions for hands on application and learning.

*Prerequisite: Successful completion of Quarter 1 courses*

**DPT 6251 THERAPEUTIC INTERVENTIONS**

3-1-0-4

This course studies the foundations and clinical relevance of biomechanical principles as applied to neuromusculoskeletal form and function, movement analysis, and therapeutic interventions. Students will begin to understand the nature and control of both normal and abnormal movement (motor control), as well as the acquisition and/or modification of skilled action (motor learning). Emphasis is on the integration of theory, structured movement analyses of activities performed in daily life, and the International Classification of Functioning, Disability and Health (ICF) model to inform clinical decision making in physical therapist practice. Students are introduced to the principles and application of therapeutic exercise, to include motion, motor control, balance/coordination, strength, power, endurance, agility, and return to work/sport/function. Fundamental principles of manual therapy and soft tissue mobilization are also discussed. Strategies to effectively teach, progress, and motivate patients are discussed to improve patient performance and compliance with treatment programs. .

*Prerequisite: Successful completion of Quarter 1 courses*

***QUARTER THREE*****DPT 6120 PHYSICAL AGENTS**

1-1-0-2

This course introduces students to the underlying principles and clinical applications of selected biophysical agents. Critical appraisal of current evidence examines the physical and physiological effects of these biophysical agents, with emphasis on pain, inflammation, tissue healing, and muscle re-education. Clinical decision-making emphasizes the appropriate selection of physical agents and treatment parameters based on patient indications and contraindications/precautions and desired treatment effects. Laboratory sessions develop skills for the safe and effective clinical application of these biophysical agents.

*Prerequisite: Successful completion of Quarter 2 courses*

DPT 6230 EVIDENCE-BASED PRACTICE II 2-0-0-2

This course introduces the specific elements of applied research design and statistics. Students become familiar with relevant research statistics to become intelligent consumers of scientific literature. Items related to measurement, research design, statistical analysis, critical inquiry, and strength of evidence are presented. These concepts are applied in the critical evaluation of published physical therapy literature. This course provides additional framework for subsequent courses in which scientific foundations of physical therapy practice are presented.

*Prerequisite: Successful completion of Quarter 2 courses*

DPT 6310 MUSCULOSKELETAL PRACTICE III 3-2-0-5

This is the third course in a four-course series introducing students to the clinical application of human biomechanics, functional movement, and examination principles. These principles are applied to musculoskeletal dysfunction of the cervical-thoracic spine and temporomandibular joint in this course, but also serve as a foundation for future courses in the management of patients with other system- or lifespan-related disorders. Students concentrate on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual therapy, and therapeutic exercise. Instruction on differential diagnosis and determining primary and secondary hypotheses is completed. Foundational elements of patient management are emphasized that use patient presentation and clinical evidence to classify patients, establish prognosis and functional goals, and develop comprehensive intervention programs related to the cervical and thoracic spine regions. A patient-centered approach to health and disease is presented to help students recognize conditions both at risk for advanced chronicity and outside the scope of physical therapy.

*Prerequisite: Successful completion of Quarter 2 courses*

DPT 6320 MUSCULOSKELETAL PRACTICE IV 2-2-0-4

This is the final course in a four-course series introducing students to the clinical application of human biomechanics, functional movement, and examination principles. These principles are applied to upper extremity musculoskeletal dysfunction in this course, but also serve as a foundation for future courses in the management of patients with other system- or lifespan-related disorders. Students concentrate on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual therapy, and therapeutic exercise. Instruction on differential diagnosis and determining primary and secondary hypotheses is completed. Foundational elements of patient management are emphasized that use patient presentation and clinical evidence to classify patients, establish prognosis and functional goals, and develop comprehensive intervention programs related to the upper extremity. A patient-centered approach to health and disease is presented to help students recognize conditions both at risk for advanced chronicity and outside the scope of physical therapy.

*Prerequisite: Successful completion of Quarter 2 courses*

DPT 6340 CLINICAL NEUROSCIENCE

3-1-0-4

This course presents an in-depth analysis of neural, muscular, and skeletal factors that influence pain and movement in health and disease. Students review the organization of the central, peripheral, and autonomic nervous systems with a more functional emphasis. Normal peripheral and central nervous system function and the pathophysiology of various neurological disorders are presented. Neural control of movement and functional force development is discussed in detail with emphasis on muscle activation in health and disease. Lab activities emphasize central nervous system screening and an introduction to balance assessment tools, common outcome measures, and a comprehensive neurologic examination.

*Prerequisite: Successful completion of Quarter 2 courses*

**QUARTER FOUR**

DPT 6410 NEUROMUSCULAR PRACTICE

4-2-0-6

This course presents the physical therapy examination and management of movement disorders and neurological conditions stemming from the central nervous system pathology covered in clinical neuroscience. These conditions include, but are not limited to, spinal cord injury, stroke, traumatic brain injury, and neuro-degenerative conditions. Students apply the elements of patient management in physical therapy practice, including screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes across the adult lifespan. Students will learn to apply the principles of neuroplasticity while focusing on recovery-based treatment techniques in patients with neurologic dysfunction. A wide variety of lab experiences will present and develop examination and rehabilitation skills unique to patients with neuromuscular conditions.

*Prerequisite: Successful completion of Quarter 3 courses*

DPT 6420 INTEGRATIVE PAIN SCIENCES

2-0-0-2

This course provides an overview of managing patients with chronic pain syndromes and associated psychosocial factors. General concepts related to chronic pain, fear avoidance models, peripheral sensitization, and central sensitization as it applies to physical therapy practice are covered. Emphasis is placed on patient education and describing clinical methods of educating patients about pain. Additional clinical application is presented in the form of pain assessment, treatment, outcomes, and limitations of treating chronic pain conditions. Current best practice techniques and research are integrated to provide a discussion of the multidimensional and multidisciplinary nature of chronic pain.

*Prerequisite: Successful completion of Quarter 3 courses*

DPT 6431 ACUTE CARE & CARDIOPULMONARY PRACTICE

3-1-0-4

This course introduces students to the unique aspects of the management of patients with cardiovascular, metabolic and pulmonary causes of movement dysfunction across a variety of settings. Included is the pathophysiology, risk factor management (with an emphasis on the role of physical activity in health promotion), and medical and surgical management of diseases and injuries of the cardiovascular and pulmonary systems that occur throughout the lifespan. The

disablement framework is utilized to address examination, evaluation, diagnosis, prognosis, and physical therapy management. This course also provides in-depth instruction in the examination, assessment, and acute management of patients with cardiovascular and pulmonary disorders in both acute care and outpatient settings. Basic principles of care in electrocardiography, exercise testing, cardiopulmonary rehabilitation, and chest physical therapy to address thoracic spine and ribcage manual therapy techniques are included. The impact of cardiopulmonary conditions on physical therapy management of patients with other diagnoses is also presented. Lab activities include, but are not limited to, ECG analysis, exercise testing, heart and lung auscultation, lung function testing and chest examinations. Human simulation labs are performed in a multidisciplinary approach to provide students with "real- world" exposure to acute and critical care scenarios.

*Prerequisite: Successful completion of Quarter 3 courses*

DPT 6441 MINDFUL PATIENT MANAGEMENT 2-0-0-2

This comprehensive course emphasizes behavioral and social sciences applied to the analysis and management of human behavior. The course is tailored specifically to the work of a physical therapist, where professional interactions with people in a culturally competent manner, including patients, support personnel, supervisors, third party payers, and other medical professionals, is a large part of their responsibilities. Special focus is given to “mindful practice”, so students develop the ability to be aware, in the moment, and on purpose, with the goal of providing better care to patients and to taking better care of themselves. Empathic care and the cultivation and maintenance of empathy is also included with the intention of developing high-quality connections and relationships with patients and other professionals that are a significant part of the integrated healthcare team. Motivational interviewing and its importance in physical therapist practice are also emphasized with the integration of positive psychology and empathetic caring into the patient care setting. Students work with simulated patient scenarios to practice, self-assess, and self-reflect on their own interviewing skills.

*Prerequisite: Successful completion of Quarter 3 courses*

DPT 6451 PATHOLOGICAL GAIT: PHYSICAL THERAPY, ORTHOTIC, AND PROSTHETIC PRINCIPLES 2-1-0-3

This course builds on the foundational sciences of anatomy, biomechanics, and kinesiology for the performance of advanced movement analyses of pathological gait and other basic functional movements. Conditions requiring lower quarter orthotic and prosthetic intervention will be presented, along with detailed management of patients with these conditions, including pre/post op care, examination/evaluation, device design and prescription, and proper fitting and training with devices. Outcome measures commonly performed in patients with gait deficits will be covered in this course. Lab activities emphasize pathological movement analysis, motion analysis technology, and rehabilitation for the person utilizing orthotics or prosthetics.

*Prerequisite: Successful completion of Quarter 3 courses*

## ***QUARTER FIVE***

DPT 6512      MANAGEMENT OF THE AGING ADULT      2-1-0-3

This course introduces students to the physiologic changes of aging and the sociologic and economic consequences of an aging population. Significant time is dedicated to the natural aging process and how complicating factors such as chronic disease, malnutrition and other factors negatively impact the aging adult. Emphasis is placed on the positive and negative effects of lifestyle on preventing or accelerating decline, and the physical therapist's role in this progression. Students learn to evaluate, treat, and manage common diseases and disorders in the aging adult population. In addition, students will develop a foundation for integumentary management with study of wound healing and factors that adversely affect healing as related to wounds commonly seen in the older adult. Topics range from degenerative processes, metabolic changes, osteoporosis, genitourinary conditions, endocrine dysfunction, cancer, arterial and venous insufficiency, pressure injuries, neuropathic wounds, and end of life discussion. Lab intensive hours are focused on the development of patient management skills related to the examination, evaluation, diagnosis, prognosis, and treatment of the aging adult patient as well as basic integumentary management. Students will apply their knowledge and skills in the management of older persons during a concurrent clinical education experience.

*Prerequisite: Successful completion of Quarter 4 courses*

DPT 6521      PHARMACOLOGY      2-0-0-2

This course provides students with a general understanding of pharmacologic principles, common pathological processes and their impact on patient management in physical therapy across the lifespan. The impact of prescribed and over the counter drugs on patient presentation, timing of rehabilitation sessions, and the outcome of physical therapy interventions is presented. Content on pharmacodynamics includes specific indications for use, mode of action, safety profile, and rehabilitation considerations of common medications. The body systems and conditions covered include cardiovascular, pulmonary, neurological, gastrointestinal, musculoskeletal, urogenital, rheumatologic, and integumentary.

*Prerequisite: Successful completion of Quarter 4 courses*

DPT 6530      PHYSICAL THERAPY PRACTICE I      0-0-10-10

This structured eight-week clinical experience allows students to gain experience working with patients in the clinical setting. Learning experiences occur under the guidance of a Clinical Faculty (CF). Special emphasis is placed on foundational skills of patient management in preparation for future clinical experiences. Objectives for this clinical experience include completing the clinical curriculum emphasizing, but not limited to, customer service and the Four-Habits Model, primary medical screening, the medical interview, upper/lower quarter screens, and central/peripheral nervous system screens. Students gain confidence with all aspects of the patient encounter and begin to form primary and competing hypotheses or physical therapy diagnoses. Instruction relating to the measuring and interpreting of functional outcomes of patients is also provided. By the conclusion of this clinical experience, the student is expected to demonstrate "Always" in the professional behavioral skills and 100% of patient management



DPT 6640      ADVANCED THERAPEUTIC INTERVENTIONS      1-2-0-3

This course provides students with advanced clinical reasoning and intervention skills for the management of patients with neuromusculoskeletal dysfunction. Manual therapy and therapeutic exercise skills learned in previous courses are honed and expanded upon with the integration of advanced spinal manipulation and therapeutic exercise techniques. Students also learn basic dry needling skills for the treatment of soft tissue dysfunction. An emphasis is placed on clinical reasoning and decision-making to safely and effectively integrate these advanced interventions into patient treatment plans. Professional advocacy for restricted or challenged physical therapy interventions is explored for students to learn administrative avenues to facilitate change both locally and nationally. This course also includes multiple case scenarios and a heavy lab component to develop and/or refine the use of these advanced interventions.

*Prerequisite: Successful completion of Quarter 5 courses*

DPT 6651      ADVANCED DIAGNOSTICS      2-0-0-2

This course presents an introduction to advanced diagnostic techniques and applications of diagnostic tests and imaging related to a variety of neuro-musculoskeletal pathologies seen within physical therapy practice. Specific content includes diagnostic ultrasound, magnetic resonance imaging, computed tomography, nuclear medicine, radiographs, and general medical laboratory studies. It also includes broad recognition of constitutional symptoms and signs, the determination of the systems most likely affected, and the process of making appropriate referrals to other health care providers. Emphasis will be on the Musculoskeletal System and Orthopedic Radiology. At the clinical level, it is essential for students to fully understand the different imaging modalities used to make a diagnosis and treat various conditions. This includes understanding the indications for a particular imaging study, the limitations of the study, and how to interpret it.

*Prerequisite: Successful completion of Quarter 5 courses*

DPT 6671      ADVANCED CLINICAL PRACTICE – EXAMINING THE  
COMPLEX PATIENT      3-0-0-3

This course will explore the therapist's role as an interdependent practitioner working within a collaborative medical model. Inherent in the responsibilities associated with this role is the ability to recognize clinical manifestations necessitating contact with other healthcare professionals regarding a client's health status. A proposed examination and a proposed patient management will provide a framework for 1) The structure for our discussion, presenting the clinical tools and decision-making processes necessary to more efficiently and effectively collect and evaluate the examination data, 2) Professional communication with the client and other health care professionals, and 3) Patient case presentations in this course as a means of applying differential diagnostic principles and promoting clinical decision-making.

*Prerequisite: Successful completion of Quarter 5 courses*

## ***QUARTER SEVEN***

DPT 6630      PROFESSIONAL COMPETENCIES II      2-0-0-2

This is the final course in a two-part series that covers special issues in physical therapy related to modern patient management and the impact of ethical issues on health care practice. It will expound on the material presented in DPT 6130. This course prepares the student professionally and emotionally for clinical practice, as well as his/her role as a lifelong learner and educator in the physical therapy profession. Course content includes, but is not limited to, physical therapy core values and ethics, principles of medical ethics, legal issues in physical therapy, cultural competency, and health care regulations.

*Prerequisite: Successful completion of Quarter 6 courses*

DPT 6720      PHYSICAL THERAPY PRACTICE II      0-0-15-15

This 12-week intermediate clinical experience builds upon the knowledge and skills obtained during the first clinical experience (DPT 6530) to advance evidence-based patient management and clinical reasoning skills and exhibit characteristics of an adult learner and medical professional. Direct patient care experiences under the guidance of a Clinical Faculty (CF) in a collaborative learning environment include patient and family education, case presentations, staff in-services, community outreach and all aspects of the patient management model appropriate to the setting. Structured learning experiences and frequent problem-based assignments as part of the curriculum complement focused lab time and learning opportunities aside from patient care in the clinical setting. Students continue membership in the APTA and increase involvement at the state chapter and national level. By the conclusion of this intermediate clinical experience, the student is expected to demonstrate “Always” in 100% of the professional

*Prerequisite: Successful completion of Quarter 6 courses*

DPT 6730      BUSINESS MANAGEMENT      2-0-0-2

This course provides an overview of practice management fundamentals and applies these principles to various aspects of leadership and business operations. Students will gain knowledge of health care management, leadership, organizational structures, clinical administration, and fiscal management as they relate to the practice of physical therapy. Students are exposed to general business principles and practical applications to help a healthcare practice or system build a strategic and sustained competitive advantage in the marketplace. Students learn the how to be an effective business partner in a healthcare practice or organization.

*Prerequisite: Successful completion of Quarter 6 courses*

## ***QUARTER EIGHT***

DPT 6820      PHYSICAL THERAPY PRACTICE III      0-0-14-14

This 11-week intermediate clinical experience builds upon the knowledge and skills obtained during the first clinical experience (DPT 6530 and DPT 6720) to advance evidence-based patient management and clinical reasoning skills and exhibit characteristics of an adult learner and medical professional. Direct patient care experiences under the guidance of a Clinical Faculty

(CF) in a collaborative learning environment include patient and family education, case presentations, staff in-services, community outreach and all aspects of the patient management model appropriate to the setting. Structured learning experiences and frequent problem-based assignments as part of the curriculum complement focused lab time and learning opportunities aside from patient care in the clinical setting. Students continue membership in the APTA and increase involvement at the state chapter and national level. By the conclusion of this intermediate clinical experience, the student is expected to demonstrate “Always” in 100% of the professional behavioral skills and achieve 100% of patient management skills rated “At That Level for All Patients” on the CIET as evaluated by the CF. Student performance will also be assessed using evaluation tools and functional patient outcomes.

*Prerequisite: Successful completion of Quarter 7 courses*

DPT 6831      CAPSTONE PRESENTATION & EXAMINATION      2-0-0-2

This course requires the student to integrate and apply previous didactic knowledge and clinical experiences. Students will participate in a structured 12-week comprehensive review of the body systems. Content will include a review of pathophysiological mechanisms, examination procedures and management strategies consistent with evidence-based practice and established clinical guidelines. Material for this course will derive from coursework covered throughout the program as well as the Scorebuilders NPTE Prep course materials and TrueLearn. The student will successfully complete this course by passing the course with a score of 600 or better on the academic version of the NPTE Practice Exam and Assessment Tool (PEAT).

*Prerequisite: Successful completion of Quarter 7 courses*

### **3.5.0 FACULTY FOR DELIVERY OF THE CURRICULUM**

1. The School of Physical Therapy appoints faculty members with the academic preparation and experience to ensure competent delivery of the curriculum. Current faculty members for the School of Physical Therapy are listed on the website.

### **3.6.0 CURRICULUM OVERSIGHT**

1. The Dean, Program Director, Assistant Program Director, and Faculty are responsible for the overall design, implementation, evaluation, and ongoing reform of the curriculum. Within the program, the Curriculum Committee is the primary coordinating body for all issues involving the DPT curriculum. Committee responsibilities include assisting faculty in becoming knowledgeable about the overall curriculum and how each course contributes to the overall curricular design; responding to college policies, employer, student and graduate feedback, and accreditation standards; conducting regular meetings

with the faculty related to the curriculum; and conducting meetings for Quarterly and Annual Curriculum Review.

2. Quarterly curriculum review is an ongoing process to analyze course outcomes, student performance, ensure all courses are evidence based and reflect contemporary clinical practice. The Curriculum Committee is charged with overseeing this process for the Program. Committee meetings are scheduled each academic quarter by the Committee Chair (Director of Curriculum for each cohort) to evaluate collected data and outcomes from various stakeholders (i.e., students, clinical instructors, graduates, and employers, etc.), identify curriculum strengths and weaknesses, assess the program's effectiveness in achieving stated goals and outcomes, and develop proposals for needed curriculum changes. The Committee Chair uses regularly scheduled faculty meetings to keep the faculty abreast of committee activities.
3. An Annual Curriculum Review is conducted annually and is attended by all core faculty. Associated and clinical faculty members are invited to attend the meeting onsite or via webinar technology. This review critically evaluates our ability to meet program goals, outcomes, and professional practice expectations with the current curriculum; identifies specific areas of weakness; and develops strategies for curriculum improvement. Curriculum change proposals developed by the Curriculum Committee are discussed and approved/disapproved by the entire faculty. As necessary, the Curriculum Committee develops action plans to implement approved curriculum changes prior to the next cohort launch.
4. The program relies heavily on feedback from our faculty, students and graduates. This feedback is a critical element in identifying curricular and/or faculty strengths and weaknesses and potential improvements to the Program. Student feedback is solicited through anonymous evaluations after every course and during quarterly open forums with the program director. Faculty provide feedback through the completion of post-course analyses, which incorporates student survey responses. Graduate feedback is solicited at the end of the program and alumni feedback during 1- and 3-year surveys. Students and graduates are invited to provide feedback at any time during or after the program.

## SECTION 4.0: ACADEMIC PROGRESSION

### 4.1.0 STUDENT ASSESSMENTS AND REMEDIATION

1. Student Assessments. The DPT program uses a variety of evaluation processes to assess student learning and performance outcomes across the curriculum.
  - a. **Quizzes/Examinations:** Faculty will incorporate written quizzes or examinations at opportune times during the course, and at a minimum one time during the quarter. These evaluation instruments typically consist of a variety of multiple choice, true/false, matching, short answer, and essay questions to assess the depth and breadth of student knowledge. Examinations are designed as high-stakes student assessments that will comprise a significant portion of each student's course grade. This testing environment is specifically geared towards assessing student comprehension, determining student readiness for clinical education experiences, and preparing graduates for national licensure examination. Examinations and quizzes are typically conducted online using online platforms such as Canvas and ExamSoft and their corresponding exam proctoring software.
  - b. **Practical Examinations and Competency Skills Checks** are assessments conducted during patient management courses to assess critical thinking, clinical reasoning psychomotor skill development, professional communication and demonstration of safety in simulated clinical practice. Practical examinations are used to assess the student's application of knowledge, psychomotor skills related to examination and treatment techniques, and clinical reasoning and decision-making during simulated patient management scenarios. Competency skills checks are graded assessments of the student's ability to perform specific examination and/or treatment techniques for a body region or simulated patient presentation. These assessments also include required demonstration of appropriate professional behaviors and safety awareness during the activity. See handbook appendices for an example grading rubric.
  - c. **Online forum discussions** are used periodically in courses. Students contribute to online discussions using original posts and response posts to faculty/classmate questions. Contributions to forum discussions posts are included in class participation grades. Courses that have a graded discussion forum will contain a rubric for grading.
  - d. There are course assignments that may require you to observe a patient evaluation and treatment session in a local physical therapy clinic. Students are responsible for finding a suitable clinic for these activities. Faculty and staff will assist the student in finding a suitable clinic whenever necessary.

- e. Faculty members use a variety of video-based and written assignments, projects, and presentations as graded individual and group learning activities within their courses. These assignments may include critical (evidence-based) reviews of the literature, health promotion/educational projects, professional development projects, role-playing exercises, and video uploads of examination and treatment skill demonstrations. Many of these written and video-based assignments are uploaded to the Canvas LMS for grading.
  - f. In addition to course-specific evaluations, students perform self-assessment and peer-assessment activities during Professional Competencies courses within the curriculum. These assessments develop essential skills as a mindful, reflective practitioner. These assessments are discussed with faculty advisors; with action plans developed to address identified weaknesses and facilitate professional development.
  - g. Clinical faculty will use the Clinical Internship Evaluation Tool (CIET), to formally assess student performance during clinical education experiences. This instrument also facilitates student self-assessment, individual tracking of progress, and realistic goal setting toward entry-level clinical skill development. It is available online. All students and Clinical Instructors (CIs) must complete the CIET training through the Exxat STEPS Database. This will allow access to the instrument once a CI is registered by the college as a clinical instructor using the Exxat database.
    - i. If anyone attempting to complete the training is having issues with the CIET training, the Exxat database, or receiving CEUs, they can contact Exxat Support at [support@exxat.com](mailto:support@exxat.com).
    - ii. Directions are found in the Clinical Education Handbook related to how to access this training and utilize the EXXAT database for the CIET online STEPS. Questions related to student assessment using the CIET should be directed to the DCE.[1]
2. The South College Honor Code must be observed during all student assessments.
  3. The School of Physical Therapy Exam Procedures must be adhered to.
    - a. Prepare for the exam by doing the following:
      - i. Download the exam at least 2 hours before the scheduled start time for the exam. Report to course lead faculty if you have any technical issues with the download.
      - ii. Ensure desk area, walls, whiteboards are clear. If the desk is glass, cover with solid color sheet or towel
      - iii. Make sure extra monitors are OFF or covered with a towel.
      - iv. Ensure other electronic devices, i.e., phones and tablets, are out of reach.

- v. Adjust the lighting in your room to be sure there are no shadows or glare on your eyeglasses which may interfere with the ID verification. If there is a window behind you, close the blinds/curtains.
  - vi. Students are expected to begin the exam at the scheduled time. If there is a delay in starting the exam, you must call the lead faculty to explain your situation.
  - vii. The use of a headset or any type of transmittable ear buds is not permitted. Only non-transmittable ear plugs are permitted.
- b. A proper room scan with a webcam must be conducted at the start of the exam.
- i. Begin by ensuring the webcam is on. Face the webcam away from your body and complete a 360-degree scan of the room slowly and as steadily as possible. This should take approximately 15-20 seconds.
  - ii. Scan the desk from floor to ceiling slowly and as steadily as possible. This should take approximately 10 seconds. When completing this scan be sure to show anything you have on your desk individually, i.e., water bottles, mouse pad, etc.
  - iii. Show the palm and back of both hands in the webcam.
- c. The following are not permitted during the exam:
- i. Using phone or tablet. If there are technical issues, students may call course faculty to report the issue.
  - ii. Paper or whiteboards
  - iii. Leaving your desk
  - iv. Turning your body away from the monitor
  - v. Reading exam questions aloud
  - vi. Eating
  - vii. Beverages not shown during the room scan
- d. Students are expected to upload the exam as soon as it is completed. Do not leave your computer or turn it off until you receive notice that your exam has been uploaded successfully.
- e. Students are expected to call the lead faculty member if:
- i. There is an error with the download of the exam
  - ii. There is a delay in starting the exam on time
  - iii. You experience computer malfunctions during the exam
  - iv. There is an error with uploading the exam
- f. Failure to comply with the South College School of Physical Therapy Exam Procedures may result in a 0% grade on the exam.

#### 4. Assessment Remediation.

- a. Students who fail an exam or assignment are required to complete remediation. Remediation of all learning activities within a course is at the discretion of the Course Director. Students are expected to give a good faith effort to complete the remediation activities and submit before the posted deadlines. Students who do not meet this expectation may be placed on professional probation.
- b. Written Examinations: Students are provided only one opportunity to take written examinations within academic courses. Faculty will design a remediation activity for students to complete.
- c. Practical Examinations and Competency Skills Checks: A student must pass all practical examinations and/or competency skills checks within a course with a minimum score of "C" (70%) in order to pass the course. Any demonstration of unsafe, unprofessional, or unethical behavior during any assessment will result in an automatic failure regardless of overall score. Students who fail a practical exam or competency skills check due to unsatisfactory performance or behavior will be afforded one opportunity to re-test and pass the activity. Prior to the re-test, a student may be required to complete additional assignments to ensure satisfactory achievement of requisite knowledge and skills. The course instructor or examiner will determine when the re-test will be conducted. The highest possible grade for practical exam or competency skills checks re-test is 70%. Any student who fails a practical exam re-test will fail the course and will receive a grade no higher than 69% (F) for the course.

#### **4.2.0 COURSE GRADING SYSTEM**

1. Academic Course Grading:
  - a. The course faculty/instructor determines the grades for each course with specific requirements defined within the course syllabus. Evaluation methods assess student achievement of specific educational learning objectives, and in a broader sense, their communication skills and professional behaviors. The means by which a final grade is computed may include, but are not limited to, written examinations, practical examinations, skill checks, oral presentations, assignments, laboratory activities, online class participation, clinical participation, and clinical performance.
  - b. All didactic courses are graded with a letter grade of A, B, C, or F. Where objective testing is used, scores and grades are correlated as follows:

Grade	Quality Points	Range
A	4.00	90.00-100
B	3.00	80.00-89.99
C	2.00	70.00-79.99
F	0.00	Below 70%
I	***	Incomplete

**Final course grades are calculated to two decimal points and are not rounded.**

- c. Students are required to achieve a final grade of “C” or higher (i.e.,  $\geq 70\%$ ) for all academic courses. It is the responsibility of any student who is underperforming to seek the assistance of the course instructor and his/her advisor.
- d. Incompletes will be given at the discretion of an instructor to any student who does not complete all academic or clinical education course requirements, but who has completed a minimum of half. It is the student’s responsibility to coordinate with the appropriate faculty member and complete all remaining course work. For academic courses, this procedure must be completed by the last day of the term that follows. The instructor will then submit a Grade Action Request Form to the DPT Dean and the Registrar to have the grade changed or the incomplete will be changed to an F. Under certain circumstances, special approval can be obtained through the DPT Dean and the Registrar to extend the incomplete grade. For clinical education courses, the student may require an extension of their clinical experience or a new clinical placement equal to or less than the length of the clinical education course to achieve clinical competencies and pass the course. The final grade for the course will be designated on the transcript the course grade, for example AI, BI, CI, and FI.
- e. If there is a grievance concerning a course assessment or assignment score/grade, the following guidelines apply:
  1. Students who have a concern regarding a score/grade (NOT a final exam/assessment or overall final grade. see #4) should initiate the review process within 3 business days of the receipt of the score/grade. Decisions at each stage of the review process will be provided to the student within 48 hours of meeting with the student either virtually or on-site.
  2. The student is encouraged to request a review of the score/grade with the faculty member(s) responsible for that assessment or assignment. If the concern is not resolved, the student is encouraged to request a review of the score/grade with the course coordinator. If the concern continues to be unresolved, the student is encouraged to request a

review of the score/grade with the Dean of the School of Physical Therapy.

3. No assessment will be returned to the student.
4. For a final course assessment/assignment or overall final grade, the student has twenty-four (24) hours from grade posting to initiate the review process within the School of Physical Therapy. The institutional procedures for challenging grades can be found in the South College Catalog and South College Student Handbook. The South College Handbook provides information regarding institutional appeal procedures and grievance procedures.

## 2. Clinical Education Course Grading:

- a. Clinical faculty and students will perform mid-term and final performance assessments during each clinical education experience. This is to be completed online through the CIET in the Exxat database. The CCCE should also sign off as applicable. The DCE will have access to see when these are completed. More information regarding expected performance criteria for each clinical course can be found within the Clinical Education Handbook. Students are encouraged to actively seek out more frequent feedback from their clinical faculty to complement midterm and final assessments. Establishing a professional relationship and open communication with clinical faculty will facilitate this feedback.
- b. The final grade decision for all clinical education courses rests with the Director of Clinical Education (DCE)/Assistant Director of Clinical Education (Asst. DCE). The DCE/Asst. DCE will confer with the School of Physical Therapy Dean to determine the appropriate course of action for any student failing to complete all requirements for a clinical education course.
- c. **Withdrawal and Reassignment Within a Clinical Education Experience:** A student may occasionally be placed into a clinical education situation that is not meeting the student's clinical development needs or the program's expectations. Once identified, the DCE/Asst. DCE will immediately work with the CCCE, clinical faculty and student to improve the clinical education experience. The DCE/Asst. DCE may decide to withdraw the student from the clinical education site if corrective action cannot be implemented in the time remaining. The DCE/Asst. DCE will reassign the student to a new clinical site as expeditiously as possible to prevent the loss of valuable clinical education time. The location of this clinical education experience will be determined by the DCE/Asst. DCE. If an alternative placement cannot be accomplished in the time remaining, the student will receive an Incomplete for the course and be required to remediate this clinical experience upon completion of the curriculum.

#### 4.3.0 MINIMUM REQUIREMENTS FOR PROGRESSION

1. Successful progression in the DPT program requires each student to earn a minimum acceptable grade for all academic and clinical education courses, maintain minimum standards for quarter and cumulative grade point averages (GPA), and exhibit appropriate professional behaviors throughout the program. Specific requirements for progression are detailed below:
  - a. Academic and Clinical Course Grade Requirement: Students must achieve a final grade of "C" or higher (i.e.,  $\geq 70\%$ ) for all academic courses and "Pass" for all clinical courses to progress to the next academic quarter.
  - b. Cumulative Grade Point Average (GPA) Requirement: Students must have a minimum GPA of 3.0 to graduate from the DPT program. Allowances will be made in the first year of the program for students with GPA below 3.0. At the end of Quarter 1, students with a GPA between 2.0 and 2.5 will be placed on academic probation. Students between 2.51 and 2.99 will be given an academic warning. Students receiving a failing course grade anytime during the program will be dismissed regardless of their GPA.

At the end of Quarter 2:

- Students placed on probation after Quarter 1 will have the following conditions based on their cumulative GPA at the end of Quarter 2:
  - GPA  $< 2.7$  will be dismissed from the program
  - GPA between 2.7 - 2.99 will continue on probation and be allowed to progress into Quarter 3.
  - GPA  $\geq 3.0$  and probation status will be removed.
- Students given academic warning after Quarter 1 will have the following conditions based on Cumulative GPA at end of Quarter 2:
  - GPA  $< 2.7$  will be subject to dismissal.
  - GPA between 2.7 - 2.99 will be placed on probation and be allowed to progress into Quarter 3.
  - GPA  $\geq 3.0$  will continue in good standing without academic warning

At the end of Quarter 3:

- Students on probation who do not increase their cumulative GPA to  $\geq 3.0$  will have their academic progress reviewed and will be subject to dismissal.
- Students with cumulative GPA  $< 3.0$  without prior academic warning or probation will be placed on probation and will have 1 academic Quarter to raise their GPA to  $\geq 3.0$ .

Students must have a minimum 3.0 cumulative GPA at the end of Quarter 4 and all subsequent quarters thereafter to progress in the program. Students with GPA's that fall below 3.0 at any time point in the program after Quarter 4 will not be permitted to progress to their next clinical experience. Their academic record will be reviewed by program administration and will be subject to dismissal from the program.

Students dismissed from the program at any time may appeal this dismissal and will follow the procedures for appeal as defined in the DPT Student Handbook.

- c. **Professional Behavior Requirement:** Students must display appropriate professional behaviors during all academic and clinical education courses. These are requisite behaviors for any student or licensed physical therapist and necessary for successful clinical practice. Any incident of violation of the South College Student Conduct Standards and Regulations, the South College Honor Code, or the School of Physical Therapy Code of Professional Conduct will be reviewed by the program for recommendations for subsequent actions and may include dismissal from the program.
2. Student performance is evaluated at the completion of each academic term to determine if academic and clinical standards are met. Students that achieve or surpass these minimum standards will be allowed to progress in the program. Students with extenuating circumstances may be permitted to continue in the program at the discretion of the Program Director.
3. Once the final course grades are posted, any student who does not meet the minimum requirements for progression may be placed on academic probation, withdrawn, or dismissed from the program in accordance with this handbook.

#### **4.4.0 ACADEMIC AND PROFESSIONAL PROBATION**

1. A student is placed on academic or professional probation for any of the following conditions:
  - a. Cumulative GPA of less than 2.50 at the end of the 1<sup>st</sup> quarter or below 3.0 for quarters 2 or 3 as described in section 4.3.0 Minimum Standards for Progression.
  - b. Violation of the South College Student Conduct Standards and Regulations, the South College Honor Code, or the School of Physical Therapy Code of Professional Conduct to a degree that does not warrant academic dismissal.

2. The student is notified in writing by the Program Director informing them they are placed on probation. The written communication requires the student to meet with their academic coach to develop a remediation plan that supports them in the area(s) of the academic difficulty and defines requirements to remove probation status. Included within this remediation plan may be regular meetings with the academic coach.
3. To remove probation status, the student must:
  - a. Achieve a cumulative GPA of at least 3.00 by the end of the term following being placed on probation. Students who do not achieve a 3.00 cumulative GPA by the following quarter who report extenuating circumstances may be given an administrative override by the Program Director and permitted to progress in the program.
  - b. Demonstrate corrective action and a consistent pattern of professional behaviors consistent with the South College Student Conduct Standards and Regulations, the South College Honor Code, and the School of Physical Therapy Code of Professional Conduct. Conduct is evaluated by the Academic Standing and Progression Committee/Program Director before probationary status is removed.
4. The student is not allowed to be on probation for more than one quarter unless circumstances warrant an administrative override by the Program Director. A second issue relating to probation will likely result in dismissal from the program. The Program Director will notify the student and Registrar of this academic dismissal action in writing.

#### **4.5.0 ACADEMIC WITHDRAWAL**

Students who withdraw from a course after the add/drop deadline and before week 8 of the quarter will receive a W (withdrawal) grade. Students who withdraw after these dates will receive the grade they earn after factoring in the total points for the course. While a W grade does not count in the GPA calculation, it does count as an attempt in the satisfactory academic progress calculation.

A withdrawal is considered to be official when a student notifies the Registrar's Office or the Chief Academic Officer (Parkside Campus) in addition to the DPT Program Director. No other college official has the authority to accept official withdrawals. Withdrawals must be done by written notification to the proper authority. The student must complete the Student Change Request Form and have the form signed by their academic coach or the DPT Program Director and submitted to the Registrar. Students who do not officially withdraw will be considered enrolled in courses until an appropriate academic participation verification point.

Due to the lock-step nature of the program (each quarter builds on previously completed coursework), if a student withdraws from any course during a term for any reason, the student will be dismissed from the program at the conclusion of the quarter once all other courses have been completed. Students with extenuating circumstances may be placed on an alternate degree plan at their request and continue their enrollment in the DPT program. The terms and conditions are evaluated on an individual basis - as approved and designed by the Dean. The alternate degree plan is specifically stated in writing, signed by the student, and a copy is retained in the student's academic record. Students on an alternate degree plan may have their graduation date extended depending on the terms and conditions outlined by the Program Director or Dean.

#### **4.6.0 ACADEMIC DISMISSAL**

1. Students who fail to achieve the expectations for progression as stated in the policies and procedures will be dismissed. Academic dismissal will occur upon any one of the following.
  - a. A student receives a grade less than "C" in any academic course or a "Fail" in any clinical course.
  - b. A student withdraws from any course during the term, therefore, not successfully completing all required courses for a given quarter, unless an alternate degree plan has been approved.
  - c. Cumulative GPA is less than 2.7 at the end of Quarter 2 and thereafter in the DPT program.
  - d. Violation of the South College Student Conduct Standards and Regulations, the South College Honor Code, or the School of Physical Therapy Code of Professional Conduct.
  - e. Inability to be removed from probation status in the time frames established in the DPT Student Handbook.
  - f. Any determination by the Program Director, School of Physical Therapy or DPT Faculty that the student is unfit for clinical practice as a physical therapist or is otherwise not meeting the requirements of the School of Physical Therapy and South College.
2. The student will be notified of this academic dismissal in writing and informed of the appeal procedure.
3. Appeal of academic dismissal is heard and decided by the Academic Standing and Progression Committee, and a recommendation submitted to the Program Director of the School of Physical Therapy. The Program Director may accept or reject the recommendation of the Committee, and provide the decision in writing to the student. If unsuccessful in the appeal of the dismissal, the student may submit an appeal to the Dean

of Academic and Student Services within three business days of receipt of the decision. Should that appeal be denied by the Dean, the student may submit a final appeal to the Chief Academic Officer (CAO) within three business days of receipt of the decision. The decision of the CAO is final and not subject to further appeal. Students with a final dismissal from the School of Physical Therapy may reapply for admission through the regular admissions process, unless an alternative process/arrangement is deemed appropriate by the DPT Dean (see #4 below).

4. In certain cases, dismissed students may be offered to decelerate or be admitted to the next admissions class and restart the program. This alternative to reapplying to the program through the formal admissions process is offered on a case-by-case basis and subject to the decision of the Program Director and Dean after evaluation of the student's performance to date. Should a student be readmitted or decelerated through this process, a reinstatement/deceleration plan will be developed prior to the student restarting the program. This plan will outline what courses the student must audit versus what courses must be repeated for grade as a regularly enrolled student. The reinstatement plan typically requires all courses in which the student earned a "C" or lower to be repeated for grade. Students can elect to repeat all courses should they so desire. NOTE - audited courses do not replace previous course grades nor do they count towards credit hours enrolled for a given quarter. Therefore, the student should consult with the Financial Aid Department to determine how the reinstatement/deceleration plan affects their aid package. Courses repeated for credit will replace the previous grade and impact GPA. Readmitted or decelerated students must achieve the minimally accepted GPA at the conclusion of their first quarter in which they return to the program as described in section 4.3.0 Minimum Standards for Progression.

#### **4.7.0 ADVANCED PLACEMENT AND TRANSFER OF CREDIT**

1. All courses required for the Doctor of Physical Therapy degree, both didactic and clinical, must be completed with the South College School of Physical Therapy. The South College School of Physical Therapy does not grant advanced placement, credit for experiential learning, or transfer credits from another program or institution.

#### **4.8.0 GRADUATION REQUIREMENTS**

1. For a student to graduate from the Doctor of Physical Therapy program, the student must be in good academic and professional standing, have had satisfactory progress in all quarters of the academic program, and satisfactorily complete the following:
  - a. Successfully complete the required 135 quarter credit hours of academic and clinical education course work.

- b. Maintain a minimum cumulative grade point average of 3.00 or above.
  - c. Achieve a letter grade of “C” (70%) or better in all academic courses.
  - d. Successfully complete and “Pass” all clinical education courses.
  - e. Achieve entry-level competence as a physical therapist, as demonstrated on the Clinical Internship Evaluation Tool (CIET).
  - f. Exhibit professional behaviors consistent with clinical practice as described in the Ten Professional Abilities, APTA Core Values, and the Code of Ethics for the Physical Therapist within the DPT Student Handbook.
  - g. Complete all required South College and DPT Program documents in preparation for graduation.
  - h. Honor all professional and financial obligations to South College as published in the South College and DPT Program Handbooks, and as specified in any written communications from the School’s administrators.
2. South College reserves the right, and the student, by the act of matriculation, concedes to give South College the right to require withdrawal at any time the college deems it necessary to safeguard the standards of scholarship, conduct, and compliance with regulations, or for such other reasons deemed appropriate by South College as set forth in the South College Student Handbook, DPT Student Handbook, and/or the South College Catalog.

#### **4.9.0 PHYSICAL THERAPIST LICENSURE**

Licensure as a Physical Therapist is regulated by the Federation of State Boards of Physical Therapy while individual states are typically overseen by a State Board of Physical Therapy. All 50 states require graduation from a CAPTE accredited program as well as passing the NPTE in order to obtain a license and practice as a Physical Therapist. The South College DPT program is a CAPTE accredited program which aims to prepare graduates to sit for the National Physical Therapy Examination (NPTE). Some states have unique licensure requirements. For example, a jurisprudence exam is required in some states to test the graduate’s knowledge of state laws, rules, and practice acts that govern physical therapy practice. Some require satisfactory background checks. These unique requirements are not associated with preparation in the South College program.

The following link provides contact information for individual state licensing authorities:  
<https://www.fsbpt.org/FreeResources/LicensingAuthoritiesContactInformation.aspx>

1. National Physical Therapist Examination:
  - a. To be licensed as a physical therapist, the graduate must pass the National Physical Therapist Examination (NPTE). The Federation of State Boards of Physical Therapy (FSBPT) administers this examination and publishes data regarding pass rates.
  - b. According to the FSBPT website (<http://www.fsbpt.org/>), the purpose of the NPTE is to assess basic entry-level competence after graduation from an accredited DPT program. The FSBPT develops, maintains, and administers the NPTE to help ensure that only those individuals who have the requisite knowledge of physical therapy are licensed in the physical therapy field.
  - c. Passing scores established for the NPTE reflect the level of performance required to provide minimally safe and competent physical therapy services by physical therapists and physical therapist assistants. Individuals scoring at or above the passing score have met the performance standard and are eligible for licensure.
2. Jurisprudence Examination: A jurisprudence exam is required in many states to test the graduate's knowledge of state laws, rules, and the practice act that governs physical therapy practice.
3. Graduates of the DPT Program are encouraged to take state and nationally recognized licensing examinations as soon after graduation as possible. Further information regarding the NPTE, jurisprudence exams, and state licensure can be obtained on the FSBPT website.
  - a. Students residing in states where they are permitted to sit for the NPTE prior to graduating from the DPT program must obtain permission from the Dean to take the exam early. Approved students are still obligated to meet all DPT degree requirements in order to graduate should they pass the NPTE prior to completion of these requirements.

## **SECTION 5.0: SCHOOL OF PHYSICAL THERAPY STUDENT SERVICES**

### **5.1.0 STUDENT SUPPORT SERVICES**

1. The School of Physical Therapy is committed to providing our students with an outstanding educational experience that fully prepares them for physical therapy practice. The School of Physical Therapy is assisted and supported in this effort by the South College Student Services Department. South College is committed to providing services that meet the needs of students including needs unique to the blended curriculum, promote student learning, support academic pursuits, enhance student development, and are consistent with the college's mission. The institutional mission statement acknowledges support services as a significant component of the educational experience at South College. Students in our blended curriculum have access to the full array of South College student services commensurate with the access of students on campus.
2. The administrative units responsible for offering Student Support programs, services, and activities are the Department of Admissions, the Department of Financial Aid, the Department of Information Technology, the Department of Instructional Technology, and the Department of Student Services which includes the Career Services Office, the Office of the Registrar, the Department of Library Services, the Department of Business Operations, the academic schools/departments, and the campus bookstore. As many of the programs, services, and activities involve efforts of more than one area and many times overlap, an atmosphere of cooperation and teamwork is cultivated to provide well-coordinated and meaningful services to students.
3. South College strives to be sensitive to all student populations and strives to understand and recognize their needs. A special orientation designed for graduate students is offered to acquaint the incoming student with the policies, procedures, services, and programs available. Graduate level programs have a representative on the Student Advisory Committee. Programs and services unique to the graduate student are developed and implemented as needed, as the population of students grows at the college, and as their specific needs are identified.
4. South College seeks to provide convenient and equal access to the essential services and programs listed below to all students, whether they reside locally or distant to the campus. These services are available through multiple media including on campus, telephonically, or through online technology such as email, Skype/Zoom, college website, the student portal, and the Canvas Learning Management System. Additionally, the DPT Director of Student Affairs for each cohort will coordinate with representatives for these services and programs to meet in person and onsite with students during each lab session. Students should contact the DPT Director of Student Affairs for their cohort to arrange for a personal meeting with these service representatives.

### Admissions Department

The Admissions Department is responsible for implementing the college's admissions policies and communicating the mission and objectives of the college and its programs to prospective students. The admissions staff works with students to promote a successful start at South College, easing their transition from another college or the workforce. Students may inquire about programs via telephone, e-mail, or in-person. The admissions staff person helps facilitate required information needed for admissions consideration. Students applying to the Doctor of Physical Therapy program complete an application for admission through the Physical Therapist Centralized Application Service (PTCAS) and may discuss the program with the DPT Master Admissions Representative, DPT Admissions Clerk, or a DPT faculty member.

### Financial Aid Department

The Financial Aid Department seeks to enhance the development and performance of South College students by providing information about financial resources available in individual meetings with each student either in person, via telephone, or via other online mechanisms such as Skype, and during the financial aid portion of each orientation session. This information enables students to make informed decisions to maximize their educational experience. Individual counseling relating to financial aid and assistance with completing applications is available from the financial aid staff. The Director of Financial Aid also serves as the institution's Veteran Affairs Certifying Official and provides assistance to veterans attending the institution. Students may apply for financial aid on campus using a print copy of the Free Application for Federal Student Aid or they may also complete the application online. The college's website directs students to the appropriate web address.

### Department of Student Services

The Department of Student Services strives to provide activities and programs that enhance the educational experience of students, enable student learning, promote personal and professional development, offer opportunities to participate in new ventures, create a sense of community, engage students in meaningful pursuits, and enrich students' collegiate careers. The Department oversees student organizations, services for students with disabilities, advising/counseling services, and the Student Advisory Committee. Additionally, the Student Services staff offers advisement on academic and non-academic matters, addresses disciplinary situations, and responds to student concerns.

*Orientation:* Students enrolling at South College are required to complete an orientation process that includes both an asynchronous online orientation session and synchronous (virtual or on-site - see schedule) orientation sessions prior to beginning coursework. On-site orientation sessions for the DPT program are conducted in Knoxville, Tennessee.

*Advising/Counseling:* At the beginning of their graduate studies at South College, students receive academic advising by an academic coach. This is their first point of contact with a faculty member in their specific program and allows the student to ask questions about the

program plan as well as the career the student has chosen to pursue. The faculty member provides direction and offers encouragement at this meeting and during subsequent phone calls, by e-mail messages, and/or at follow-up one-on-one meetings. Students with non-academic concerns can call or stop in to see the Dean of Student Services, the Student Activities Coordinator, and Student Services. Additionally, you (and all of your family members) have complimentary access to resources and counseling through ComPsych. You can call a licensed counselor via toll free phone line, chat, or email. These counselors are available 24/7 and can help you and your family members with any issue, including anxiety, depression, stress, grief, life adjustments, substance abuse, and relationship conflict. If needed, you will be referred to a counselor located in your community where you will receive up to three, in-person sessions free of charge. ComPsych has a large network of counselors throughout the United States so all students (regardless of where you are) will have access to counseling. You may even select counselors based on specialty, language, gender, or religious preferences. In addition to phone-based and in-person counseling, you also have access to Guidance Resources which is a website that contains articles, podcasts, videos, slideshows, and “ask the expert” personal responses to your wellness questions.

Phone-based counselors: 844-268-5855

Website: [guidanceresources.com](http://guidanceresources.com) (Web ID: SouthCollege)

*Disability Services:* Students with documented disabilities are entitled to receive approved accommodations or modifications, auxiliary aids, or appropriate academic adjustments that will enable them to participate in and benefit from all educational programs and activities of the College.

*Student Activities/Organizations:* Student activities and student organizations at South College provide students with opportunities for leadership development, professional and career networking, cultural enrichment, volunteerism and community service, personal development, and social interaction. Additionally, participation in student activities and student organizations allows students to apply, expand, and internalize knowledge, skills, and dispositions attained in academic programs. These opportunities build and strengthen relationships between students, the college, and the community.

*Communication:* The South College website provides information through the student portal. This page is regularly updated with information relating to deadlines, upcoming events, and opportunities. Announcements and events specific to the DPT program are communicated through the South College email system, posting in student resource pages in canvas and live announcements in synchronous sessions or on campus lab.

*Student Services Resource Center:* Self-help materials for both academic support and mental/emotional health issues are available 24/7 on the Student Portal under Student Services>Resource Center. Topics include time-management, note-taking, test anxiety, and

stress management. These resources are not meant to be a substitute for therapy, but can be an excellent source of information to help students with a variety of personal concerns or needs.

*Career Services:* The Career Services Office, a unit within Student Services, provides students with career counseling, instruction on resume preparation, and assistance with job search strategies. While the primary goal of the Office is to assist graduating students as they enter the employment market, any enrolled student may seek career and employment information from the Career Services Coordinator. Although employment in full-time positions **cannot be guaranteed**, it is vitally important to both the graduate and the college that each graduate obtains appropriate employment. Students may seek advice on resumes and cover letters in person or by e-mailing these documents to the Career Services Coordinator. Tools to assist students' preparation for job interviews are available at the South College student portal under the My Career link. Students are offered the opportunity to participate in a mock interview to develop interviewing skills. This interview may be completed in person or via electronic means such as utilization of Teams/Zoom. Additionally, phone interviews can be scheduled so that students can practice their skills and receive feedback from the Career Services Coordinator. The Career Services Office conducts a career fair on campus each year which offers students and graduates the opportunity to meet and network with recruiters and human resource representatives from area employers. In addition, the School of Physical Therapy conducts their own career fair 6 months prior to graduation during the Q6 lab immersion, whereas DPT students can meet with recruiters from a number of Physical Therapy-related prospective employers.

### Library

The college maintains a library on both the main campus and the learning site that is easily accessible and accommodates the needs of both day and evening students. Each library provides appropriate and current resources that contribute to the cultural and intellectual development of students. Library staff does provide an overview of services during the orientation prior to the first quarter of courses in the program. These orientations are designed to inform students of the types of resources available and to provide instructions as to how to use library resources to the greatest advantage. Individual sessions can be arranged at a later date with library staff as needed.

The South College Library System accommodates the needs of students while off campus. Guided by the recommendations for services and resources listed in the *ACRL Standards for Distance Learning Library Services* (available online at: <http://www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesdistancelearning.cfm>), the South College Library System offers services to its distance learning students including:

- Computer-based bibliographic and informational services that may be accessed either on or off campus that include subscriptions/access to databases of full-text peer reviewed and popular journals, e-books, case studies, company profiles, business news articles,

- Reliable and secure access to institutional networks and the Internet to include the [library's web page](#) that can be accessed from all campus computers or remotely from any site with an Internet connection. The web page, developed by the professional library staff with input from faculty, includes links to quality websites for all South College programs. The library's password protected page links South College students and faculty to a variety of full text journal databases sorted by subject area. The library's web-based online catalog can be accessed remotely via the library's web page. An electronic form for reserving books and videos in the catalog is included on the library webpage.
- User instruction to include a text-based section of frequently asked questions about how to use the library's resources that can be accessed via the library webpage by students both on and off campus. The library has also created online student tutorial modules on the web page using the web-based instruction software Camtasia. Current tutorials include a review of library services and resources, how to access and use the library's Canvas page, how to use the online catalog, searching with Boolean operators, how to use the CINAHL database, how to use the Opposing Viewpoints in Context database, and how to use Tennessee Electronic Library databases. These basic tutorials have been used to introduce distance learning students to the library and the online resources that are available to them.
- Interlibrary loan services and document delivery that involves the institution supplying relevant educational materials to students both on and off campus through its interlibrary loan program. Membership in TENN-SHARE, a consortium of over 300 academic libraries and information agencies in Tennessee, provides access to the book and journal collections of member libraries through interlibrary loan programs. The library also participates in LYRASIS, the nation's largest network of libraries throughout New England, the Mid-Atlantic, and the Southeast. LYRASIS provides the college with interlibrary loan access to book and journal collections of member institutions. Electronic interlibrary loan request forms linked to the library's web page are available for use by all South College students and faculty both on campus and remotely. Documents can be faxed or e-mailed to students.
- Access to reserve materials. The South College Library currently does not have an e-reserve system. However, E-reserves for classroom assignments can be scanned and mounted on the library's web page within the guidelines of current copyright and fair use law.
- References services are available to distance education students via phone, fax, or e-mail. All students, faculty, and staff at South College are provided with e-mail accounts. To enhance reference services for distance education students, the library has created a dedicated reference e-mail address ([sceref@south.edu](mailto:sceref@south.edu)) on the library web page to handle short, factual questions. An instant messaging or chat service could be considered for more involved questions.

- Library hours, staff, policies and services are currently posted on the library web page. Students in distance education classes are provided with links to the South College Library's web page tutorials and contact information for the librarians at the beginning of their classes. A distance education frequently asked questions page is also available for students to access on the library web page.

### Office of the Registrar

The Office of the Registrar provides timely and efficient registration and to safeguard the accuracy, integrity, and security of every student's academic record. Additionally, requests for transcripts, enrollment verifications, and other student academic materials are handled in a timely manner. By the fifth week of each quarter, information has been communicated to students regarding registration procedures for the following quarter.

### Campus Bookstore

Barnes & Noble College has partnered with South College to manage our campus bookstore for students to purchase textbooks and selected supplies conveniently. Bookstore hours are posted each quarter and these hours are extended at the beginning of each quarter and during registration and Orientation as a service to the students. Students are not required to purchase books from the college bookstore. A current list of textbooks in use at the college and their ISBN numbers are posted on the South College bookstore website found [here](#). Books purchased online can be shipped to the student or may be picked up at the Lonas Campus.

### Information Technology

The Information Technology (IT) Department provides support and training to faculty, staff, and students on all types of technology including email, faculty and student portal, CampusVue administrative software, college website, and faculty/student printing. All new students go through training as to how to access and use their student email and student portal accounts during orientation. The IT department provides ongoing support for any technological challenges through email, phone consultation, the [help desk](#), and in-person.

### Instructional Technology and Distance Learning

The Instructional Technology and Distance Learning staff members provide direct and indirect student support. They maintain an online support helpdesk function for students regarding the learning management system and other learning environment questions. Additionally, the staff members participate in student program orientations and provide an overview of the learning management system; student protocol procedures; and tips for using the system successfully. Indirectly, Instructional Technology and Distance Learning staff develops, delivers, and maintains online resources for students via the DPT Student Orientation found [here](#). Lastly, the staff works with faculty members to improve the teaching and learning environment thus indirectly supporting the student body of South College.

### Business Operations

The Department of Business Operations provides students with assistance in determining optimal payment options for educational expenses. These include arranging payment plans, providing regular statements of account to students, and billing external agencies that have agreed to contribute to student expenses. Students may make tuition payments via telephone or arrange for monthly automatic withdrawals from designated accounts.

### Writing Lab

The Writing Lab, under the direction of the General Studies Department, offers students the opportunity to develop and/or enhance their written communication skills and to receive feedback on course papers and other academic assignments. Services provided by the Writing Lab Staff are available by e-mail for those students who cannot attend during the regular hours or who are online students. While this service is primarily utilized by undergraduate students, graduate students are encouraged to utilize these services.

## **5.2.0 ACADEMIC COUNSELING**

1. Academic counseling is an integral part of any educational process. Academic counseling takes on an even greater significance in the DPT program given the accelerated curriculum and distance learning that takes place.
2. The Director of Student Affairs for each cohort will assign each student an academic coach prior to program orientation. Academic coaches meet with their respective students, either in a group or individual setting, during program orientation. Expectations for this initial session include introductions, completion of the student's initial self-assessment, and an overview of the program's coaching program.
3. Coaches meet individually with each student during the 2<sup>nd</sup> and 4<sup>th</sup> week of the first academic quarter. Thereafter, coaching sessions occur once each academic quarter at a minimum. Quarterly coaching sessions may be conducted in person or using video conferencing technology (i.e., Zoom). You are encouraged to communicate more frequently with your coach using phone calls and email exchanges.
4. Formal student counseling is documented and saved to the CampusVue system and if necessary, the student's electronic academic record. These electronic records are maintained within secure South College servers.
5. Students with non-academic concerns are also encouraged to contact the Dean of Student Services, the Student Activities Coordinator, or the Career Services Coordinator as needed. In addition, you (and all of your family members) have complimentary access to resources and counseling through ComPsych. You can call a licensed counselor via toll free phone line, chat, or email. These counselors are available 24/7 and can help you and your family members with any issue, including anxiety, depression, stress, grief, life

adjustments, substance abuse, and relationship conflict. If needed, you will be referred to a counselor located in your community where you will receive up to three, in-person sessions free of charge. ComPsych has a large network of counselors throughout the United States so all students (regardless of where you are) will have access to counseling. You may even select counselors based on specialty, language, gender, or religious preferences. In addition to phone-based and in-person counseling, you also have access to Guidance Resources which is a website that contains articles, podcast, videos, slideshows, and “ask the expert” personal responses to your wellness questions.

Phone-based counselors: 844-268-5855

Website: [guidanceresources.com](http://guidanceresources.com) (Web ID: SouthCollege)

### **5.3.0 CLASS REPRESENTATIVES**

Each student cohort will elect a Class Leader, Assistant Class Leader, and other representatives to assist with DPT program needs, including the Curriculum Committee. Other student positions related to graduation, social media, or other program needs may be implemented on an as needed basis.

a. Duties of the Class Leader include:

- i. Serve as a liaison between the class and DPT administration and faculty.
- ii. Periodic meetings with the School of Physical Therapy Program Director and Director of Student Affairs.
- iii. Solicit feedback from the class pertaining to the DPT program curriculum, operations, student services, etc. Provide pertinent feedback to the Dean and faculty (anonymous if desired) as a means for program assessment and improvement.
- iv. Provide class with periodic updates as provided by the DPT administration and faculty.
- v. Organize elections for class leaders to DPT program committees.

b. Duties of the Assistant Class Leader include:

- i. Oversee organization of class events such as review sessions, service projects, or social events.

- ii. Assist the Class Leader as requested or needed.

#### Student representative to the Curriculum Committee

- i. There is 1 student liaison from each cohort that is only present at quarterly review curriculum committee meetings.
  - a. Incoming students in Q1 are provided with actions of the student liaison to this committee.
  - b. Students interested in the position and who meet the GPA requirement of 3.0 are asked to notify the DoC for the cohort
  - c. Student will be chosen by the selection committee who includes the DoC, DSA, and the coaches of the students who apply
  - d. The student selected for this role will be notified at the end of Q1 after grades are posted.
- ii. The role of the student representative to the curriculum committee is to act as the liaison between the committee and student body.
- iii. The representative will be invited to attend quarterly review meetings and will be an active participant in discussion and consideration of issues discussed by the committee.
- iv. The student representative will be responsible for presenting student interests in all matters related to curriculum at formal meetings as well as informally throughout each academic quarter.
- v. The student representative will not vote on proposals in the Curriculum Committee.

#### Student Representative to the Student Affairs Committee

- i. One representative from each class will be selected to serve as the student representative. The class leaders will conduct a vote to elect the class representative.
- ii. The minimum requirements for eligibility to serve in this role include a cumulative GPA not less than 3.0 and not on professional probation. Student representatives who are not able to maintain these requirements while serving in this role will be removed from this role and a new election will be conducted.

- iii. The class representative will serve for 6 months and may be re-elected.
- iv. The role of the student representative to the student affairs committee is to act as the liaison between the committee and student body.
- v. The representative will be invited to attend quarterly review meetings and will be an active participant in discussion and consideration of issues discussed by the committee.
- vi. The student representative will be responsible for presenting student interests in all matters related to student affairs, at formal meetings as well as informally throughout each academic quarter.
- vii. The student representative will not vote on proposals in the Student Affairs Committee.

#### Student Representative to the DEI and Cultural Competency Advisory Committee

- i. The DEIC advisory committee will seek volunteers for the role of representative from students participating in the student DEIC group.
- ii. There are no term limits for the representative.
- iii. The role of the student representative to the DEI and Cultural Competency Advisory committee is to act as the liaison between the committee and student body.
- iv. The representative will be invited to attend quarterly meetings and will be an active participant in discussion and consideration of issues discussed by the committee.
- v. The student representative will be responsible for presenting student interests in all matters related to DEI, at formal meetings as well as informally throughout each academic quarter.
- vi. The student representative will not vote on proposals in the DEI and Cultural Competence Advisory committee.

#### **5.4.0 CONTACT INFORMATION POLICY**

1. Every student is required to report his or her telephone number, email address, and home address upon matriculation in the South College School of Physical Therapy. Address and telephone number changes must be submitted within three days of any change to the Office of the Registrar or the DPT Student Records Coordinator.
2. Failure or refusal to comply with this regulation may result in restriction of registration and insufficient preparation for emergency situations. Reporting erroneous addresses is prohibited and may result in disciplinary sanctions in addition to the restriction of registration. Reporting the parent's address is not acceptable unless the student is currently living at the parent's address.
3. Official correspondence from South College and/or the School of Physical Therapy may be sent to students by email using encryption technology. Each student is considered to be on notice of the information contained in email messages sent to the student's South College email address.

#### **5.5.0 STUDENT IDENTIFICATION CARD**

1. All physical therapy students will upload a passport-style photo in their Canvas Orientation course. At the Q1 Lab immersion, every student will receive an identification card (ID Card) with their photograph and student identification number.
2. Students are expected to carry the ID during onsite lab immersion sessions and always when on campus. Students will present their ID to members of the faculty, staff, administration or security when requested.

#### **5.6.0 EMAIL POLICY**

1. Email is an official communication mechanism in the South College School of Physical Therapy. The South College IT Department issues an email account to each student. All students are required to obtain, maintain, and check daily their official South College email address. School of Physical Therapy faculty, staff, and students use email and mailing lists to communicate important information. Course updates and announcements within the Canvas LMS are distributed to students through their South College email.
2. After matriculation students are required to adhere to the following requirements.
  - a. Monitor and maintain the official email address account.
  - b. Check email on a regular basis (daily at minimum).
  - c. Know and be responsive to requests and deadlines sent through email, as appropriate for the content of the message.

- d. Write messages and communicate using responsible, courteous, and professional language.
- e. Keep the class lists names confidential. Do not give this information to outside individuals or organizations.
- f. Avoid exceeding capacity for email storage on the college server.

### **5.7.0 DRUG-FREE CAMPUS POLICY AND DRUG TESTING PROCEDURES**

1. It is the policy of South College to maintain a safe and healthy environment for its students and employees. Thus, any student who is intoxicated or is under the influence of any drug or controlled substance including alcoholic beverages, or who misuses legally prescribed or “over the counter” drugs will be subject to disciplinary action. Additionally, the unlawful manufacture, distribution, dispensation, possession, or use of drugs or alcohol is prohibited on any South College campus, in any of the college’s buildings, or as a part of any college-related activities (such as onsite lab immersion sessions, clinical experiences and internships, or social activities). Such illegal use of drugs is a violation of local, state, and federal laws. If any of these violations do occur, further disciplinary action may occur in the form of immediate dismissal from South College, and /or mandatory counseling or rehabilitation by an appropriate agency. College officials may also refer violators to local, state, or federal law enforcement agencies.
2. Whenever the college has reasonable suspicion that a student’s performance, either on Suspicion sufficient to justify testing may be based on, but not limited to, direct observation by an administrator or faculty or staff member of drug and/or alcohol abuse or misuse such as slurred speech, unsteady walk, impaired coordination, or displays of violent or argumentative behavior, improperly talkative speech, loud or uncontrolled laughter, information provided by reliable and credible sources, or performance behaviors over a period of time which are identifiable with possible drug or alcohol abuse or misuse.
3. A student that is required to submit to drug/alcohol testing for reasonable suspicion and refuses to submit to testing in a reasonable period is subject to dismissal from the institution. A student that tests positive for drugs or alcohol will be subject to disciplinary action up to and including dismissal from the institution. In determining what discipline is appropriate, South College will consider the circumstances surrounding the violation and any serious consequences as a result of the violation.
4. Nothing in this policy precludes the college from taking immediate steps to terminate any student found to be in violation of any part of this policy. This policy does not limit

specific programs from implementing more strident requirements for accreditation, clinical, or other purposes.

#### Drug Testing Procedures:

- a. Drug testing will be required whenever the Dean of Student Services, or designee, suspects, has been made aware of, or has reason to believe that a student might be engaging in the unlawful and/or inappropriate use of a controlled or illegal substance, or the inappropriate use or abuse of a prescription medication, whether on or off campus. The Dean, or designee, will make arrangements for the student to be tested at a lab or medical facility certified to conduct drug testing at the college's expense. The Dean, or designee, will determine if the student needs an escort from the college to accompany him or her to the testing site.
- b. The Dean, or designee, will review the test results from the testing site and, if the results are positive confirming that a student has engaged in the unlawful or inappropriate use and/or abuse of a controlled or illegal substance, or inappropriate use or abuse of a prescription medication, share the results with the student's dean/department chair and advisor. The appropriate parties (Dean of Student Services, Program Director of the School of Physical Therapy, and faculty advisor) will then follow normal disciplinary procedures and take appropriate action up to and including dismissal from the college. If the student wishes to appeal the disciplinary action taken, the appeal procedures outlined in this document will be followed.
- c. A student, who refuses to submit for drug testing, refuses to authorize the release of test results to the college, or tampers with a drug test sample will be disciplined up to and including dismissal from the college.

### **5.8.0 CRIMINAL BACKGROUND CHECKS, REGISTRY CHECKS & DRUG TESTING**

1. Individuals working in health care facilities often must consent to and be cleared to work through criminal background investigations and/or drug screenings. Additionally, this is a common policy/requirement for physical therapy licensing boards and many corporate and individual physical therapy clinics.
2. Physical Therapy students are required to complete an approved criminal background check prior to formal enrollment or matriculation into the program.

3. Additional criminal background checks, registry checks, and/or drug testing may be required prior to clinical internships.

### **5.9.0 POTENTIAL HEALTH RISKS TO STUDENTS**

1. Students are subject to known and unknown health risks during the DPT program.
  - a. During DPT clinical experiences and internship, students will be exposed to patients with infectious and communicable diseases, chronic and degenerative diseases, mental illness, and injury/illness risks associated with the work environment.
  - b. During DPT lab immersion sessions, practice sessions, and practical examinations, students will alternate in role-playing the physical therapist and the patient in clinical scenarios. As a patient, students will be exposed to physical therapy interventions and procedures delivered by fellow students. These include, but are not limited to, physical agents such as ultrasound and electrical stimulation, therapeutic exercise, spinal and extremity joint manipulation, and trigger point dry needling.
2. The DPT Program will make every effort to protect the safety and interests of the student. Basic instruction in prevention procedures such as universal precautions and in the application of reasonable and prudent personal habits is provided. Additionally, faculty will provide instruction regarding the indications, contraindications, and precautions for physical therapy interventions and their associated risk. Instruction will emphasize the safe and effective delivery of these interventions to fellow students and patients. Basic instruction is designed to limit unnecessary exposure and risk and constitute a measure of safety for students and patients. Ultimately, it is the student's responsibility to apply these safety procedures and to take appropriate steps to protect their fellow students and themselves. Students are responsible to self-identify when lab procedures performed on them may be contraindicated due to a personal medical condition.
3. As a condition of enrollment in the program, students are required by South College to show proof of health insurance and completion and submission of immunizations and laboratory testing. Further, students are expected to abide by the college's policies regarding risk exposure management. Students are responsible for costs associated with any necessary emergency services.
4. In the event of an accident resulting in student injury or illness, the student should immediately notify their academic or clinical faculty as soon as possible. The student and faculty will follow established facility policies for proper incident reporting and

documentation. Students must provide evidence of personal health insurance. Any expenses related to illnesses or injuries occurring during a clinical rotation that are not covered by the student's personal health insurance are the responsibility of the student.

#### **5.10.0 MEDICAL CONDITIONS, INCLUDING PREGNANCY**

1. Immediately upon medical confirmation, any medical condition that may impact the ability of a student to safely and fully participate in the educational experience should be reported to the student's academic coach, DCE, Director of Student Affairs and/or the Program Director/Dean. This will allow the planning of a learning experience that will ensure maximum safety for all concerned. Any condition that impairs a student from being able to meet the requirements of the clinical education course may result in a delay in progression in the program.

#### **5.11.0 HEALTH INSURANCE/SERVICES**

1. Students are responsible for purchasing and maintaining health insurance coverage during their entire tenure in the DPT Program. Students must provide verification of personal health insurance to the School of Physical Therapy to be kept on file.
2. All clinical experiences/internships require health and immunization information to be provided to clinical facilities prior to the clinical rotation. Students should also have a copy of the form on their person the first day of the rotation. Please note that students without health insurance cannot be permitted to participate in patient contact activities both in the didactic and clinical phase, and therefore cannot successfully complete the program.
3. South College does not provide health services. However, the institution does have an agreement with Cherokee Health Systems that allows South College students to seek health care services from a CHS facility while students are in Knoxville. The facility will verify current enrollment at South College in order to proceed with services. Please see the Department of Student Services for additional information.

#### **5.12.0 IMMUNIZATION AND HEALTH REQUIREMENTS**

1. Prior to entering the South College School of Physical Therapy, students must submit proof of health insurance, a physical examination, and complete immunization records. The South College School of Physical Therapy Mandatory Student Immunization Documentation Form must be used to document all vaccinations and are to be completed and signed by a licensed healthcare provider. Suggested reference is the Immunization of

Health-Care Workers: Recommendations of the Advisory Committee on Immunization Practices (ACIP) and the Hospital Infection Control Practices Advisory Committee (HICPAC).

2. Specific related requirements include proof of:
  - a. Personal health insurance throughout the entire program.
  - b. Satisfactory and current physical examination.
  - c. Tuberculosis (TB) testing through one of the following: Tuberculin Skin Test (TST), Quantiferon-Gold Blood Test (QTBG), or documentation from a healthcare provider assessing tuberculosis status with a copy of any diagnostic reports.
  - d. Hepatitis B vaccine series (Full 3 dose series or full 2 does series accepted) OR immunity by titer.
  - e. MMR vaccine (2 doses) OR immunity by titer.
  - f. Varicella history, vaccination (2 doses) OR immunity by titer.
  - g. Tetanus, Diphtheria, & Pertussis (Tdap) vaccine within the last 10 years.
  - h. Influenza vaccine (recommended annually to be given during influenza season: October through May).
3. Prior to entering the clinical phase (year 2) of the program, students must update their immunization and health certificate and provide proof of:
  - a. Updated annual Tuberculosis (TB) testing.
  - b. Influenza vaccine (required annually to be given during influenza season: October through May).
  - c. Current personal health insurance (or equivalent as defined through the Affordable Care Act mandate) throughout the clinical year.
  - d. Current/active BLS (Basic Life Support) certification granted by the American Heart Association. Information about classes offered in your community can be found [here](#).

4. For more information about immunization of healthcare workers go to: <http://www.cdc.gov/mmwr/>
5. COVID-19 Vaccination Requirements for Clinical Sites
  - a. South College complies with clinical site affiliation requirements at sites where our students and faculty participate in clinicals. Most sites have established requirements for all students and faculty to be immunized against COVID-19 or obtain a medical or religious exemption. The following overview is designed to help students, faculty, and instructors understand the rules as they have been updated by our clinical affiliates and any potential consequences for failure to comply.
  - b. South College is subject to the guidelines and policies on safety and health set by the clinical sites, which are applicable to their employees as well as students and faculty from all health care related programs who participate in clinical experiences at their facilities. Due to the recent federal mandate, the Centers for Medicare and Medicaid Services (CMS) require that workers in most healthcare settings be vaccinated against COVID-19 or obtain a medical or religious exemption.
  - c. The window for receiving vaccinations or requesting an exemption is rapidly approaching. For you to have time for the immunization to be fully effective by the deadline set by clinical site requirements, South College must have documents approved and uploaded by the program deadlines. The College will send deadlines to students to submit approved documentation. Any student failing to meet required deadlines may receive an occurrence for clinical noncompliance and may risk ineligibility for the term's clinical rotations.
  - d. The FDA has fully approved the Pfizer-BioNTech and Moderna and Janssen COVID-19 vaccines and boosters for emergency use. Information published states that the vaccines are safe and show proven efficacy but do not 100% guarantee disease prevention and are not free from potential side effects. Coronavirus Disease 2019 (COVID-19) | Disease or Condition of the Week | CDC located at [www.cdc.gov/dotw/covid-19/index.html](http://www.cdc.gov/dotw/covid-19/index.html).
  - e. Students who choose not to meet the vaccine requirements of clinical sites will not be able to participate in clinical experiences as a student at those sites. This includes students who have received partial vaccinations but who are not fully immunized or students awaiting action on an exemption request, if applicable. This may seriously impact ability to progress, graduate on time, or graduate at all.

- f. South College does not assume responsibility and does not expect to be able to provide alternate experiences for students who choose not to be vaccinated. Therefore, the School of Physical Therapy requires every student to understand that no student will be permitted to attend **any** clinical agency until proof of the Covid-19 Vaccine **or** proof of a Covid-19 Vaccine exemption (if applicable to the site) **approval** is received and filed. The College is not required to allow students to make up clinical experiences or make up opportunities for required clinical credits.
- g. Clinical sites require documentation confirming that students and faculty participating in clinical experiences at their facilities have fully met vaccination requirements or obtain a medical or religious exemption. In order to confirm that their vaccination status complies with clinical site requirements, students must submit required forms and documentation to their campus clinical coordinator who will then upload the documents for compliance. Students applying for an exemption must complete and submit the appropriate South College Exemption Request Form, available from your Director of Clinical Education.
- h. South College reiterates the statement emailed to students on July 21, 2021: *South College strongly encourages all students to obtain a COVID-19 vaccination, but the need is particularly urgent if you are enrolled in a healthcare program requiring clinical rotations. **With so many sites now requiring the vaccination, students who are not vaccinated may be ineligible for placement in certain locations. This could delay completion of clinical requirements and ultimately prevent graduation on time or at all.***

Healthcare and other clinical facilities may have unique vaccination/immunization and/or health insurance requirements. Students in programs with clinical rotations may be unable to obtain or complete required clinical training due to their vaccination/insured status, thereby delaying or preventing program completion.

### **5.13.0 PROFESSIONAL LIABILITY INSURANCE**

- 1. All members of the faculty-student-clinical faculty team must be mutually indemnified. Students enrolled in the DPT Program are, through their enrollment, covered by professional liability insurance in the amount of at least three million dollars (\$3,000,000).
- 2. South College employees and agents such as Site Visitors and Faculty Coaches are covered for malpractice by the terms of their employment.

### **5.14.0 TUITION AND FEES**

1. Estimated program costs, to include tuition and fees, is provided in the South College catalog and posted on the School of Physical Therapy website.

### **PAYMENT OF TUITION AND FEES**

1. All charges are due and payable on or before the registration date for each quarter. Circumstances which prevent a student from adhering to these dates should be discussed with the Business Office. Students attending South College under a loan should confer with the Financial Aid Department concerning the payment of fees; students attending the college under the G.I. Bill should discuss payment of school fees with the VA Certifying Officials in the Financial Aid Department.
2. Tuition and fees are subject to change at the end of any quarter. Failure to make proper payments, unless otherwise cleared with the Business Office, will result in dismissal from the college.
3. Grades will not be issued, degrees granted, or transcripts furnished until all financial obligations have been satisfied and all college property has been returned.

### **REFUND OF TUITION**

Refunds or tuition adjustments will be awarded according to the following guidelines:

1. If circumstances prevent matriculation before a student begins attending the College, all monies above the application fee and seat deposit will be refunded.
2. A tuition adjustment will be made when a student officially drops below 10 hours (9 hours or less) during the drop/add period. Official withdrawal is achieved by submitting a completed drop/add form to the Registrar. No adjustments will be made for students dropping individual classes after the drop/add period. The quarterly technology fee is non-refundable.
3. A full tuition adjustment will be made when a student cancels or drops all classes before the drop/add deadline in any full quarter term. For students whose initial enrollment occurs on a mid-quarter term, a full tuition adjustment will be made when a student cancels or withdraws from all classes in that initial term of enrollment. In both situations, any term or course related fees associated with classes canceled or dropped prior to the drop/add date will also be adjusted from the account. If a student used a book allowance to purchase textbooks and receives the textbooks, the charge for books will remain on the account.

### **STATE REFUND POLICY (TENNESSEE/GEORGIA)**

For a student who withdraws from the college, the state refund policy will apply as follows:

1. If after classes have commenced and before expiration of ten percent (10%) of the period of enrollment for which he or she has been charged, a student officially

withdraws, the refund shall equal seventy-five percent (75%) of all amounts paid to or to be paid by or on behalf of the student for the period, less administrative fee of one hundred dollars (\$100.00).

2. If after expiration of the ten percent (10%) of the period of enrollment for which he or she has been charged, and before expiration of twenty-five percent (25%) of the period, a student officially withdraws, the refund shall equal twenty-five percent (25%) of all amounts paid or to be paid by or on behalf of the student for the period, less administrative fee of one hundred dollars (\$100.00).
3. If after expiration of twenty-five percent (25%) of the period of enrollment for which he or she was charged, a student officially withdraws, the student is deemed obligated for one hundred percent (100%) of the tuition, fees, and other charges assessed by the institution.

### **5.15.0 FINANCIAL AID**

1. Financial aid is the economic assistance available to help students pay for college. This economic assistance may be in the form of scholarships, grants, work-study programs, or loans.
2. A financial aid package is a combination of different forms of financial aid that together makes up an offer of financial assistance.
3. A student's ability to contribute to the cost of his or her education is determined using a NEED ANALYSIS which is a consistent, systematic way of measuring the ability of a family to pay for educational costs and its eligibility to receive funds from federal and state programs. It determines the ability, not the willingness, of a student or his or her family to finance his or her education. Everyone who applies is treated fairly and equally under this system. The amount of financial aid that a student receives may not exceed his or her cost of education as established by the college.
4. To apply for any form of financial aid at South College, a student must:
  - a. Apply for admission to South College.
  - b. Complete a Free Application for Federal Student Aid (FAFSA). This form is for both in-state and out-of-state students. To access the online FAFSA, please visit [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
5. Depending upon the type of aid and the source of that aid, other documentation may also be requested. Financial Aid Officers are available to provide needed assistance.

6. For federal student financial aid programs offered by the U.S. Department of Education under Title IV, the student's eligibility for the Federal Pell Grant must be determined first. Eligibility for the subsidized Direct Loan Program must be determined before awards for other federal student loans can be determined.
7. Please see the South College website and/or contact the South College Financial Aid Department for additional information.

### **5.16.0 PROFESSIONAL ORGANIZATIONS AND MEMBERSHIPS**

1. An integral part of our mission is to develop “servant leaders in their local community and highly engaged in their professional and broader health care communities.” To this end, the School of Physical Therapy is committed to developing future leaders for the physical therapy profession; leaders that understand their obligation for active membership and involvement in physical therapy professional organizations.
2. All DPT program students are required to maintain active membership in the American Physical Therapy Association (APTA) and their respective State Chapter throughout the entirety of the DPT program. This membership is at the student’s own expense. Failure to meet this or any other program requirements may result in dismissal from the program. These memberships will provide students with numerous opportunities for involvement in local, state and national physical therapy organizations.
3. APTA is the national organization dedicated to serving the physical therapy profession. By becoming a member, students gain access to many benefits and professional opportunities. One significant benefit is access to the Physical Therapy Journal (which will be needed for many course assignments) and online access to research resources with many full text articles that may not be available through the college databases. The student will gain automatic membership in the Student Assembly which functions as a forum for future Physical Therapists and Physical Therapist Assistants. The National Student Conclave also provides the student with access to the latest trends and issues in the profession. Membership applications and information will be given to each student during the DPT Program student orientation. Information may also be found on the Internet at <http://www.APTA.org> or <http://www.apta.org/CurrentStudents/>.

### **5.17.0 EQUAL OPPORTUNITY, NONDISCRIMINATION, & AFFIRMATIVE ACTION**

The South College School of Physical Therapy is an equal opportunity school open to any qualified individual without regard to race, religion, sex, sexual orientation, age, color, national

or ethnic origin, or disability. Pursuant to all applicable federal anti-discrimination laws and regulations, including Section 504 of the Rehabilitation Act of 1973, the School of Physical Therapy does not discriminate against any of the protected categories of individuals in the administration of policies, programs, or activities. This non-discriminatory policy includes admission policies, loan programs, employment practices, and all other college-administered programs. The following individuals are charged with ensuring South College's compliance with these laws:

Dean of Student Services (Main Campus & Parkside Learning Site) 3904 Lonas Drive, Knoxville, TN 37909, Phone: 865-293-4539;

Dean of Academic and Student Services (Asheville Learning Site), 140 Sweeten Creek Road, Asheville, NC 28803, Phone: (828) 398-2566;

Dean of Academic and Student Services (Nashville Learning Site), 616 Marriott Drive, Suite 550, Nashville, TN 37214, Phone: (615) 802-3000

#### **5.18.0 FERPA RIGHTS AND RELEASE OF EDUCATIONAL RECORDS**

1. The Family Educational Rights and Privacy Act (FERPA) specifies that in most circumstances personally identifiable information about a student or release of his/her educational records to third parties may not be disclosed without the student's written and signed consent. The South College Catalog outlines information that is considered directory information and released without written consent of the student. Students who do not want even the directory information released may give written notice to the Registrar. The South College Catalog also includes policies and procedures relating to the Confidentiality of Student Records. These policies apply to all students.
2. The Family Educational Rights and Privacy Act affords students certain rights with respect to their educational records. They are:
  - a. The right to inspect and review the student's education records within 30 days of the date the College receives a request for access. The student should submit to the Registrar a written request (Request to Examine Records Form) that identifies the records he/she wishes to inspect. The Registrar will plan for access and notify the student of the time and place where the records may be inspected. If the registrar does not maintain the records, the student will be notified of the office that does maintain the records.
  - b. The right to challenge any data in the educational record that the student believes is inaccurate, misleading, or in violation of the privacy or other rights of the student. A written policy for review and amendment of records can be obtained from the Registrar.

- c. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Exceptions to this rule are (1) South College officials in the proper performance of their duties, (2) organizations conducting studies for educational and governmental agencies, (3) U.S. Government agencies as listed in Public Law 93380, (4) accrediting agencies, (5) parents of dependent children as defined in Internal Revenue Code of 1954, (6) appropriate persons in connection with an emergency, (7) other educational institutions upon request of transcripts for students seeking enrollment in that institution, (8) in connection with the award of financial aid, and (9) in response to legal court orders.
- d. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. Legitimate educational interest is defined as performing a task related to the student's education, or performing a task related to disciplinary or grievance committees.
- e. The right to file a complaint with the U.S. Department of Education concerning alleged failures by South College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.
- f. An exception is the disclosure of directory information. A South College directory, if published, contains the following information for each student: (1) name, (2) local address, (3) local telephone number, (4) permanent address, (5) permanent telephone number, (6) major field of study, (7) classification, (8) dates of enrollment, and (9) degrees received.
- g. The information in the Directory, President's and Dean's Lists, Commencement Bulletin is considered public information and is released without the written approval of the student. Additional items that are classified as directory information and that may be released without the written approval of students include dates of attendance, date and place of birth, participation in officially recognized activities, and the most recent previous educational institution attended by the student. Students who do not want their directory information released must give written notice to the Registrar prior to the first day of classes for the fall, winter, spring, and summer quarter directories.
- h. The College will, upon request, disclose educational records (with consent) to officials of another school in which a student seeks or intends to enroll. Written verification of such intent will be obtained. All requests to release a student's record must be made in writing and signed by the student as described under the "Requests for Transcripts" in the College catalog.

## 5.19.0 CONFIDENTIALITY OF STUDENT RECORDS

Faculty and staff members have a responsibility to protect the confidentiality of educational records in their possession in accordance with established FERPA guidelines. No information concerning a student's progress or standing will be released to organizations or persons outside the college community without the student's consent.

The Program maintains student files in electronic academic records. A secure electronic record for each student is maintained that provides secure access to program administration and faculty as assigned.

The following procedures are utilized to ensure confidentiality of student records:

- a. The Student Records Coordinator(s) maintains all student records for the program. Records related to clinical education are also maintained electronically by the DCE and Clinical Education Administrative Coordinator(s). After graduation, academic/clinical education files are archived. Records are retained in accordance with South College policies.
- b. The Information Technology Department maintains and monitors nightly backups of computerized data with automated scripts and then synchronizes this data on 4 different SAN servers, with the first located at the main campus and the second at the west Knoxville learning site. There are 2 additional SAN servers located in Nashville and Asheville that keep backups of all user network drive information. The Information Technology Department regularly reviews log files to determine that synchronized backups are working as designed without errors.
- c. **Anti-virus and anti-malware** – South College uses Dell Data Protection (DDP) that provides advanced threat protection using CYLANCE technology and employs artificial intelligence and machine learning to automatically block threats before they are able to execute. DDP is 100% predictive and prevents cyber attacks from being successful, providing less false positive readings and requires no signature updates. It also protects against the execution of advanced persistent threats and malware including zero day attacks, scripting attacks and targeted attacks such as spear phishing and ransomware. DDP enables compliance with industry standards, meeting PCI DSS Requirement 5 and HIPAA requirements for anti-virus and anti-malware solutions. As a bonus DDP uses a fraction of resources associated with anti-virus and traditional malware protection solutions improving performance out systems.

- d. **Network and Firewall Protection** – South College utilizes a Cloud Enterprise Firewall by Fortinet protecting all locations with 2 - single connections from our Private Cloud to the Public Cloud. Both the student network and the organizational network are completely separated using Fortinet firewall technology assuring that authorized users are able to access only the network in which rights have been granted. All student, faculty, and staff at South College are required to follow the secure login process which involves use of an assigned username and password managed by Microsoft Active Directory. To obtain the username and password a picture ID and CampusVue account with the complete information is required. All must login and be authenticated to gain access to secured systems where permissions have been granted.
- e. All student records are secured at all times, with access limited to the program Dean, Director of Student Affairs, Director of Clinical Education, Director of Operations, Clinical Education Administrative Coordinator(s), and Student Records Coordinator(s).
- f. All faculty accessing student records are responsible for the security and confidentiality of the file(s). Students may request copies of their records by contacting the Student Records Coordinator(s) directly.

### **5.20.0 SERVICES FOR STUDENTS WITH DISABILITIES**

Students with documented disabilities are entitled to receive approved accommodations or modifications, auxiliary aids, or appropriate academic adjustments that will enable them to participate in and benefit from all educational programs and activities of the College. All accommodations, modifications, and services are provided on a case-by-case basis and may vary depending on the needs of the student and his/her classes (online, on ground, or both). Reasonable accommodation refers to ways in which the College can assist students with disabilities to accomplish learning activities. Reasonable accommodation does not mean that students with disabilities will be exempt from completing certain tasks. Applicants who cannot complete essential program tasks, even with reasonable accommodation, are not eligible for admission. Any previously made offer of admission may be withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodation, *or* that the accommodations needed are not reasonable and would cause undue hardship to the institution, *or* that fulfilling the functions would create a significant risk of harm to the health or safety of others. Certain aspects of the academic program may be considered essential as designed. Accommodations which create a fundamental change of an essential element of the program will not be granted. Students may receive the same or similar accommodations in other areas of the program where the accommodation does not create a fundamental change to an essential program element.

*Requesting Accommodations:* Students who would like to request accommodations based on a documented disability are encouraged to speak with the Director of Student Success (DSS). The Director of Student Success will review the process and provide the initial Student Disability Services packet. Students will submit the Student Disability Services Registration form along with supporting documentation as outlined in the Documentation Guide. Students should request accommodations approximately one month prior to beginning classes to ensure timely approval of the accommodations.

Once the Director of Student Success receives the required form and documentation, he/she will review the student's request. Accommodations are determined based on the individual student's needs and therefore a meeting between the student and the DSS is often beneficial in the determination of appropriate accommodations. The DSS will provide students with written notification once the review is complete.

*Continuing Approved Accommodations:* Continuously enrolled students who are not seeking any changes in their approved accommodations will not need to provide documentation each term. To receive accommodations after the initial term, continuing students must submit a Request for Continued Services (RCS) form to the Director of Student Success prior to each subsequent term. The RCS form prompts the faculty notification of approved accommodations. It is the student's choice to disclose the need for accommodations each term, therefore, without a completed RCS form, faculty will not be notified of the approved accommodations.

*Waiver of Approved Accommodations:* Students are not required to use the approved accommodations but are encouraged to have them in place. A Waiver of Accommodations will be completed by the student and the instructor any time a student waives his/her approved accommodations.

South College does not discriminate on the basis of disability in education programs and activities pursuant to the requirements of Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Acts Amendments of 1974 and the Americans with Disabilities Act (ADA) of 1990. Inquiries and charges of violations concerning these acts should be directed to the Director of Student Success, South College, 3904 Lonas Drive, Knoxville, Tennessee 37909.

## **5.21.0 INFORMED CONSENT**

1. All persons participating as a "patient" during lab activities will provide informed consent prior to the interventions being performed. During the program orientation, each student will read and sign the *Student Release, Informed Consent, and Waiver* form

allowing students to utilize each other for the performance of the specified procedures during class activities.

2. Individuals who serve as demonstration or practice subjects for any component of the DPT Program will acknowledge their voluntary participation after being briefed regarding the contraindications, risks and benefits of the physical therapy procedure to be performed. Verbal informed consent (obtained at the beginning of the recording) will be obtained from any person or patient volunteer who participates in a demonstration or practice session using the *Participant Informed Consent* form. In cases of children or minors (during pediatric courses), the parent or legal guardian will be informed of the lab procedures prior to granting recorded verbal consent. ***All participants have the risk-free right to not participate in demonstrations performed in the academic laboratory setting.***
3. Students will follow local clinic policies and all applicable state or federal regulations regarding patient informed consent during clinical education experiences. ***All patients have the risk-free right to not participate in clinical education.***

#### **5.22.0 MEDIA RELEASE**

1. At various times throughout the program, students will be required to videotape themselves while performing selected examination or treatment procedures on subjects. During academic courses, subjects may be fellow students, family members or friends willing to support your professional development. The student will obtain the subject's consent using the *Media Consent Script* to be read and recorded at the beginning of the filming.
2. Students will follow local clinic policies when filming or photographing patients for clinical education coursework. If no policy exists, students will gain permission from the clinical faculty to use the South College consent form.

## **SECTION 6.0: SCHOOL OF PHYSICAL THERAPY STUDENT CONDUCT STANDARDS AND REGULATIONS**

### **6.1.0 ACADEMIC PARTICIPATION**

1. Regular and active class participation in learning activities are hallmarks to adult learning and the professional responsibility for every student. The DPT curriculum, as well as individual courses, arrange learning experiences in a sequential manner to ensure understanding of new information, knowledge, and skills and integration with previously introduced material. In addition, the collaborative learning activities used in virtually all DPT courses require regular interaction between and among students and faculty. Students are expected to be present and on time for all scheduled learning activities and assessments. Students are advised not to schedule travel arrangements or other appointments during weekdays until they have received the syllabi for the quarter. Travel arrangements or other appointments that conflict with a learning activity or assessment must be rescheduled or result in a grade of zero for that activity or assessment.
  
2. Online courses
  - a. While most learning activities occur asynchronously during online courses, this should not be construed as being self-paced or self-study. Many of these activities have completion dates and/or times that must be adhered to. These dates help students stay on schedule and allow time for student interaction and collaboration during learning activities. As a result, active participation and effective time management are critical behaviors for the online student.
  
  - b. Several courses will utilize synchronous learning activities such as web-based class sessions. These activities are considered class time for which student participation is mandatory. Faculty will use the course syllabus to clearly identify the dates and times for all live online sessions. Refer to the individual course syllabus for all course requirements and expectations.
  
  - c. If an absence is anticipated, it is the student's responsibility to notify the instructor, in person, by phone, or email, prior to the scheduled class or activity. Students should consider webinar login time and potential internet issues/availability when logging into synchronous learning activities to ensure full student participation. It is also the student's responsibility to maintain an operable computer and reliable high-speed internet service at all times. Redundancy with one or more portable devices is highly recommended and encouraged.

### 3. Onsite Lab Immersion Sessions

- a. Onsite lab immersion sessions are strategically scheduled toward the end of each academic quarter. Student participation is mandatory for each onsite lab immersion. In addition to providing critical face-to-face learning activities for hands-on skill development, these sessions provide opportunities for academic and professional counseling with your academic advisor or other faculty, student services with administrative personnel, and social interactions with other students.
- b. Onsite lab immersion dates are scheduled well in advance (though dates are subject to change). These dates are available on the program's academic calendar and provided to all incoming students during orientation. Due to their importance and compressed nature, excused absences from lab immersion sessions are generally not permitted. It is the student's responsibility to block these dates and schedule significant life events (marriage, reunions, etc.) accordingly. Additionally, students should make travel arrangements that ensure participation during all scheduled class times.

### 4. Online/Lab Immersion/Exam Make-up

- a. You are responsible for all information presented in each class, whether you are present or not. It is the student's responsibility to obtain information missed. Individual instructors will determine whether make-up work is required or allowed. Refer to the individual course syllabus for specific information on making up points or time missed.
- b. If a student misses, or plans to miss, a significant portion of a course, the individual instructor may refer the matter to the Director of Student Affairs and the Administration Committee to recommend decisions on student status and ability to progress.
- c. If a student requires remediation and/or re-testing for the lab immersion portion of a course, they may be required to stay onsite for additional days. Costs for housing and travel arrangements are the responsibility of the student.

### 5. Clinical Education Experiences/Internship

- a. Students must be engaged in clinical education full time and therefore, employment during clinical experiences is not permitted. Be aware that if a student attempts to work during clinical experiences and employment interferes with attendance and participation in clinical classes/externships, these absences will be unexcused and students will be subject to disciplinary action or dismissal from the Program.

- b. Students are expected to work the “schedule” of the clinical instructor during full-time experiences. This may include (but is not limited to) alternate weekly schedules (four 10-hour days vs. five 8-hour days) and weekend/after-hours coverage.
- c. Because clinical faculty/instructors are charged not only with instructing students but also with providing assessment, including documenting of proficiency and safety of student performance across a wide spectrum of care, there is a limit to both the quantity and quality of “make-up” hours/days available for missed clinical time (even “excused” time). Please see the Clinical Education Handbook for details regarding participation policies during clinical experiences.

## **6.2.0 CLASS CANCELLATION/INTERRUPTIONS**

1. **Class Cancellation.** Class cancellation is not a concern during asynchronous online didactic instruction. If a faculty member must cancel a live online learning activity or class, it is the faculty member’s responsibility to notify all students via email prior to the scheduled class time. If unable to do so, the faculty will notify the Program Director who in turn, will notify the students. If the class session is to be made up, it is the responsibility of the faculty member to schedule the make-up session and communicate this to students.
2. **Class Interruption.** Internet outages, power outages, webinar service downtime, and other technology difficulties may periodically disrupt the initiation or ongoing delivery of live online learning activities or classes. If an interruption occurs that affects the entire class, the faculty will notify students via the class leader. Students must remain online for a minimum of 30 minutes and await further instructions while service is being restored. If a service interruption affects an individual student, it is the student’s responsibility to immediately notify the instructor via email or phone. The instructor will determine whether make-up work is required or allowed.

## **6.3.0 CLASS / CLINICAL EDUCATION CONDUCT**

1. Students are expected to conduct themselves in a professional and responsible manner, thereby creating an environment that embraces the values of South College and the School of Physical Therapy.
2. Student conduct will adhere to the following requirements.
  - a. It is required that students be on time for all scheduled didactic class sessions (online lecture, chat, etc.) and laboratory sessions:
    - i. Students are expected to be present in the classroom (virtual as required) or laboratory at the scheduled time.
    - ii. Students are expected to be in practice sites as scheduled by the Director of Clinical Education and Clinical Faculty.
  - b. Students must be prepared for class, laboratory, and clinical sessions:
    - i. Students are expected to utilize a device (i.e. a tablet and/or computer) with wireless capabilities for each class, laboratory, and clinical session.
    - ii. Students are expected to complete the assigned readings and any other out-of-class assigned work before the start of each class, laboratory, and clinical session.
    - iii. Students are expected to adhere to the dress code requirements outlined in the Dress Code Policy published in the DPT Student Handbook, DPT Clinical Handbook, and the South College Student Handbook for lab sessions and clinical experiences.
  - c. Students must be attentive and engaged in the learning process:
    - i. Students should be actively engaged in all online and onsite learning activities. Participation in online discussion forums, live webinars, and onsite learning activities is imperative for collaborative student learning. This participation is a graded element in most online courses.
    - ii. If a student is unsure of his/her ability to progress or to perform any required skills, he/she should ask the faculty member for assistance in a timely manner.

- iii. Students should assure mastering of all course objectives and programmatic learning outcomes and competency statements as described in the course syllabus and School of Physical Therapy programmatic assessment plan.
  - iv. Students should complete self-assessments, faculty evaluations, course evaluations, and program assessments as directed in the School of Physical Therapy programmatic assessment plan.
- d. Students are expected to be respectful, responsible, and professional:
- i. Treat fellow students, faculty, staff, and all employees with respect.
  - ii. Be helpful, friendly, cooperative, and demonstrate advocacy and compassion.
  - iii. Students will not use any electronic communication devices (e.g., cell phones, email, social media, etc.) during class or clinical education sessions unless authorized by the faculty or clinical instructor.
  - iv. Respond to the needs of patients and healthcare providers with guidance from the faculty member.
  - v. Act in accordance with the policies and regulations of South College, the School of Physical Therapy, and clinical education facility.
  - vi. Complete tasks on time, show reliability, and assume responsibility for one's own conduct.

#### **6.4.0 USE OF DISTRIBUTED MATERIALS AND LECTURES**

1. As a hybrid program, DPT students will have extensive access to audio and video recorded lectures, handouts, and other printed or electronic media materials. These lectures and materials have been developed by or for South College and the School of Physical Therapy for the sole purpose of educating students enrolled in the program. Students are expected to be familiar with the appropriate use of these lectures and materials according to the following requirements:
  - a. South College makes audio and video recorded lectures and handouts available to students.

- b. It is a violation of the South College Code of Student Conduct and Regulations and the South College Honor Code to communicate or distribute through any vehicle or media any materials recorded at or produced by or for South College and the School of Physical Therapy to any other individuals, including South College students.
- c. Violation of this policy may lead to academic dismissal.

### **6.5.0 HIPAA AND RELATED POLICIES**

1. DPT Program students will have access to confidential information related to other students, patients/clients, or others during their course of physical therapy education. Students receive training in protecting patient/client confidentiality and Health Insurance Portability and Accountability Act (HIPAA) guidelines. A HIPAA training module in Canvas - complete with presentation and quiz - must be completed prior to the student's first clinical rotation. Upon successfully completing the quiz (score of 90% or higher), the student will be issued a Certificate of Completion to be uploaded in the clinical education records system - Exxat.

It is a student's responsibility to maintain the confidentiality of any information related to patients and/or clients. Specifically, per HIPAA guidelines, the following behaviors are prohibited:

- a. Releasing confidential patient/client information by any means (i.e., verbally, electronically, or in print) to any individual/agency who does not have the legitimate, legal or clinical right to the information.
  - b. Unauthorized use, copying, or reading of patient medical records.
  - c. Unauthorized use, copying or reading of employee/hospital records.
  - d. Taking patient records outside the clinical facility.
  - e. Any tampering of patient information.
2. This policy applies not only to patients/clients with whom the student has direct contact in the clinical setting, but to *any* personal/confidential information to which the student may have access while participating in physical therapy education.
  3. The student is to use discretion when discussing patient/client information with other *appropriate* individuals to assure that the nature of the discussion remains professional, pertains only to information clinically relevant while in the clinical setting, and cannot

easily be overheard by those not involved in the patient's care. When discussing any patient information for educational reasons in the classroom, information must be properly de-identified and/or appropriate authorization obtained.

4. Additionally, some clinical facilities will have their own published policies/ procedures related to protecting patient/client information that students are expected to follow.
5. Violations of this policy may result in sanctions and may be grounds for dismissal from the program.

### **6.6.0 GRIEVANCES**

1. Any person may file a grievance with the South College School of Physical Therapy regarding any aspect of the DPT Program. Grievances may include, but are not limited to, admissions policies, inappropriate faculty or student conduct, inequities in grading, and/or failure to adhere to South College or School of Physical Therapy policies. It is the responsibility of the Program Director and Dean of the School of Physical Therapy to ensure that grievances are investigated and responded to in a timely and thorough manner. The School of Physical Therapy encourages persons with grievances to promptly seek resolution using the following guidelines. All formal written complaints are immediately communicated to the Dean of Student Services as an institutional complaint log is maintained to include the complaint date, individual, topic, and actions taken.
2. If the grievance concerns a course assessment or assignment score/grade, the following guidelines apply.
  - a. Students who have a concern regarding a score/grade (NOT a final exam/assessment or overall final grade. see #d) should initiate the review process within 3 working days of the receipt of the score/grade. Decisions at each stage of the review process will be provided to the student within 48 hours of meeting with the student either virtually or on-site.
  - b. The student is encouraged to request a review of the score/grade with the faculty member(s) responsible for that assessment or assignment. If the concern is not resolved, the student is encouraged to request a review of the score/grade with the course coordinator. If the concern continues to be unresolved, the student is encouraged to request a review of the score/grade with the Program Director of the School of Physical Therapy.
  - c. No assessment will be returned to the student.

- d. For a final course assessment/assignment or overall final grade, the student has twenty-four (24) hours from grade posting to initiate the review process within the School of Physical Therapy. The institutional procedures for challenging grades can be found in the South College Catalog and South College Student Handbook. The South College Student Handbook provides information regarding institutional appeal procedures and grievance procedures.
3. The following guidelines apply for grievances not related to academic scores/grades.
    - a. Specific grievances about a student, faculty member, or the program should be documented in writing and discussed first with the appropriate academic coach. The Grievance Report is located in the Student Resource Page in Canvas. The completed report is submitted by the academic coach to the Director of Student Affairs for the respective student's cohort
    - b. Specific grievances about a course or course faculty member should be documented in writing and discussed with the primary instructor for the class. If resolution is not achieved, the grievance should be elevated to the Program Director.
    - c. Unresolved grievances will be elevated to the Program Director of the School of Physical Therapy and then to the Dean of Student Services.
    - d. Grievances related to program accreditation should first be managed using the guidelines above. If the grievance is not resolved satisfactorily, the individual may then direct the grievance to the Commission on Accreditation in Physical Therapy Education (CAPTE). Contact information for CAPTE can be accessed through the APTA website at [www.apta.org](http://www.apta.org) or by calling the Department of Accreditation of APTA at 703-706-3245. CAPTE can only respond to specific PT accreditation criterion violations. If a student chooses to file a complaint with CAPTE, the signed letter of complaint should be sent to:

Commission on Accreditation in Physical Therapy Education.  
3030 Potomac Ave., Suite 100  
Alexandria, Virginia 22305-3085

4. The School of Physical Therapy Grievance Policy and Procedures are supplemental to the South College Grievance Procedures. The institutional Grievance Procedures are available in the South College Catalog and the South College Student Handbook. All procedures are also published on the South College website. The contact page of the South College website provides an avenue for any concern or issue to be communicated to the institution. Once received by the office of the Dean of Student Services, the

appropriate School/Department will be notified and appropriate actions determined to ensure that the concern/issue is addressed in a timely manner.

### **6.7.0 COMPUTER REQUIREMENTS**

Students are required to have a laptop computer **and** a mobile device that meet the following specifications.

1. **Laptop Computer** - Windows or Apple operating systems are acceptable. Chromebooks or similar devices using the Chrome operating system do NOT work with our examination software; Therefore, they are not recommended nor acceptable for use while in the DPT program.

The following is a list of minimum requirements:

**Windows**

**Mac**

Processor	i5 or faster	i5 or faster
Display	<u>13 inch</u> display (or larger recommended)	<u>13 inch</u> display (or larger recommended)
Hardware	Webcam capabilities required	Webcam capabilities required
Operating System	Windows 10 or higher	Apple OS X 10.13 (High Sierra) and OS X 10.14 (Mojave)
RAM	8GB (or larger)	8GB (or larger)
Hard Drive	256GB (or larger)	256GB (or larger)
Networking	Wireless: 802.11g (or higher)	Wireless: 802.11g (or higher)
Bandwidth	Minimum 20Mbps Download/2 Mbps Upload Speed	Minimum 20Mbps Download/2 Mbps Upload Speed
Carrying Case	Quality case suggested for your protection	Quality case suggested for your protection
Warranty	3 Yr. Limited Warranty with Next Business Day On-Site Service is suggested	AppleCare Protection Plan for up to 3 years is suggested
Flash Drive	1 TB (or larger) USB Flash Drive/external storage	1 TB (or larger) USB Flash Drive/external storage
Software <sup>2</sup>	Microsoft Office 365 (Available for free download from South College student email account.) Anti-Virus & Malware Software Acrobat Reader Other computer software/ applications required by the program	Microsoft Office 365 (Available for free download from South College student email account.) Anti-Virus & Malware Software Acrobat Reader Other computer software/ applications required by the program

2. **Mobile Device** - Android and Apple products are acceptable and must have mobile broadband capabilities. Please see below for example products:
  - a. Android - Example products include phones and tablets from Acer, ASUS, Google, HTC, and Samsung. Android operating system version 8.x or higher is required.
  - b. Apple - Example products include the iPhone and iPad of various generations. Apple operating system version 10.x or higher is required.

- c. Microsoft - Products such as Surface, Surface Pro, and Lumia devices are NOT supported as multiple software applications required for the program are not currently compatible with Windows operating systems.
- d. Mobile broadband capability for the mobile device is suggested to provide an internet connection when a local wireless network is not available.

**Notes:**

1. Students are required to have the laptop computer and mobile device in their possession at the time of the Doctor of Physical Therapy Program Orientation.
2. Software is required that enables viewing and editing frequently used file types including Microsoft files (Word, PowerPoint, and Excel) and portable document files (PDFs). Even while using the most compatible applications, some software and applications may not be fully compatible with all hardware and across all platforms. For example, Adobe Flash files may not run on some Apple and Android operating systems. In these situations where incompatibility results, it is the student's responsibility to view any required files utilizing compatible hardware or utilizing the South College computer laboratory. All assessments, with the exception of certain lab exams, contributing to >5% of the final course grade will be administered via a secure-testing computer software. At the beginning of the student's first quarter of the program, they are required to download and register ExamSoft testing software. Tablets and mobile devices cannot be used for computer-based testing.
3. A variety of mobile device applications are required for use throughout the program.
4. It is recommended that students load Chrome, Firefox, and Safari browsers on their computers. Canvas works best in these internet browsers.

## **6.8.0. TECHNOLOGY AND INFORMATION SECURITY**

1. Use of Engaging and Effective Technology
  - a. A stated program goal of the DPT program is to "be a national leader in the development of contemporary blended learning content and strategies for DPT education." To achieve this goal, the program encourages faculty to develop, integrate, and/or use emerging technology in ways that improve course delivery, active learning, and student outcomes.
  - b. In all circumstances, faculty must insure protection of student data in accordance with FERPA and South College policies. All personal computers and electronic devices must be password protected and maintained in secure environments.
2. Information Security Measures

- a. The South College Network is built on the Cisco Systems infrastructure providing firewall protection, VLAN technology, and secure wireless connections across the campus and remotely. All Faculty and Student South College resources require a secure login with a South College username and password managed by Microsoft Active Directory.
  - b. The institution assigns a unique user name and unique password. The student must logon and be authenticated to gain access to the Student Portal, Library Resources, Printing, Canvas learning management sites, OneDrive file management system, and the South College email system.
3. Information Technology Systems/Platforms for Education and Security. The program uses the following standardized systems to ensure test security and integrity, determine student identity and ensure student privacy and course quality:
- a. Canvas – South College uses the learning management system, Canvas, to support the delivery of hybrid and distance learning courses and programs. Students are provided an orientation to Canvas during program orientation. Students' have access to their own grades in Canvas but are not able to see grades of other students. Faculty access to student grades and records in Canvas is restricted to appropriate faculty and staff for each individual course.
  - b. ExamSoft – ExamSoft offers a market-leading assessment-management solution that supports the entire testing process, including exam creation, administration, delivery, scoring, and analysis. Exemplify is ExamSoft's high stakes assessment program that enables exam takers to securely take assessments on their own devices or in labs by blocking access to files, programs, and the Internet during assessments. Additional security features include identity verification and video monitoring that are activated for all examinations.
  - c. Turnitin Originality Check – This program is fully integrated into Canvas and checks students' work for improper citation or potential plagiarism by comparing it against the world's largest academic database. Turnitin shows how much of the student's submission matches content from Turnitin's databases so instructors can quickly understand how much content is unoriginal.
  - d. Zoom - programs used for synchronous sessions that include a whiteboard, quizzes, breakout rooms, and cloud storage to upload and share course content with attendees.
  - e. Respondus Monitor - Respondus Monitor® builds upon the power of LockDown Browser, using a student's webcam and industry-leading video analytics to prevent cheating during non-proctored exams. LockDown Browser® is a custom

browser that locks down the testing environment within a learning management system.

- f. Exxat - The School of Physical Therapy's comprehensive clinical education management system. Exxat facilitates student placement at clinical sites, student entry of clinical experiences, evaluations, and reporting.
4. Technology Education, Resources and Support
    - a. The Information Technology (IT) Department provides support and training to students on all types of technology including email, student portal, college website, and printing. All new students are oriented to these systems and processes prior to beginning courses. The IT department provides ongoing support for any technological challenges through email, phone consultation, help desk, and in-person. All students have access to live "24/7" technology support for Canvas. Tech support for other IT issues is available through the South College online Help Desk located at [helpdesk.south.edu](http://helpdesk.south.edu).
    - b. The Student Canvas Orientation provides important information to program students about participating in hybrid and distance learning courses, including answers to frequently asked questions, a list of minimum technical requirements, steps for viewing Canvas help resources, details on accessing distance learning courses, steps for uploading files into a Canvas site, and tips for being a successful learning student.

#### **6.9.0 USE & MAINTENANCE OF LAB FACILITIES AND EQUIPMENT**

1. The DPT Lab is available to PT students during or after regular school hours to allow study and practice time as well as for sanctioned research projects or development of class presentations.
2. Students will have priority access to this facility during normal business hours unless the room is needed for student remediation of a practical examination or skills check.
3. Students will have access to the DPT Lab anytime the lab is not being used for formal instruction during normal business hours (7:30 a.m.-8:00 p.m.). Prior to use, students must verify lab availability through the program office. Individual faculty may also provide supervised lab practice sessions during or after normal business on an as needed basis. Approval of lab and/or equipment use may be based on student need and faculty/staff availability for onsite supervision.
4. Lab equipment is to be maintained regularly, and inspected annually for safety and

function.

5. Student Responsibilities:

- a. Personal conduct in a professional manner, respecting and facility and equipment, and ensuring the safety of all in attendance at all times.
- b. Provide for the proper use of all equipment.
- c. Clean and return all equipment when not in use.
- d. Report all malfunctioning equipment to the program office immediately.
- e. Provide lab security by ensuring the facility is locked and key returned to the office when completed.

6. Faculty / Staff Responsibilities:

- a. Approve or disapprove student use of facility and equipment based on program schedule and needs.
- b. Provide onsite supervision as deemed appropriate.

7. Dean or Designee Responsibilities:

- a. Ensure lab facilities and equipment is maintained in proper working order and that malfunctioning equipment is removed from use.
- b. Schedule an annual safety and function inspection by qualified equipment company representatives and ensure that records of inspection and functionality are maintained.

## **SECTION 7.0: SOUTH COLLEGE STUDENT CONDUCT**

## **STANDARDS AND REGULATIONS**

The following standards and regulations have been adopted by South College to insure the safety and wellbeing of the student body and the college facilities. Any student found guilty of an infraction will be accorded due process as explained in the Disciplinary Procedures section of the South College Student Handbook.

### **7.1.0 ACADEMIC IRREGULARITY**

1. All students shall abide by the South College Academic Honor Code. (See Section 8.0 of this handbook or the South College Student Handbook)
2. Students participating in a college sponsored work experience (internships, clinical situations, field projects or other college authorized experiences) shall not leave his/her worksite without express permission of the supervisor in charge.

### **7.2.0 FALSIFICATION OF RECORDS**

1. Students shall not alter, forge, counterfeit, or cause to be altered, forged, or counterfeited, any records, documents, or forms in use at South College.

### **7.3.0 FINANCIAL RESPONSIBILITY**

1. Students are expected and required to meet all financial obligations to South College while enrolled. The college reserves the right to prohibit any student from attending courses if financial arrangements are not made to the college's satisfaction.

### **7.4.0 COMPUTER POLICY**

1. Students shall abide by the South College Computer Code of Ethics available via the student portal (Academics>Computer Code of Ethics). As described in detail in the code, computers cannot be used in any manner that violates any local, state, or federal laws or infringes copyright provisions as part of South College courses. The use of computers to violate the welfare, safety, or privacy of students, faculty, administration, or others is prohibited.
2. Students are responsible for any and all uses of their computer accounts. In particular, security passwords should be protected information, changed periodically to improve security, and not shared with other individuals.

3. As a hybrid program, a significant portion of the curriculum is delivered in a credit bearing distance-learning format. As such, the program must comply with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315 concerning the verification of student identity in distance learning. In essence, the program must verify that the student registered for a course is the same student who participates in and completes the course requirements and receives academic credit.
4. The DPT program will use the following methods to ensure registered students are completing the assigned coursework:
  - a. Students will use an individual secure login and password when accessing courses and completing coursework in the Canvas Learning Management System.
  - b. ExamSoft, Turnitin Originality Check, and Respondus to ensure integrity in the program. Additionally, faculty will use pedagogical practices to verify student identity. Faculty will be alert for sudden changes in academic performance, writing styles, or odd online behaviors exhibited by the student.
5. Privacy Protection: South College will protect the privacy of all student information used to verify student identity. This includes, but is not limited to, the student's security password and any personal identifying information used in the process of resetting passwords. Individual usernames and passwords are sensitive information and should be protected by the student.

#### **7.5.0 COPYRIGHT INFRINGEMENT**

1. Students shall not share files with peers without authorization, and/or illegally download and/or distribute copyrighted materials using the institution's information technology system without authorization. Incidents that occur in regards to academic work are violations of the Academic Honor Code and the Honor Code procedure and penalties will be applied. In non-academic situations, the disciplinary procedures for violations of the Student Conduct Standards and Regulations will be followed.

#### **7.6.0 DAMAGE TO PROPERTY**

1. The willful and malicious damage or destruction of South College property or off-campus utilized property (buildings, contents, and the outside physical area surrounding the buildings) is prohibited. Students are obligated to pay for all property damage caused by improper use.

#### **7.7.0 THEFT**

1. Students shall not take, attempt to take, possess, or sell any property that is not his/her own, without appropriate authorization.

### **7.8.0 FIREARMS AND WEAPONS**

1. Students are prohibited from possession and use of firearms or other weapons while on any South College campus or at any off-campus college sponsored activity. Exception: Certified law enforcement officers who are enrolled at South College must register with the Vice President of Institutional Effectiveness and Student Services each quarter.

### **7.9.0 DRUG-FREE SCHOOL POLICY (INCLUDING ALCOHOL)**

1. It is the policy of South College to maintain a safe and healthy environment for its students and employees.
  - a. Thus, any student who is intoxicated or is under the influence of any drug or controlled substance including alcoholic beverages, or who misuses legally prescribed or “over-the-counter” drugs will be subject to disciplinary action.
  - b. Additionally, the unlawful manufacture, distribution, dispensation, possession, or use of drugs or alcohol is prohibited on any South College campus, in any of the college’s buildings, or as a part of any college-related activities (such as field trips, internships, or social activities). Such illegal use of drugs is a violation of local, state, and federal laws.
  - c. If any of these violations do occur, further disciplinary action may occur in the form of immediate dismissal from South College, and/or mandatory counseling or rehabilitation by an appropriate agency.
  - d. If a student’s performance, either on campus or when participating in college-sponsored activities (either academic or non-academic activities) while off campus, may have been affected in any way by abuse or misuse of drugs (either legal or illegal drugs) or alcohol, or that a student has otherwise violated the Drug-Free School policy, it may require the student to submit to an alcohol and/or drug test. (See Drug-Free School Policy and Drug Testing Procedures: page 22 of the South College Student Handbook.)
  - e. If a student refuses to submit to testing in a reasonable period of time, refuses to authorize the release of test results to the colleges, tampers with a drug test or

tests positive for drugs or alcohol as a result of such a test, he/she will be subject to disciplinary action up to and including dismissal from the institution.

- f. Additional information relating to this policy is distributed at the new student orientation sessions conducted each quarter and is available from the South College Student Services Department staff.

### **7.10.0 DISORDERLY ASSEMBLY**

1. Assembly on campus or at an off-campus utilized facility for the purpose of creating a riot, causing a disruption to the academic environment, or interfering with or undermining the effective operation of the college is prohibited. Individuals or groups who do so will be subject to disciplinary or legal action.

### **7.11.0 DISORDERLY CONDUCT**

1. Any conduct that is disorderly or obscene or that causes a breach of peace on campus or at any college-sponsored function is prohibited and should be reported immediately to the Dean of Student Services. The following are samples of disorderly conduct:
  - a. Students shall not disrupt a class session in progress.
  - b. Students shall not strike, push, or physically assault another student, a member of the faculty/staff, or a visitor to the campus.
  - c. Students shall not attempt to enter any college-sponsored event without proper identification, as determined necessary by the college.
  - d. Oral or written conduct or expressions that slander, harass, demean, degrade, bully, discriminate, or threaten and/or are offensive to the prevalent standards of the college or its community is prohibited.
  - e. Students who take other actions deemed inappropriate in a college setting will be held accountable for their actions.
  - f. Students who take other actions deemed inappropriate in a college setting will be held accountable for their actions.

### **7.12.0 UNPROFESSIONAL CONDUCT**

1. Any conduct that is deemed unprofessional is prohibited and should be reported immediately to the lead faculty, Director of Student Affairs, or the Program Director. The following are samples of unprofessional conduct:
  - a. Using inappropriate and/or curse words or displaying offensive hand signals.
  - b. Ignoring or disrespecting an instructor or an administrator.
  - c. Disregarding the directions given by an instructor or an administrator.
  - d. Writing inappropriate language or expressions that are viewed as offensive to the prevalent standards of the college or its community.
  - e. Other actions deemed inappropriate in a college setting.

### **7.13.0 SEXUAL ASSAULT AND SEXUAL HARASSMENT**

1. South College does not sanction, nor will it tolerate, any behavior by faculty, staff, or students that constitutes sexual assault or sexual harassment. Any student who feels that he or she has been the victim of sexual assault or sexual harassment is strongly encouraged to report the incident immediately to the Title IX coordinator for the Parkside campus and follow the procedures as described in the [South College Student Resources webpage](#). Allegations should be reported to the Title IX Coordinator using the Sexual Harassment (Title IX) Incident Form located in the student resources in Canvas.

### **7.14.0 SOCIAL MEDIA**

1. Students are expected to adhere to the same behavioral standards when using social media as they use when interacting with others in person. Social media are communication tools which when used inappropriately can damage reputations and cause harmful reactions.
2. A student is in violation of this policy when he/she uses social media to slander, harass, demean, degrade, bully, discriminate, or threaten others and/or when postings are offensive to the prevalent standards of the college or its community. These postings include photographs, pictures, diagrams, drawings, video, video clips, films and other material which may be inflammatory or demeaning.
3. If a student has been identified as having openly disparaged South College, or members of its community in a libelous or harassing manner in a public Internet forum – Facebook, Twitter, etc. – or via phone usage, the student may face disciplinary action, comparable to if the offense occurred on campus. Any student who has encountered a bullying incident should report the violation to the Director of Student Affairs or Program Director.

### **7.15.0 DRESS CODE**

1. Appropriate dress is a subject of contention for many professional schools, businesses, and corporations. While business formal is more easily defined, business casual has many interpretations, causing confusion among the members of these organizations. Business casual is not a uniform, but it does set expectations for acceptable daily attire. The South College School of Physical Therapy defines business casual as dressing in a professional, relaxed, yet neat and pulled together manner...a middle ground between formal business attire and casual wear.
2. The DPT Program is a setting where students, faculty, guests, patients, other professionals, and the general public form an impression of us based on our appearance and conduct. Students are required to wear attire that conforms to the image of the professional physical therapist. This style of dress is expected of students while on campus for classes, on-campus events, meetings and off-campus events, unless otherwise specified.
3. During clinical education experiences, students must follow the facility-specific dress code policies of each clinical site to which they are assigned. If lab coats and/or scrubs are required by the facility, then the student will be responsible for securing those items. Students should be well groomed and appearance should reflect modesty and cleanliness. Dress and attire should conform to the image of the professional physical therapist. If a

facility has no specific dress code, students must conform to the standard dress code established by South College.

4. The School of Physical Therapy Dress Code, as an extension of the South College Dress Code found in the South College Student Handbook, is as follows in relation to any on-campus class sessions, in relation to lab sessions, and in relation to clinical settings:
  - a. Casual, extreme, or “faddish” clothing, hairstyles, manner, or appearance are not permitted in the classroom, library, laboratories and/or clinical facilities. Students should be well groomed. Dress and appearance should reflect professionalism, modesty and cleanliness.
  - b. Women: Skirts and dresses must be no shorter than within 3 inches of the knee (no mini-skirts). Full-length trousers of a non-denim material combined with a short or long sleeved blouse or shirt is also considered acceptable. Strapless, tube and spaghetti strap tops are strictly prohibited.
  - c. Men: A combination of collared shirt (such as a dress shirt or polo shirt), slacks or cotton non-denim trousers (such as khakis or chinos) is generally acceptable. Shirts are to be tucked in.
  - d. Footwear: Dress shoes are acceptable footwear. No sandals, flip-flops, or heels over 3 inches (low heeled shoes are preferable). Boots no higher than mid-shin are acceptable. Open-toed shoes are not acceptable in lab courses.
  - e. Personal Grooming: Hair must be clean and neat, and must be fashioned as to not fall forward or over the sides of the face when working with patients/clients or otherwise interfere with patient care. If worn, beards and mustaches must be clean and neatly trimmed. Nails will be kept short in order to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient/client.
5. **Unacceptable** attire for either gender includes rumpled or ripped clothing, mini skirts, underwear as outerwear, shirts with obscenities, crop tops, or any top exposing midriffs or cleavage.
6. **Exceptions**
  - a. Clinical Internship: While present in any clinical education setting, student dress will be subject to rules and regulations established by that clinical facility.
  - b. Laboratory Activities: Course syllabi will stipulate appropriate dress standards for lab activities as this may vary between courses. In general, loose fitting gym shorts, t-shirts or tank tops, appropriate undergarments, and sneakers or sandals

are commonly required for lab sessions. Females shall wear a sports bra or swimsuit top when upper quarter or trunk laboratories are held. In general, dress should be modest but allow students to expose areas for observation and palpation applicable to the specific laboratory experience..

#### 7. Dress Code Violation Consequences

- a. The South College School of Physical Therapy has made professionalism a point of emphasis of its academic, clinical and experiential components. As such, adopting and projecting a professional look should be part and parcel of the student experience. Following the dress code guidelines is an expectation at the college. If there is doubt if an item of clothing is a violation of the dress code, don't wear it.
- b. **All members of the School of Physical Therapy administration and faculty will police this policy. Faculty may choose to not admit you to class or lab, causing an absence. Administrators may counsel students and/or require the student to change into appropriate clothing. Instructors may refuse to let a student participate in the activity for the day.**

#### 7.16.0 JEWELRY AND TATTOOS

1. Students should not wear excessive fragrance, makeup, or jewelry.
2. Visual display of jewelry or other objects by means of body piercing, with the exception of one pair of earrings, is prohibited. This prohibition applies while on campus and off campus while participating in a South College required or sponsored academic, social, or other activity.
3. Any jewelry, including jewelry not displayed by means of body piercing, that interferes with the student's ability to perform class, lab or clinic activities or poses a safety concern for simulated or actual patients is also prohibited. Students must remove excessive jewelry prior to learning activities.
4. Easily visible tattoos may be required to be camouflaged, covered or removed. Visual display of tattoos that offend a reasonable standard of decency (e.g., obscene, sexually explicit, vulgar) is prohibited at all times.

#### 7.17.0 FOOD AND BEVERAGES

1. The eating and drinking of food and beverages is prohibited in all college buildings except in the student break areas. Receptacles for trash are provided in these areas.

#### **7.18.0 SMOKING/OTHER TOBACCO USE**

1. Smoking, electronic cigarettes, chewing tobacco, or dipping snuff are prohibited on the college campus except in personal vehicles. The use of all tobacco products is not allowed in the buildings or on the campus grounds. Policies must be followed at off-campus utilized locations as communicated by the facility.

#### **7.19.0 PARKING**

1. Students and college employees use parking lots on a first-come, first-served basis. Students may not park in any spaces that are reserved for faculty and staff. There are also spaces designated for the handicapped (a valid state-issued sticker, plate or hang-tag must be displayed on the vehicle). A South College Parking Decal must be displayed at all times. Violation of campus parking policies may result in the towing of associated vehicles.

#### **7.20.0 STUDENT I.D.**

1. The use of a student identification card by anyone other than its original holder is prohibited. Lending, selling, or otherwise transferring a student identification card is also prohibited. Students are asked to have their Student I.D. with them anytime they are on campus and may be asked to show it.

#### **7.21.0 REASONABLE SUSPICION**

1. Whenever the college has reasonable suspicion that a student's performance, either on campus or when participating in college-sponsored activities (academic or non-academic) while off campus, may have been affected in any way by abuse or misuse of drugs (legal or illegal) or alcohol, or that a student has otherwise violated the Drug-Free Campus policy, it may require the student to submit to an alcohol and/or drug test. Reasonable suspicion sufficient to test will be based on a reasonable and clear belief that the student is abusing or misusing drugs (legal or illegal) or alcohol, or is otherwise in violation of the policy based on specific, current, or continuing physical, behavioral, or performance indicators of probable drug or alcohol abuse or misuse.

2. Please see the South College Student Handbook for information on the following matters.
  - a. Student Organizations and Activities
  - b. Visitors and children on campus
  - c. Campus safety and security
  - d. Reporting a crime
  - e. Crime statistics

## **SECTION 8.0: SOUTH COLLEGE ACADEMIC HONOR CODE**

South College Doctor of Physical Therapy students are subject to the South College Academic Honor Code. Specific information can be found in the South College Academic Honor Code section of the South College general student handbook.

The primary purpose of the South College Academic Honor Code (the “Honor Code”) is to promote individual student honor and integrity in the best traditions of higher education. The Honor Code aims to ensure that students understand expectations and responsibilities and agree to conduct all academic activities in compliance with the principles set forth in the Honor Code.

## **SECTION 9.0: STUDENT SAFETY**

As the safety of students, faculty, staff and visitors is always a primary consideration, South College strives to have a safe and secure environment for the campus community. Students are informed of emergency procedures at South College during new student orientation. Standard safety and security information and procedures for South College are reviewed with new students during this orientation. Additionally, a similar orientation will take place at the lab immersion training location during student orientation. Students are advised to review these procedures in the South College Student Handbook, Campus Security and Safety section.

### **9.1.0 MEDICAL EMERGENCY PROCEDURES**

1. Call for help, alert the instructor, have someone call 911
2. If you are trained, follow basic First Aid procedures:
  - a. Is the person breathing? If not, tilt the head, clear the airway and breathe for them.
  - b. Is the heart beating? If not, begin CPR. Use the AED if appropriate.
  - c. Elevate the legs and support the neck, keep them warm.
  - d. Reassure them while you wait for medical help.

### **9.2.0 PERSONAL INJURY PROCEDURES**

1. While South College does not provide health services, the institution does have an agreement with Cherokee Health Systems that allows South College students to seek health care services from a CHS facility. The facility will verify current enrollment at South College in order to proceed with services.

2. If you are injured at South College or during an onsite Lab Intensive:
  - a. Immediately inform your instructor
  - b. Follow the instructor's directions to receive care and to fill out an Incident Report, available at the program office. You will be directed to the closest or most appropriate medical care facilities depending on the nature and severity of injury.
  - c. A First Aid Kit is located in DPT Lab and another is available at the program office.
  - d. If you are injured but choose not to seek professional care, you must sign the Waiver of Medical Care Form in the program office.

### **9.3.0 PERSONAL INJURY PREVENTION MEASURES**

1. Healthcare workers often suffer from musculoskeletal complaints because of the nature of our work. We spend a great deal of time leaning over and moving patients, using equipment and completing paperwork.
2. Learn and follow basic principles of good body mechanics. Use good posture while sitting in class, working in labs and during activities of daily living. Always lift correctly.
3. Take good care of yourself. Eat right, get enough sleep and exercise regularly. Working in healthcare can be an athletic event.
4. Handle all equipment, instruments and substances with caution and respect.
5. Think Safety and Act Safely!

### **9.4.0 LAB EQUIPMENT FAILURE OR MALFUNCTION**

1. South College makes every effort to ensure that all laboratory and classroom facilities and equipment are safe and functioning properly through regularly scheduled maintenance and, where appropriate, calibration procedures. However, if any equipment malfunction is experienced:
  - a. Unplug or turn off the equipment immediately.
  - b. Place a temporary "Out of Order" sign on the equipment so that others do not attempt to use it prior to you notifying the school personnel.

- c. Inform your lab instructor, program office staff, or Dean as soon as possible.
2. As necessary, Program staff or faculty will remove all malfunctioning equipment from the classroom or laboratory facilities.

### **9.5.0 INFECTION CONTROL POLICIES**

1. Equipment
  - a. All plinths and treatment surfaces will be cleaned using a bactericidal agent at least once a week. At a minimum, portable treatment tables used during Lab Intensives will be cleaned prior to mid-session break and completion of the immersion.
  - b. Other equipment (e.g., ultrasound, wheelchairs) will be cleaned using a bactericidal agent as needed, but at least yearly.
2. Linen
  - a. Linens and towels must be changed after each use and all soiled linens must be promptly placed in the designated receptacle for laundering.
3. Personal Responsibilities
  - a. Hand washing is the single most effective means of controlling the spread of infection. Remember to wash your hands frequently, using proper hand washing procedures. In addition, hand sanitizer will be available during all Lab Intensives.
  - b. Any student with a known communicable infection will place all linen they come in contact with in the laundry basket, and will clean treatment surfaces immediately after usage.
  - c. Use protective barrier(s) (e.g., gloves, masks, eye/face protection and lab coats) if there is any possibility of exposure to body fluids, chemicals, infection or contaminated substances.
  - d. The faculty member using a lab space will be responsible for assuring the infection control policies are enforced in their lab.

### **9.6.0 BLOOD BORNE PATHOGEN PROCEDURES**

1. All DPT students will receive training in Universal Precautions/Bloodborne Pathogens. It is the responsibility of the instructor to ensure that these procedures are modified to accurately reflect current practices. This infection control plan complies with OSHA requirement, 29 CFR 1910.1030, Bloodborne Pathogens.
2. Students will complete a required OSHA Training module in Canvas - complete with presentation and quiz - prior to their first clinical rotation. Upon successful completion of the quiz (score of 90% or higher), students will be issued a Certificate of Completion to be uploaded in the clinical education records system - Exxat.
3. Procedures for Reporting and Record Keeping: Any reports required by OSHA occurring on South College property or during formal Lab Intensive instruction will be maintained by the College. On clinical, all documentation should follow facility policy. All reports (training certificates, notice of HBV Vaccinations, and Exposure Reports) will be maintained by the program or the College.
  - a. Hepatitis-B Virus (HBV) Vaccinations: HBV vaccination is mandatory for most clinical sites. Any exceptions must have a qualified, signed waiver.
  - b. Post Exposure Treatment and Notification Procedures: Should a South College employee or student become exposed to HIV/HAV/HBV, the individual will report the exposure to their supervisor or Program Administrator. Exposed individuals must follow the recommendations provided by a medical doctor or by the U.S. Public Health Service.
  - c. During all phases of Post Exposure, the confidentiality of the affected individual and exposure source will be maintained on a "need to know basis". South College will use the Bloodborne Pathogens Exposure and Treatment form to document the exposure.
4. General Procedures: South College personnel and students must follow the following procedures when in laboratories:
  - a. Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is a potential for exposure to any health hazard.
  - b. Food and drink must not be stored in refrigerators, freezers, or cabinets where blood or other potentially infectious material is stored or in other areas of possible contamination.
  - c. Gowns, aprons, or lab coats must be worn whenever there is a possibility that body fluids could splash on skin or clothing.

- d. Gloves must be made of appropriate disposable material, usually intact latex or vinyl. They must be used in the following circumstances:
  - i. When the individuals have cuts, abraded skin, chapped hands, dermatitis, or similar conditions.
  - ii. When examining abraded or non-intact skin of a patient or student with active bleeding.
  - iii. While handling blood or blood products or other body secretions during routine laboratory procedures.
  - iv. When performing therapeutic interventions that may result in minor bleeding from the patient or subject (e.g., dry needling, EMG/NCV testing, etc.).
- e. Faculty, staff and students must wash their hands immediately, or as soon as possible, after removal of gloves or other personal protective equipment and after hand contact with blood or other potentially infectious materials.
- f. All personal protective equipment must be removed immediately upon leaving the laboratory area, and if this equipment is overtly contaminated, it must be placed in an appropriate area or container for storage, washing, decontamination, or disposal.
- g. Contaminated clothing must not be worn in clean areas or outside the building.
- h. All procedures involving blood or other potentially infectious agents must be performed in a manner that will minimize splashing, spraying, and aerosolization.
- i. Medical Wastes
  - i. Medical/infectious waste must be segregated from other waste at the point of origin.
  - ii. Medical/infectious waste, except for sharps (i.e., razor blades, broken glass, needles, etc.) capable of puncturing or cutting, must be contained in double disposable red bags conspicuously labeled with the words "INFECTIOUS WASTE - BIOHAZARD."
  - iii. Used needles or other sharps (razor blades, broken glass, scalpels, etc.) must not be sheared, bent, broken, recapped, or re-sheathed.

iv. Infectious sharps must be contained for disposal in leak-proof, rigid puncture-resistant containers. Infectious waste contained as described above must be placed in reusable or disposable leak-proof containers that are conspicuously labeled with the words "INFECTIOUS WASTE – BIOHAZARD". Biological wastes that do not contain radioactive or hazardous substances may be disinfected by steam sterilization (autoclave) then disposed of in the regular trash.

j. Cuts

i. If an individual sustains a needle stick, cut, or mucous membrane exposure to another person's bodily fluids, he/she must report the incident immediately to the Instructor or Program Administrator. In turn, the Instructor or Program Administrator must file an incident report with South College.

k. Blood Exposure

i. All students exposed to human blood and blood products must report to the nearest faculty member for information.

### **9.7.0 USE OF CHEMICALS AND LAB SUBSTANCES**

1. Liquids and substances used in laboratory exercises must be used with caution, safely stored and properly marked. Each chemical or substance in the lab has a Material Safety Data Sheet (MSDS) on file at a location identified by your instructor. MSDSs provide specific information pertaining to each hazardous chemical. You should familiarize yourself with the properties, precautions and risks of these substances. Universal precaution standards are to be followed at all times, including the use of gloves when appropriate.
2. Students will comply with the following procedures when using chemicals or lab substances:
  - a. Follow all directions for use of substances exactly as prescribed.
  - b. Be aware of all precautions and contraindications for use before opening any container.
  - c. Tightly close all containers immediately after use.

- d. Return substances to their properly labeled storage location after each use.
  - e. Inform the instructor of supplies that need replenishing.
3. Note: A small number of people develop an allergic reaction to latex gloves. You may read about latex sensitivity in the MSDS file. If you suspect latex sensitivity, inform your instructor.

### **9.8.0 LIQUID SPILL PROCEDURES**

1. Alert others in the immediate area.
2. Inform your instructor.
3. Don appropriate protection e.g. gloves, mask, and eyewear.
4. Place appropriate absorbing material over spill and allow to absorb.
5. Place saturated material in a plastic bag and place the bag in a proper waste receptacle.
6. Clean area with an appropriate cleaning agent and wipe dry.
7. Properly dispose of cleaning materials and gloves in a waste receptacle.

### **9.9.0 FAILURE TO COMPLY**

1. All of the above guidelines, policies, procedures, and expectations are designed to foster each student's sense of responsibility in preparation for employment as an entry-level physical therapist. Noncompliance with these guidelines, policies, and procedures, or an inadequacy in meeting these expectations, may result in failure of the clinical course and subsequent dismissal from the Program.

### **9.10.0 STUDENT SAFETY DURING CLINICAL EDUCATION**

1. During clinical education, it is imperative that students carry over and use the safety and preventative measures learned throughout their didactic education. Personal and patient safety is your responsibility when functioning in clinical practice.
2. While standard/universal precautions and personal injury prevention measures are applicable everywhere, the student will adhere to facility policies and procedures during all clinical education experiences.

# *APPENDICES*



**SOUTH COLLEGE  
SCHOOL OF PHYSICAL THERAPY**

**ACKNOWLEDGEMENT & RECEIPT  
DPT STUDENT HANDBOOK**

***ACKNOWLEDGMENT***

I have received a copy of the 2021 School of Physical Therapy DPT Student Handbook dated November 2020. I hereby acknowledge that I have read the DPT Student Handbook. I acknowledge the most recent version is on the DPT canvas site. I will access it online for future reference and will abide by the policies, procedures, and rules outlined in this Handbook. I understand that the South College School of Physical Therapy reserves the right to make revisions to the DPT Student Handbook or to its other policies at any time and that the School of Physical Therapy has the right to apply or not to apply the policies and procedures in individual cases in its absolute discretion.

I will address any questions regarding the handbook with the Director of Student Affairs.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

Return a signed copy of this acknowledgment to the School of Physical Therapy.



**SOUTH COLLEGE  
SCHOOL OF PHYSICAL THERAPY**

**PARTICIPANT INFORMED CONSENT FORM**

I willingly volunteer to participate as a clinical subject in one or more class or laboratory sessions at South College and agree to the following:

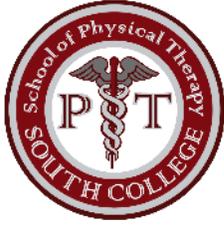
- I may be asked questions pertaining to the details of my health and health care.
- I may be asked to expose an area of my body for inspection by students and faculty but may expect my dignity and modesty to be protected.
- I may refuse to participate in any way I feel necessary.
- I understand that this is a student educational laboratory and that the quality of care I receive may be less than that received from a graduate professional.
- I understand that my voice or image may be recorded (e.g. photograph or digital recordings), and that these images will be used only for educational purposes
- I waive any claims against South College, its representatives, employees, and students arising from my participation, excluding such claims as may be the result of gross negligence or willful misconduct.

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

ROWS (Dimensions)		COLUMNS (Performance Levels)			
		Exemplary (20)	Proficient (17)	Needs Improvement (14)	Significant Deficiency (13)
1	COMMUNICATION - Patient Synopsis	Student communicates by accurately, concisely, professionally, and effectively presenting key patient findings, and selecting a proper diagnosis/hypothesis.	Student communicates by accurately, concisely, and effectively presenting most patient findings, and selects a proper diagnosis/hypothesis.	Student communicates by inconsistently presenting patient findings, and/or misses the most appropriate diagnosis/hypothesis.	Student is unable to communicate accurately, concisely, or effectively present key patient findings, and/or selects a proper diagnosis/hypothesis.
2	CLINICAL REASONING- Analysis and decision-making/clinical reasoning of case as originally laid out.	Student effectively addresses all aspects of the treatment plan, including linking impairments/limitations to the measurable goals and articulating all aspects of the treatment plan (types of interventions, dosage, progression, etc.)	Student effectively addresses most aspects of the treatment plan, including linking impairments/limitations to the measurable goals and articulating some aspects of the treatment plan (types of interventions, dosage, progression, etc.)	Student struggles to address key aspects of the treatment plan, including linking impairments/limitations to the measurable goals and articulating some aspects of the treatment plan (types of interventions, dosage, progression, etc.)	Student is unable address key aspects of the treatment plan, including linking impairments/limitations to the measurable goals and articulating some aspects of the treatment plan (types of interventions, dosage, progression, etc.)
3	CLINICAL REASONING- Advanced decision-making/clinical reasoning on this case or additional questioning and responses in the content region.	Student can effectively answer all questions related to the content area with a high level of clinical reason, all while maintaining consistent professional behavior and effective communication skills.	Student can effectively answer most questions related to the content area with a high level of clinical reason, all while maintaining consistent professional behavior and effective communication skills.	Student can minimally answer questions related to the content area with a high level of clinical reason, all while maintaining consistent professional behavior and effective communication skills.	Student is unable to answer questions related to the content area with a high level of clinical reason, all while maintaining consistent professional behavior and effective communication skills.
4	TECHNIQUE EXECUTION	Student consistently performs appropriate techniques, including positioning/support/verbal & physical cues/communication, and patient & therapist /body mechanics expectations.	Student mostly performs appropriate techniques, including positioning/support/verbal & physical cues/communication, and patient & therapist /body mechanics expectations.	Student struggles to perform appropriate techniques, including positioning/support/verbal & physical cues/communication, and patient & therapist /body mechanics expectations.	Student is unable to perform appropriate techniques, including positioning/support/verbal & physical cues/communication, and patient & therapist /body mechanics expectations.
5	PROFESSIONALISM & SAFETY	The student consistently demonstrates professionalism and awareness to safe handling. No major safety or professional behavior violations.	The student mostly applies professionalism and awareness to safe handling. No major safety or professional behavior violations.	The student struggles with some element of professionalism or safe handling. No major safety or professional behavior violations.	The student has one or more major safety or professional behavior violations.



**SOUTH COLLEGE  
SCHOOL OF PHYSICAL THERAPY**

**MEDIA CONSENT  
CONSENT FOR PHOTOGRAPHY / FILMING**

I, \_\_\_\_\_ (printed name), do hereby authorize  
\_\_\_\_\_ (student/faculty name) to photograph or video-record me  
and agree that this recording may be used strictly for the following purposes (please check one):

- For educational / teaching purposes in South College's Doctor of Physical Therapy program.  
This photo/video may be viewed by faculty and students for a specific course assignment  
and will not be used for any other purpose.
- For educational / teaching purposes in South College's Doctor of Physical Therapy program.  
The program may use this photo/video repeatedly for academic purposes only.

These recordings may not be used for any outside purposes such as advertising or marketing  
without further written consent. This authorization is effective immediately and may be  
revoked in writing by the undersigned at any time. Written revocation will not affect any  
action taken in reliance on this authorization before the written revocation is received.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature  
(if model is under 18 years old)

\_\_\_\_\_  
Date

---

**Student Acknowledgement**

I, \_\_\_\_\_, will make every effort to protect the privacy of my  
subject when handling this photo/video. I will provide the photo/video directly to my DPT  
faculty member along with a copy of this consent. Once I have received feedback from my  
instructor, I will permanently delete the photo/video from my devices (computer, video camera,  
camera, smartphone, etc.).

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



**SOUTH COLLEGE  
SCHOOL OF PHYSICAL THERAPY**

**MEDIA CONSENT  
CONSENT FOR PHOTOGRAPHY / FILMING**

Dear DPT Student:

Several assignments within the DPT curriculum call for uploading videos containing patient models. At the beginning of every recording containing a patient model, please use the following script granting you permission to record that individual for educational purposes:

**NOTE – this MUST be covered before anything else in your recording.**

**For Adult Models:**

“My name is (insert your name), and the date is (insert today’s date). This is (insert model’s name). Mr./Ms. \_\_\_\_\_, do you grant me permission to record you for this assignment to be used for educational purposes only?”

**For Models Under the Age of 18:**

“My name is (insert your name), and the date is (insert today’s date). This is (insert model’s name) and his/her guardian (insert guardian’s name). Mr./Ms \_\_\_\_\_, do you grant me permission to record your legal dependent for this assignment to be used for educational purposes only?”

Thank you,  
DPT Administration