

# ***Doctor of Physical Therapy***

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As a partner in the Georgia Consortium DPT Program, North Georgia College & State University offers an accredited entry level program leading to the Doctorate in Physical Therapy degree awarded by the Medical College of Georgia in collaboration with NGCSU. The Doctor of Physical Therapy consortial arrangement among North Georgia College & State University, Armstrong Atlantic State University, and the Medical College of Georgia is currently undergoing dissolution. Application processes for the classes entering in 2010 will be handled separately at the individual institutions. Applicants should contact each institution for admissions and accreditation information. The curriculum consists of nine semesters and uses a hybrid Problem Based Learning format. Evidence Based Practice and the American Physical Therapy Association (APTA) Core values are emphasized throughout the curriculum and are role-modeled and practiced in the NGCSU Faculty Practice. Students who successfully complete the program are eligible to sit for the national licensure examination in Physical Therapy. For more information regarding physical therapy as a career may be obtained through <http://www.APTA.org>.

For additional program information or to schedule a campus visit, call the Office of the Programmatic Admissions Coordinator, Department of Physical Therapy (706) 864-1863, email ([lyoungblood@ngcsu.edu](mailto:lyoungblood@ngcsu.edu)), or write to the Office of the Programmatic Admissions Coordinator, Department of Physical Therapy, North Georgia College & State University, Dahlonega, GA 30597.

## **Graduate Admissions Procedures**

Application materials may be obtained from the Office of Graduate Admissions or from the NGCSU web site, <http://www.ngcsu.edu/enrollment/Graduate/>. Applicants must pay a one-time, non-refundable application fee. Admission requirements are listed below. When all application materials required to make an admission decision have been received by the Office of Graduate Admissions, notification will be sent to the applicant and a copy of all materials will be forwarded to the program. Upon review, a letter from the Physical Therapy program will be sent notifying prospective students of admission application review status.

Students who are admitted to the program but do not enroll within one year of acceptance must reapply through the Office of Graduate Admissions. Students who were previously enrolled but have not been in attendance within the last three semesters must also reapply. All documents and materials submitted to fulfill the application requirements for entry to a program at NGCSU become the property of the university and will not be returned. These materials are kept for one year for incomplete application files and for three years for completed and accepted applicants, but who did not enroll.

## **Application**

Students must submit a completed Consortium application in the fall for the class to enter the following summer semester. **Completed applications plus all supporting materials are available on-line** through the Office of Graduate Admissions at <http://www.ngcsu.edu/enrollment/Graduate/>. The deadline for application is published on the website.

## **General Admissions Requirements for Doctor of Physical Therapy**

The following documents must be received prior to admission and prior to consideration of an invited interview:

1. Completed NGCSU Graduate Admissions application and application fee.
2. Official transcripts from all institutions of higher education previously attended (All official international transcripts must have a foreign course-by-course credential evaluation by an independent evaluation service that is a member of the National Association of Credential Evaluation Services, Inc. Evaluations must include certification that the applicant has received a baccalaureate degree and state a calculated cumulative GPA.)
3. Official scores on the Graduate Record Exam (GRE). (Only those scores that are less than six years old will be considered.)

4. Three completed DPT consortium admissions reference forms documenting each of the ten generic abilities representing behavioral characteristics, which, in addition to professional knowledge and clinical skills, are required for success as a physical therapist.

Personal admissions interviews at the invitation of the Physical Therapy Admissions Committee at NGCSU are conducted. If admitted to the program, students will need to submit the following document prior to the first day of the term:

1. Completed MCG Immunization Certification form, in accordance with Board of Regents policy
2. Signed affidavit attesting to their ability to fulfill the Physical Therapy Department Essential Functions

Students who have not submitted all of the above documentation prior to the first day of the term will not be allowed to attend until all documentation has been received. Students are responsible for all course material and for all announcements and assignments. The decision to permit students to make up work that is required in any missed class resides with the instructor.

### **Regular Admission**

To qualify for regular admission, individuals must:

1. Hold an earned baccalaureate from a regionally accredited four-year institution with at least a minimum cumulative undergraduate grade point average of 2.8 (or a minimum grade point average of 3.4 in the last 40 semester hours attempted).
2. Complete prerequisite science and statistics courses from a regionally accredited four-year institution with at least a minimum cumulative grade point average of 2.8.
3. Earn a combined score of 1000 on the verbal and quantitative sections of the General Record Exam General Test (GRE), with a minimum score of at least 400 on each part, and a minimum score of at least 3.5 on the analytical writing section. **Although** most students meet these minimum requirements, students with a minimum combined score of 900 on the verbal and quantitative sections may be considered as long as a minimum score of at least 400 has been earned on each part.
4. Complete all prerequisite courses
  - o One Academic Year of the following:
    - General Chemistry with labs
    - General Physics with labs
  - o Life Sciences Sequence to include ONE of the following combinations:
    - Full academic year of general biology with labs (for biology majors) AND an advanced course in biology (not botany or ecology)
    - Full academic year of human anatomy & physiology (with labs) AND either one general biology course (not botany, ecology or environmental biology) OR one applied health science that has A&P as a prerequisite (e.g., exercise physiology, kinesiology, etc.)
  - o One course in statistics
  - o Two courses in social sciences
5. Demonstrate evidence of appropriate interest in and knowledge of the profession (while no specific number of hours of exposure in a physical therapy treatment environment is required for admission, applicants are expected to be familiar with various settings in which physical therapy is practiced, and to provide clear evidence of their commitment to physical therapy as a career choice). Satisfaction of this expectation will be determined through the professional judgment of admissions personnel.
6. Meet all other program admission requirements.

### **Additional Information Regarding the Application Process**

Admission to the graduate Physical Therapy Program requires an orderly progression through checkpoints and due dates by which certain requirements must be completed if the student is to be considered for admission. These requirements center about the admission standards of

- Nearness of completion of baccalaureate degree
- Adequacy of grade point averages and of General Record Exam (GRE) scores
- Completeness of prerequisite courses and recommended courses.

Beginning early fall semester each year, candidates selected by the Physical Therapy Admissions Committee from among submitted applications will be invited for a personal interview. Personal interviews are typically conducted in early October and mid January. All interviewed applicants will be further evaluated on the basis of probable academic success in the rigorous curriculum, demonstrated interpersonal abilities, adequacy of inquiry into the profession of Physical Therapy, extracurricular activities, communication skills and demonstrated or potential leadership ability.

Final decisions regarding admission to NGCSU's graduate program in Physical Therapy will be made by the Department of Physical Therapy Admissions Committee.

### **Appeal of Graduate Admission**

A candidate who was invited for an interview, but whose application is denied has the right to appeal the decision. Appeals must be made in written form to the DPT Admissions Committee, Department of Physical Therapy, North Georgia College & State University, Dahlonega, GA 30597. The letter should clearly state the grounds for appeal. Students whose appeal is accepted will be reconsidered for admission.

### **Global Expectations of Students in the Doctor of Physical Therapy Program**

We expect students in this program to own and to live the professional values and goals professed in the program and its curriculum. However, because written or spoken values and goals remain simply words until transformed into action, new students will be introduced to a method of self-assessment to develop individual academic and professional goals in terms of behavioral abilities. These behavioral abilities are organized into ten ability domains collectively known as **Generic Abilities**. Developing self-assessment skills, using the Generic Abilities, will provide a powerful resource that will allow the student to recognize fundamental elements of professional behavior. In addition, the student will learn to track and assess growth in and use of professional behaviors deemed essential by our profession and by this curriculum, and allow the student to convert knowledge and psychomotor skills into consequential patient care based upon the **Core Values** of our profession.

### **Generic Abilities Policy**

This program of professional behaviors development (Generic Abilities) is a requirement of all courses and an emphasis throughout the curriculum. The program is also a tool to help the student develop good skills in accurate self-assessment, an essential skill for continuing professional development and growth.

"Generic Abilities are behaviors, attributes, or characteristics that are not explicitly part of a profession's core of knowledge and technical skills, but are required for success in that profession."<sup>1</sup>

### **Program Description: Minimum Degree Requirements**

In addition to the programmatic academic requirements, demonstrating the professional behavior required to be an effective physical therapist is equal in importance to acquiring the knowledge base and psychomotor skills peculiar to physical therapy. Each student's progress toward attaining entry-level competence (knowledge base, psychomotor skills, and professional behavior) is reviewed by the faculty at the end of each semester. To facilitate development of competency in the ten generic abilities, a faculty advisor will provide formal and informal feedback to the student on a regular basis. The student will be responsible for ongoing self-assessment and for seeking feedback from faculty and fellow students. Satisfactory progress in all three areas of entry-level competence (knowledge, skills, and behavior) is required for students to continue in the program.

Generic Abilities and behavioral criteria specific to the practice of Physical Therapy were identified by the faculty of the UW-Madison Physical Therapy Program, and have been validated and accepted as defining physical therapy professional behavior. Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless

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<sup>1</sup> May, Straker, and Foord. "Facilitating the Development of Professional Behaviors in Physical Therapy Education," Manuscript Draft, 1997.

required for success in the profession. The quality of professional behavior expected of program graduates is exemplified by ten Physical Therapy specific generic abilities and the three levels of associated behavioral criteria. Satisfactory progress is demonstrated by exhibiting Beginning Level Criteria by the end of the first year, Developing Level Criteria by the end of the second year and Entry Level criteria by the end of the final 16 week clinical internship. Additionally, the Generic Abilities will be used as an effective tool by each student to learn accurate self assessment and appropriate behavioral modification in the process of developing the expected professional behaviors associated with the Generic Abilities.

Every accepted applicant must read these policies, sign the accompanying affidavit, and return it to the NGCSU Physical Therapy Department Office before proceeding further in the program.

## GENERIC ABILITIES<sup>2</sup>

Generic Ability	Definition
1. Commitment to Learning	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
3. Communications Skills	The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. Effective Use of Time and resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
5. Use of Constructive Feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6. Problem Solving Skills	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7. Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
9. Critical Thinking	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. Stress Management	The ability to identify sources of stress and to develop effective coping behaviors.

### NGCSU Physical Therapy Essential Functions Policy

The Americans with Disabilities Act (ADA) ensures the opportunity to pursue programmatic admission at public institutions for qualified applicants with a disability. To determine whether an individual is a qualified applicant for programs or services, the ADA states that applicants must meet essential eligibility requirements.

The following performance standards are set forth so that students will understand the essential eligibility requirements for participation and progression in the physical therapy curriculum at North Georgia College and State University (NGCSU). These performance standards cover interpersonal skills, communication, psychomotor skills and cognitive skills. The ability to observe, evaluate and treat a

<sup>2</sup> Developed by the Physical Therapy Program, University of Wisconsin-Madison, May, et al. Journal of Physical Therapy Education. 9:1, Spring 1995.

patient independently, while ensuring patient safety at all times, is an expectation and a requirement of the Department of Physical Therapy.

The purpose of this policy is to ensure that all physical therapy students are able to provide swift, safe and competent evaluation and treatment to patients. All students will be held to the same standards and must be able to perform the essential functions of their positions with or without reasonable accommodation.

These essential functions for physical therapy education identify the requirements for admission, retention and graduation of applicants and students respectively from the Graduate Program in Physical Therapy. Graduates are expected to be qualified to enter the profession of physical therapy. It is the responsibility of each student with a disability to disclose his/her disability and to request those accommodations he/she feels are reasonable and are needed to execute the essential requirements described. The procedure for disclosure and for requesting accommodation is located immediately after the Essential Functions chart that follows.

Upon the request of persons with disabilities, NGCSU will provide reasonable accommodations. However, the Department of Physical Therapy of NGCSU is unable to make accommodations that impose an undue burden, present a threat to the health or safety of the individual or others, or fundamentally alter the nature of the curriculum including didactic component, laboratory sessions, and clinical experiences.

Every interviewed/accepted applicant must complete the affidavit attesting to his/her ability to fulfill the Physical Therapy Department Essential Functions. A copy of the affidavit is printed on the last page of this policy description.

Questions about the accommodation process may be directed to the NGCSU Coordinator of Student Disability Resources, (706/867-2782).

Every accepted applicant must read these policies, sign the accompanying affidavit, and return it to the NGCSU Physical Therapy Department Office before proceeding further in the program.

Essential Functions:	This list provides examples - it is not exhaustive.
<b>OBSERVATION:</b> Independently, the student must be able to observe a patient accurately.	Assess gait deviation of patient 10 feet away. Observe client response; diagnosis, pallor, grimacing Determine pressure ulcer stage and depth. Read degrees of motion on a goniometer.
<b>COMMUNICATIONS:</b> Utilize verbal, non-verbal and written communication with client and caregivers.	Elicit information from client and caregivers for history. Explain treatment procedures. Demonstrate exercise programs. Establish rapport with client, care givers and colleagues. Apply teaching, learning theories and methods in health care and community environments.
<b>SENSORIMOTOR:</b> Safely, reliably and efficiently perform physical therapy assessment and treatment. Practice in an ethical and legal manner. Move from place to place and position to position. Perform physical therapy procedures with speed, strength, coordination and endurance for handling self, classmates, clients. Simultaneously physically support and observe a patient with a	Respond to a timer, emergency alarms. Discern breath sounds with a stethoscope. Perform tests of vital signs, pain, strength, coordination, cranial and peripheral nerves, balance, movement patterns, posture, sensation, endurance, skin integrity, joint motion, wound status, cognitive/mental status, soft tissue, assistive devices fit/use, reflexes, developmental stages. Assist with bed mobility and transfers from supine to sit to stand. Administer balance training, cardiopulmonary resuscitation and rehabilitation, exercise techniques, activities of daily living, coordination training, prosthetic and orthotic training, joint mobilization, wound debridement and dressing, electrotherapy, soft tissue mobilization, thermal agents, neurosensory techniques, developmental activities, hydrotherapy, tilt table,

disability.	massage, relaxation techniques, traction, taping, and draping techniques.
<b>INTELLECTUAL/ CONCEPTUAL:</b> A student must be able to problem solve rapidly, learn and reason, and to integrate, analyze and synthesize data concurrently in a multitask setting. Student must be able to comprehend three dimensional relationships and understand the spatial relationship of structure. Participate in scientific inquiry process.	Determine the physical therapy needs of any patient with a dysfunction. Demonstrate ability to apply universal precautions. Identify cause and effect relationships. Perform physical therapy differential diagnosis. Interpret client responses. Make appropriate modifications to evaluations/treatment. Recognize psychological impact of dysfunction and disability. Integrate needs of the client/care giver into a plan of care. Develop hypothesis; Perform literature searches, clinical research and statistical analysis. Develop discussion and conclusion.
<b>JUDGEMENT:</b> The student must be able to practice in a safe, ethical and legal manner. The student must be able to respond to emergencies. The student must demonstrate management skills including planning, organizing, supervising and delegating.	Practices, maintains and values personal honesty in all interactions. Complies with the American Physical Therapy Association Code of Ethics. Abides by the North Georgia College & State University Policy on Academic Integrity. Complies with the State Board of Physical Therapy's rules and regulations. Modifies procedures in a manner that is appropriate to the patient's status and desired goals.
<b>BEHAVIOR/SOCIAL:</b> Students must possess the emotional health required for full use of their intellectual abilities, exercise good judgment and the prompt and safe completion of all responsibilities. They must be able to adapt to change, to display flexibility, and to learn to function in the face of uncertainty and stress. The student must possess empathy, compassion and respect for all individuals.	Assess learner's ability to perform tasks. Identify cognitive and emotional needs of self and others. Establish rapport with faculty, classmates, colleagues, clients/patients. Exhibit appropriate tolerance for ambiguity in professional life, especially in pursuing the well being of clients. Interact with individuals, families, groups from a variety of social, emotional, cultural and intellectual backgrounds. Demonstrate responsibility for lifelong professional growth and development. Comply with policies of generic abilities.

### **Process for Filing Disclosure of Disability and Obtaining Program Modifications**

Prospective physical therapy students with a disability who have not previously disclosed that disability and requested accommodation but now wish to do so may begin the process submitting a signed and checked affidavit the Department of Physical Therapy. A copy will be made and provided for the student to take/send to the Coordinator of Student Disability Resources, North Georgia College & State University, Dahlonega, Georgia 30597.

### **Clinical Education**

In addition to the clinical education that occurs in the classroom and clinical arts laboratory on campus, remote clinical experiences are interspersed through the curriculum and capped by a continuous sixteen-week clinical experience during the final semester. The student should be aware of the policies and plans for this integral and important part of the student's professional education.

Students on Academic or Conduct Suspension are not eligible for a clinical education placement and must satisfy any existing conditions of their sanction before being permitted to proceed to clinic. Those on Academic or Conduct Probation **may** not be eligible depending on their infraction and stipulations of the

sanction.

The Academic Coordinator of Clinical Education (ACCE) makes clinical assignments after receiving input from the students. Students will not be assigned to a facility in which they have any kind of contractual agreement. While some of the facilities have lodging suitable for students, this cannot be counted on for all facilities, and should not be a limiting factor in requesting a clinical education site assignment. The student is responsible for transportation, room and board expenses during clinical education courses.

Health information must be updated on an annual basis. This requires at the minimum a physical examination, laboratory work and a tuberculin test or chest x-ray. Immunization may need updating also. The cost for any health care (emergency or otherwise) required by a student while at a clinical facility is the responsibility of the student. Therefore, health insurance is mandatory as required by the Board of Regents.

During clinical education experiences, students are expected to adhere to the administrative and personnel policies of the clinical facility to which they are assigned. Contacting the Center Coordinator for Clinical Education (CCCE) **prior** to any unscheduled absence or tardiness is expected. If a planned absence is requested, the student must make arrangements with the CCCE and notify the Faculty (see Policy for Class Attendance) to make up the missed time in an acceptable and appropriate manner. Students may be withdrawn from the clinical experience for failure to comply with the rules of the facility and the Academic Department.

Successful completion of each clinical education course is required for progression to the next clinical experience. The CCCE of the facility recommends to the NGCSU faculty a grade of satisfactory or unsatisfactory based upon the student's performance in the clinical experience. The determination of the final grade for each clinical education course is the responsibility of the ACCE and the physical therapy faculty.

If at any time during a clinical education experience a student's performance is judged to be unsatisfactory, a decision must be made whether to dismiss or begin remediation efforts. Most such events are simple enough that remediation is easily accomplished between the student and the Clinical Instructor /CCCE without incident. Others may require participation of the ACCE to assist in the development of a formal plan for remediation to be accomplished within the remaining time window of the course. Others may be severe enough that the student is forced to withdraw from the clinical education experience. A final grade of "U" in a Clinical Education Course results in immediate suspension from the program. Decisions about readmission and repeat of the course are the purview of the Promotion and Retention Committee who will consider all the circumstances surrounding the original attempt and the likelihood of success through a subsequent attempt.

The capstone clinical education experience of the curriculum is the 16-week Clinical Education III. This experience has been designed to provide each student with the opportunity to progress from the typical student clinician roles to those roles and activities expected of entry-level practitioners. The student is expected to identify appropriate learning issues necessary to complete the stated curricular objective at the performance level of an entry-level clinician. The behaviors described in the definition of a novice clinical scholar should become evident during the 16 weeks, and entry-level performance in all Generic Abilities must be attained.

## ***Academic Policies***

### **Class Attendance Policy**

The faculty holds that class attendance must be both regular and punctual to provide the necessary academic experiences and develop the habits of responsibility required of a physical therapy professional. In this curriculum many learning experiences are predicated upon group and partner activities. Each student, therefore, shares responsibility for the success/failure of others. Absences will be deemed **excused, planned excused, or unexcused.**

If the student cannot attend class due to illness or emergency (**excused**), the student should notify the departmental Office Manager immediately. Anticipated multiple **excused** absences from class due to illness or personal situations **must** be discussed with the faculty advisor and course manager of classes absented so that a plan of action can be implemented for securing missed content (a written medical note for repeated absences may be warranted).

If the student anticipate or need to **plan** for an **excused absence**, e.g., required medical appointment, a written request should be submitted to the Department Head in advance for consideration/approval by the faculty. Approval of requests for excused absences will require the inclusion of a plan from the student for making up missed content. Request for excused absences for activities other than health issues, family emergencies, etc., will be scrutinized closely by the faculty and will be judged individually and on their own merits relative to the value of content to be missed and probability of recreation of missed content.

Finally, should the student wish to submit a request for a future excused absence from either the classroom or the clinic that is other than health issues and family emergencies, it should be submitted to the Department Head at least three weeks in advance for consideration and approval by the faculty. The faculty will fully discuss all requests for excused absences and decide upon appropriateness of requests and submitted plans for (and/or provide supplementary assignments necessary for) adequate make-up of missed content. The student should not assume approval of a request for excused absence until having received notification of faculty approval. If a learning experience cannot be recreated in order to provide the missed content, approval of a requested excused absence may not be able to be granted by the faculty. A grade reduction may result from **unexcused** absences in any or all courses, and may include conduct and/or additional academic sanctions.

### **Examinations and Assignments**

All scheduled examinations and course assignments are expected to be performed/submitted at the scheduled time. Those students who, for legitimate and verifiable reason(s), are unable to meet these requirements will be provided suitable opportunity to make-up missed work with no penalty. However, work not completed by the end of the term in which the missed work was assigned will result in a grade of *Incomplete* or *In Progress*. If the missed work is not completed by a negotiated date within the following term, the grade of Incomplete or In Progress will be replaced by a grade of F or U and will result in automatic suspension from the program.

### **Grading Policy and Academic Performance Requirements for Consortium DPT Program**

The following grades are used to specify levels of academic performance:

<u>Percentile</u>	<u>Alpha</u>
100 - 90	A
89 - 80	B
79 - 70	C
69 - 60	D
< 60	F

For purposes of retention and promotion in the Consortium DPT Program, a minimum Cumulative Grade Point Average (Cum GPA) of 3.0 must be maintained within the professional curriculum. This GPA is constructed for the average of all courses earned and from which final grades were assigned. Grades less than a B in any professional course are unacceptable. Students who do not maintain this level of performance will not be allowed to progress in the curriculum and will be immediately suspended pending results of any approved course re-examination. If not successful with course re-examination the student will be dismissed and may not be reinstated.

### **Academic Retention and Remediation Plan**

#### Principles

1. Each individual enrolled in the DPT program at NGCSU should be provided with every reasonable opportunity to succeed in their academic endeavors while in pursuit of the education necessary to become a practicing physical therapist.
2. The faculty of NCGSU has the obligation to provide the most appropriate education in terms of both rigor and content to assure that individuals graduating from the DPT



program are prepared to meet the demands of the profession of Physical Therapy with the highest degree of competence, ethics, and social obligation.

3. All individuals enrolled in the DPT program have been provided a record of required prerequisite courses and other indicators of academic ability that predict they should be able to prosper and learn in the manner required by department objectives.
4. All students enrolled in NGCSU's DPT program must assume responsibility for their personal learning success.
5. All students enrolled in the NGCSU DPT program are required to achieve a minimum grade of 80% (B) in every course to remain enrolled in the program. Students not receiving a minimum grade of 80% (B) in any course will be suspended or dismissed from the program as appropriate.

#### Remediation Policy:

1. Each individual identified as receiving a grade, in any assignment (course component), below the required 80% standard will be required to meet with their course instructor(s) and advisor to determine an action plan to assist the student in mastery of that material.
  - a. Suggested activities and strategies to be used for remediation include, but not limited to:
    - i. Information Sessions and individualized tutoring
    - ii. Additional reading
    - iii. Appropriate activities to enrich the content such as clinic time with an instructor
    - iv. Counseling concerning appropriate study habits and learning resources.
  - b. Only at the discretion of the course manager, students can be retested on a course component in which initial evaluation yielded deficient performance. A course component is defined as any assignment or exam (or quiz) that is graded within a given course.
  - c. Only at the discretion of the course manager, students can be provided a cumulative course re-examination if a deficient final course grade of 80% or higher was not achieved at the conclusion of a course. A course re-examination is defined as a cumulative course final examination. Only three course re-examinations total will be allowed throughout the nine semester curriculum. If students do not achieve an 80% or higher on a course re-examination they will be suspended or dismissed from the program. Refer to Principle #5.
  - d. The reassessment, *if* successfully completed, will allow students to improve grades received on that component re-examination or course re-examination to grades of no higher than 80%.
  - e. Course managers will report to the Promotion and Retention (P & R) committee, in writing, students' names, course names, and specific course re-examinations.
2. If consistent remediation is required for multiple courses across the curriculum, students' abilities to successfully become competent members of the profession of physical therapy must be considered. Students' advisors should refer students for P & R committee consideration of appropriateness of continued enrollment in the program.
3. It is the responsibility of students enrolled in the DPT program at NGCSU to ensure their own academic success. With respect to this statement, the faculty expects students to contact appropriate instructors at the first sign of difficulty with mastery of academic material.

#### **Academic Sanctions for Consortium DPT Program**

Graduate physical therapy students of the Consortium DPT Program whose academic performance is or has been unsatisfactory will be subject to the following academic sanctions:

1. *Academic Letter of Notice:* Students who fail to achieve a grade of B or better in any course and who have been afforded the opportunity to take a course re-examination by the course manager will be provided a Letter of Notice from the respective course manager. The intent of the letter is to remind the student that a maximum of **one** course

re-examination within the specified course and maximum of three course re-examination across the curriculum are allowed. The letter will also clearly state that if the student does not achieve a course re-examination grade of 80% or better, the student will receive the earned grade and be dismissed from the program.

2. *Academic Final Warning:* Students who have taken **three** course re-examinations approved by course managers across the curriculum will be formally evaluated by the P&R committee and provided a Letter of Final Warning as appropriate indicating that **no** additional re-examinations will be allowed hence forward.
3. *Academic Dismissal.* Students who fail to achieve a final grade of B or better in any course (or S in the case of S/U courses) will be *dismissed* from the program. Students, who are unsuccessful following a Letter of Final Warning and are not able to achieve a final grade of B or better in the course, will be dismissed from the program [permanent].

### **Grade Appeal Policy**

Students in the Consortium DPT Program have the right to appeal all academic sanctions. All appeals must be submitted in writing within 3 days from grade reporting: problems within individual courses may be submitted to the instructor of record and follow the chain-of-command thereafter. Problems that are programmatic in scope may be submitted to the Promotion and Retention (P&R) Committee via the Department Head. The P & R Committee will convene and hold a hearing if necessary and make a recommendation to the Department Head within 5 days of receipt of the grade appeal. If a student wishes to appeal beyond the departmental level, the student may submit an appeal following the grade appeal process outlined in the NGCSU Graduate Bulletin. Final decisions will include the Department Head of the Consortium Oversight Committee, a committee consisting of the Department Head and one faculty representative from each of the member institutions.

In lieu of a Consortium policy for grade appeals across all partner institutions, grade appeals by students in the Consortium DPT Program at NGCSU will follow the Grade Appeal Policy for Graduate Courses included in the front section of this Bulletin.

### **OSCE Examinations**

In all clinical skills courses (patient care skills, interventions, orthopedics, neurotherapeutics, etc.), students will take Objective Structured Clinical Exams in the lab portions of those courses to demonstrate mastery of the specific clinical skills learned. This Graduate Program is obligated to insure each student is well prepared and safe to administer evaluative tests and treatment interventions prior to clinical experiences. Therefore, every student is expected to earn a minimum score of 80% on every OSCE in order to "pass" the course and be eligible to proceed in the curriculum or begin a Clinical Education experience. Those who do not earn a score of 80% on an OSCE, even though having strong performance in all other components of the course, may be given an arranged OSCE re-exam at the discretion of the course manager. Immediately following a deficient performance on an initial course OSCE, the course manager will provide a letter to the student stating clearly that the student was deficient with the initial attempt, that the student must meet with an advisor and course manager, and that a remediation plan of action needs to be developed. All OSCE re-exams will be videotaped. Students who are unsuccessful in ultimately achieving a minimum OSCE score of 80% through the re-exam process will receive a course grade of F and be dismissed from the program. The re-assessment, if successfully completed, will allow the student to improve the grade received on the initial OSCE to a grade of no higher than 80%.

### **Conduct and Professional Behavior Policy**

#### **Core Assumptions**

1. Members of the profession of physical therapy are guided in the development of professional behavior by a list of core values adopted by the American Physical Therapy Association: Accountability; Altruism; Compassion/Caring; Excellence; Integrity; Professional Duty and Social Responsibility.
2. Guidelines for ethical practice of physical therapy are set forth by the American Physical Therapy Association in the Physical Therapy Code of Ethics and by the Georgia Legislature

and the Georgia State Board of Physical Therapy in the Laws and Rules as governed and regulated by the State Board.

3. The faculty of the Physical Therapy Department of NGCSU embraces the Core Values and the ethical practice of physical therapy. Students are expected to learn, understand and exhibit these values:  
[http://www.apta.org/AM/Template.cfm?Section=Ethics\\_and\\_Legal](http://www.apta.org/AM/Template.cfm?Section=Ethics_and_Legal);  
<http://www.apta.org/AM/Template.cfm?Section=Professionalism>.
4. In addition students will abide by the departmental and institutional expectations: The current NGCSU-DPT Student Handbook and Activities Calendar.
5. The usual and customary application of common sense, courtesy and mutual respect is also expected.
6. Inappropriate professional behavior toward one's classmates, academic and clinical faculty, or patients will not be tolerated in any manner. Inappropriate professional behavior is defined as anything that shows disregard for the items listed above in 1, 2, 3, 4 and 5. Respect for the dignity and worth of the individual is paramount.
7. Disregard for Conduct Policy demeans the violator and assaults the character and good name of the group, the faculty, the program the institution, and the profession of physical therapy. Failure to exhibit the expected professional behavior and violations of the Conduct Policy in any form will be grounds for programmatic sanctions including conduct remediation, probation, suspension or dismissal from the program.

#### **General Policy**

1. Observed violations of the standards for Professional Behavior should be presented to the involved student's advisor directly or indirectly via the duly elected student/faculty liaison.
2. A course manager, or other faculty member (including a student's clinical instructor), may bring a conduct violation to the student's attention and recommend appropriate resolution before bringing the violation before the student's advisor. Once the advisor is apprised of the violation, he/she will meet with the student to assure understanding of why the student's actions were a conduct violation and also discuss how to prevent repeat conduct issues.
3. The advisor will meet with the student to address the issue on the day of the report of conduct violation, or as soon as possible. The faculty advisor and student may, at the advisor's discretion, develop an action plan to resolve the issue and/or present the discretion to the jurisdictional faculty or the Program Director.
4. A student who is concerned about a peer's conduct, and has been unsuccessful in resolving the conflict by addressing the person directly, should first address their individual advisor and together they should meet with the peer's advisor. The four individuals (two advisors and two students) should then meet to resolve the conduct issue involved in a manner to promote learning of conflict resolution, understanding of individual differences, and respect for others. If resolution is not acceptable to either involved party after the initial attempt through advisors, allegations of student violation or abuse of the Conduct Policy may be considered by the Physical Therapy Student Judicial Council and a recommended action made to the Promotion and Retention Committee.
5. If the advisor elects to establish and manage a student action plan, the advisor will inform the jurisdictional faculty and Program Director, in writing, of any action taken with regard to any student. A report of student progress in compliance with the action plan will also be sent to the P & R Committee. In this instance the P & R Committee will make no formal ruling considering the involved student's actions but will remain aware of student issues.
6. If any conduct issue is formally presented to the jurisdictional faculty (P & R Committee) by the advisor, the members of the Promotion and Retention Committee and student will meet to determine appropriate action which may include remediation; counseling, referral or programmatic sanctions (probation, suspension, or expulsion). Each case will be judged on an individual basis following due process procedures established by North Georgia College & State University and the Department of Physical Therapy.

#### **Academic and Professional Integrity Policy**

Information about the Academic and Professional Integrity Policy are included in the front section of the

Graduate Bulletin. Rules and guidelines for understanding what constitutes plagiarism and how to avoid unintentional acts of plagiarism will be discussed during the departmental orientation for new students and will be continually emphasized throughout the curriculum in each individual course. All required papers and/or project reports may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers and/or project reports will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. If the student is ever uncertain about how the rules apply, ask before proceeding.

### **Professional Behavior**

Inappropriate behavior toward one's classmates, academic and clinical faculty, or patients will not be tolerated. Respect for the dignity and worth of the individual is paramount, and integrity should rule in all interactions. Therefore, students must become familiar with standards of professional behavior as represented within **Professionalism in Physical Therapy: Core Values** and embodied and applied in the **APTA Code of Ethics** at:

[http://www.apta.org/PT\\_Practice/ethics\\_pt/code\\_ethics](http://www.apta.org/PT_Practice/ethics_pt/code_ethics)

Georgia State Board of Physical Therapy at:

[http://rules.sos.state.ga.us/cgi-bin/page.cgi?g=GEORGIA STATE BOARD OF PHYSICAL THERAPY%20/index.html&d=1](http://rules.sos.state.ga.us/cgi-bin/page.cgi?g=GEORGIA%20STATE%20BOARD%20OF%20PHYSICAL%20THERAPY%20/index.html&d=1)

Ethical professional behavior, as a concept, as well as the Core Values and the Physical Therapy Code of Ethics, will be presented and thoroughly explored in the Professional Socialization series of courses. Additionally, students will be expected to manifest the standards of professional behavior as embodied in the Generic Abilities and Core Values.

Observed violations of the standards for Professional Behavior should be presented directly to the jurisdictional faculty or the Department Head or, indirectly to these individuals through the duly elected student liaisons to the faculty from each class.

### **Code of Conduct Sanctions for DPT Program**

Allegations of Code of Conduct violations should be presented directly to the jurisdictional faculty or the Program Director, or, indirectly to these same individuals through the duly elected officers of each class. Such allegations may be forwarded to the Student Judicial Council. Graduate physical therapy students whose conduct is judged to be unsatisfactory will be subject to the sanctions described below. However, breeches of academic, ethical, legal or professional conduct may also constitute grounds for immediate suspension from the program with no prior sanctions. Failure to comply with the standards of Professional Behavior as previously described may also result in the application of the Code of Conduct Sanctions.

1. *Conduct Letter of Notice.* Students whose conduct, within a given term or event, is deficient, declines significantly, or otherwise indicates the potential for subsequent behavioral problems, as determined by the faculty, will receive a written notice.
2. *Conduct Letter of Final Warning.* Students who are on Conduct Notice, or who repeat previously sanctioned behavior(s) will receive a Letter of Final Warning. All students so stipulated will negotiate a formal written contract with the faculty for professional growth. Failure to comply with terms of this contract will result in more serious sanctions.
3. *Conduct Dismissal.* Students who have been previously sanctioned with Final Warning may be dismissed should they again be guilty of a conduct violation that could otherwise result in suspension.

Any student receiving a Conduct Sanction is **required** to seek-out the assistance of his/her faculty advisor. The advisor can guide the student in formulating a workable plan of action that will enhance future success in the identified area(s) of behavioral deficiency. Students who successfully resolve their conduct issue(s) will be restored to conduct good standing. Those for whom unsatisfactory performance continues will have further sanctions imposed.

Students have the right to appeal all Conduct Sanctions. Sanctions resulting from Academic Integrity violations may be appealed to the Associate Vice President for Academic Affairs (AVPAA) who will have the merits of the appeal considered by the Graduate Professional and Academic Integrity Appeals Committee. Their recommendation will be forwarded back to the AVPAA. Sanctions resulting from all other Code of Conduct violations may be appealed to the Vice President of Student Affairs.

In lieu of a Consortium policy for academic and professional integrity appeals across all partner institutions, academic and professional integrity appeals by students in the Consortium DPT Program at North Georgia College & State University will follow the Academic Integrity Policy for Graduate Courses included in the front section of this Bulletin.

### **Degree Requirements, Doctor of Physical Therapy**

Graduation requirements for the Doctor of Physical Therapy student include:

1. Completion of 130 designated semester hours of study with a cumulative GPA of 3.0 or higher, with no grade of less than a B.
2. Completion of all graduate degree requirements in residence.
3. Completion of all degree-related course requirements within a 4-year period.

## PHYSICAL THERAPY PROFESSIONAL DPT CURRICULUM by TERM (09-10)

NGCSU's Physical Therapy professional education curriculum requires students to complete a total of 130 semester credits of classroom and clinical experience during nine consecutive semesters, including three summer terms.

### SEMESTER 1 – SUMMER, YEAR I

Pfx /	No	Course Title	Credit
NDPT	7111	Gross Anatomy & Embryology	7
NDPT	7121	Medical Terminology (on-line)	1
NDPT	7131	Clinical Histology	3 (11)

### SEMESTER 2 – FALL, YEAR I

NDPT	7141	Clinical Physiology I: Medical Physiology	4
NDPT	7171	Neuroscience I	4
NDPT	7311	Patient Care Skills I: Examination	4
NDPT	7411	Professional Socialization I: Introduction	3 (15)

### SEMESTER 3 – SPRING, YEAR I

NDPT	7151	Clinical Physiology II: Exercise Physiology	4
NDPT	7161	Clinical Kinesiology	4
NDPT	7181	Neuroscience II	3
NDPT	7321	Patient Care Skills II: Teaching & Learning	4 (15)

### SEMESTER 4 – SUMMER, YEAR II

NDPT	7332	Patient Care Skills III: Interventions	4
NDPT	7512	Clinical Research I: Design	3
NDPT	7712	Clinical Education I (10 weeks)	6 (13)

### SEMESTER 5 – FALL, YEAR II

NDPT	7222	Pharmacology / Diagnostics I: Musculoskeletal	1
NDPT	7342	Patient Care Skills IV: Prosthetics and Orthotics	2
NDPT	7525	Clinical Research II: Statistics	3
NDPT	7526	Clinical Research III: Evidence Based Practice	1
NDPT	7612	Clinical Problems I: Musculoskeletal I	5 (12)

### SEMESTER 6 – SPRING, YEAR II

NDPT	7192	Psychosocial Issues in Health Care	4
NDPT	7232	Pharmacology / Diagnostics II: Cardiopulmonary	1
NDPT	7532	Clinical Research IV: Research Project	2
NDPT	7622	Clinical Problems II: Musculoskeletal II	6
NDPT	7632	Clinical Problems III: Cardiopulmonary Care	4 (17)

### SEMESTER 7 – SUMMER, YEAR III

NDPT	7243	Pharmacology / Diagnostics III: Integumentary	1
NDPT	7643	Clinical Problems IV: Integumentary Care	2
NDPT	7653	Clinical Problems V: Neuromuscular I	5
NDPT	7733	Clinical Education III (10 weeks)	8 (16)

### SEMESTER 8 – FALL, YEAR III

NDPT	7253	Pharmacology / Diagnostics IV: Neuromuscular	1
NDPT	7423	Professional Socialization II: Management	4
NDPT	7663	Clinical Problems VI: Neuromuscular II	5
NDPT	7673	Clinical Problems VII: Management of Multi-System Impairment	4 (14)

### SEMESTER 9 – SPRING, YEAR III

NDPT	7433	Professional Socialization III: Professional Entry	1
NDPT	7743	Clinical Education IV (16 weeks)	16 (17)
			<b>130 credits</b>

# ***Physical Therapy Course Descriptions***

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## **NDPT 7111 Gross Anatomy and Embryology (7)**

Prerequisite: Admission to DPT Program in Physical Therapy. This course begins with foundational concepts in vertebrate embryology and development. Upon that foundation an in-depth regional study of the human body emphasizing musculoskeletal, neuromuscular and cardiopulmonary systems plus gross surface anatomy features is methodically explored. Students will examine structural interrelationships as a basis for normal function, and will engage in directed laboratory experiences with cadaver dissection, skeletal materials and models plus other proven learning activities such as student presentations of clinical problems illustrating anatomical principles, and student presentations of cadaver pro-sections.

## **NDPT 7121 Medical Terminology (2)**

Prerequisite: Admission to DPT Program in Physical Therapy. Medical Terminology is specifically designed to meet the needs of students in medical, biological, and health-related programs and provides them with a working knowledge of medical vocabulary using a systems approach. This course provides a study of words that pertain to body systems, anatomic structures, medical processes and procedures, and a variety of diseases. Medical terminology is a specialized language for the health care team so they may communicate in a concise and accurate way.

## **NDPT 7131 Clinical Histology (3)**

Prerequisite: Admission to DPT Program in Physical Therapy. This course is an in-depth study of clinical histology particularly as it relates to the organs of the musculoskeletal, neural, integumentary and cardiopulmonary systems. Their structural interrelationships, as a basis for normal and pathological conditions, are thoroughly explored. Emphasis is placed on connective tissue and muscular structures and their responses to stress and inflammation. Instructional sessions will also integrate rationale of treatment of pathological conditions specific to connective tissue changes.

## **NDPT 7141 Clinical Physiology I: Medical Physiology (4)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course builds on basic physiological knowledge for understanding homeostatic mechanisms and interaction of organ systems required of every physical therapist. The relationship of alterations in normal physiology and disease processes is introduced. The course presents pathophysiological concepts, which include the knowledge of cellular injury, inflammation, tissue repair, infections, and the impact of genetic, nutritional and neoplastic factors. Basic introduction into the principles of endocrinology and pharmacology is provided in relation to the identification and recognition of pathophysiological change. When appropriate a systems approach to patient management is applied. This course is first in a series of two clinical physiology courses in the curriculum.

## **NDPT 7151 Clinical Physiology II: Exercise Physiology (4)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course is designed to assist the student to understand the physiological processes that underlie the role and effects of exercise as it relates to health, pathology, culture, age, gender, and restoration of function. Emphasis is placed on muscle cell physiology, cardiovascular responses, and oxygen transport in response to changes in metabolic demand, exercise training, and detraining. Principles of therapeutic exercise, using a case study and lab approach, will provide students with foundational knowledge for safe implementation of a variety of general exercise programs.

**NDPT 7161 Clinical Kinesiology (4)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course will cover mechanical and functional analysis of axial and appendicular skeletal movement. Normal and abnormal human sensorimotor function will be analyzed with specific emphases on normal and pathological gait analysis, and functional task analysis.

**NDPT 7171 Neuroscience I (4)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. A detailed study of the central and peripheral nervous system of the human, including phylogeny, developmental anatomy, microanatomy, gross anatomical consideration, and internal structures and organization. The focus will be on structures and relationships underlying behavior, particularly perception, intellect and motor control. Selected pathological conditions will be considered to illustrate the relationship between structure and behavior, both normal and pathological. Muscle tone, reflexes and reactions in relation to normal and pathological nervous system function and dysfunction will be considered. Directed laboratory experiences using cadaveric tissue, images of sectioned tissue, and models will be included.

**NDPT 7181 Neuroscience II (3)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. The focus of this course is on detailed study of the integrated functions of the human nervous system emphasizing mechanisms of motor and sensory activity and modulation. Principles of generation and conduction of nerve impulse are thoroughly discovered. Then by Integrating the neuroanatomy and neurophysiology information, the neurological basis of normal movements are discussed; Motor control theories, concepts of motor learning, and associated intervention plans are fully covered. The development and maintenance of postural control, muscle tone and reflexes in relation to normal and pathological neural functions and dysfunction are presented. The neurophysiologic bases underlying several treatment techniques are explored. The clinical disorders of neuromuscular system are discussed.

**NDPT 7192 Psychosocial Issues in Health Care (4)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course explores the psychosocial concepts, theories, and ethical principles essential to understanding reactions of patients, family, and therapists to disabling disorders and catastrophic illness. Through reading assignments, review of video/movies and “active” class discussion, students are able to explore “identity” and the other essential constructs of “self” as they relate to ‘healthy’ human development across the lifespan. As students recognize their own belief systems, essential psychosocial elements of ‘self’ are then applied to understanding differences and similarities in values, moral and ethical beliefs of various groups of people – across age, race, culture, sexual orientation, and socioeconomic status. More specifically, attitudes toward persons with disability are discussed with respect to their influence on the physical, psychosocial, and cultural aspects of an individual's growth and development. Finally, the role of physical therapists, service professions, agencies, and advocacy groups in facilitating adjustment to disability are discussed.

**NDPT 7222 Pharmacology and Diagnostics I: Musculoskeletal (1)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course includes the pertinent clinical pharmacology and diagnostic medical tests for patients with orthopedic and spinal dysfunction. Pharmacokinetics and pharmacodynamics will emphasize the indications and contraindications of various drugs relative to their effect on diagnosis, prognosis, and interventions in physical therapy. Additionally, physiological process will be studied with particular emphasis on changes that occur secondary to variables such as age, environment, race, and gender. Diagnostic tests, such as lab values, electro-diagnostic testing, radiographic imaging, MRI, etc., will be also be explored in relation to physical therapy diagnosis for patient with musculoskeletal dysfunction. This course is intended to accompany the Orthopedic Clinical problem series.



**NDPT 7232 Clinical Pharmacology and Diagnostics II: Cardiopulmonary (1)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course includes pertinent clinical pharmacology and diagnostic medical tests for patients with cardiopulmonary dysfunction. Pharmacokinetics and pharmacodynamics will emphasize the indications and contraindications of various drugs relative to their effect on diagnosis, prognosis, and interventions in physical therapy. Additionally, physiological process will be studied with particular emphasis on changes that occur secondary to variables such as age, environment, race, and gender. Diagnostic tests, such as lab values, exercise stress testing, echocardiogram, etc., will be also be explored in relation to physical therapy diagnosis for patient with cardiopulmonary dysfunction. This course is intended to accompany the Cardiopulmonary Clinical problem series.

**NDPT 7243 Clinical Pharmacology and Diagnostics III: Integumentary (1)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course includes the pertinent clinical pharmacology and diagnostic medical tests for patients with integumentary dysfunction. Pharmacokinetics and pharmacodynamics will emphasize the indications and contraindications of various drugs relative to their effect on diagnosis, prognosis, and interventions in physical therapy. Additionally, physiological process will be studied with particular emphasis on changes that occur secondary to variables such as age, environment, race, and gender. Diagnostic tests, such as lab values, ABI, Doppler, Ultrasound, etc. will be also be explored in relation to physical therapy diagnosis in a patient with integumentary dysfunction. This course is intended to accompany the clinical problem series course of Integumentary Care.

**NDPT 7253 Clinical Pharmacology and Diagnostics IV: Neuromuscular (1)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course includes the pertinent clinical pharmacology and diagnostic medical tests for patients with neuromuscular dysfunction. Pharmacokinetics and pharmacodynamics will emphasize the indications and contraindications of various drugs relative to their effect on diagnosis, prognosis, and interventions in physical therapy. Additionally, physiological process will be studied with particular emphasis on changes that occur secondary to variables such as age, environment, race, and gender. Diagnostic tests, such as lab values, electro-diagnostic tests, CT/PET scans, MRI, etc. will be also be explored in relation to physical therapy diagnosis for patient with neuromuscular dysfunction. This course is intended to accompany the Neuromuscular clinical problem series.

**NDPT 7311 Patient Care Skills I: Examination (4)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. The knowledge and skills necessary for examination of patients leading to physical therapy diagnoses, prognoses and evaluation will be presented and practiced. Theory and techniques for measurement of physical therapy and physiological entities will include obtaining medical history, palpation technique, draping, screening for dysfunction in human systems (integumentary, cardiopulmonary, musculoskeletal, neuromuscular, and cognitive); vital signs tests, reflex assessment, manual muscle tests, muscle length tests, range of motion, and postural assessment. Students will learn to discuss and document their examination findings. Reliability and validity of the measurements will be explored, with emphasis placed on precision of measurement, elimination of errors in testing, and accuracy of documentation. Activities will include a range of experiences, progressing from normal to pathological conditions, across the spectra of age, sex, culture, and race.

#### **NDPT 7321 Patient Care Skills II: Teaching and Learning (4)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course completes examination and application of basic patient skills, such as universal precautions, bed mobility, wheelchair mobility, transfer training, and gait training. The course also provides an in-depth exploration of the components of the acquisition of teaching/learning as it applies to patient interaction in physical therapy. A variety of educational/instructional methods are introduced, allowing for exploration of optimal teaching approaches in the cognitive, psychomotor, and affective domains. Modifications to learning/teaching strategies are discussed within the context of age, race, gender, culture, and socioeconomic status. Emphasis will be placed on the selection of educational methods that enhance retention and compliance of learning.

#### **NDPT 7332 Patient Care Skills III: Interventions (4)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course will explore the scientific basis for selecting and implementing a plan of care using therapeutic agents, including relaxation training & soft tissue mobilization, compression therapy, thermal agents, and electrotherapeutic modalities. Indications for use of therapeutic modalities, proper administration, and documentation of effectiveness will be emphasized. Students will learn to discuss and document their selection of an appropriate therapeutic agent/s in relation to sound knowledge of underlying physiological processes (pain, inflammation, edema, motor control, etc.) and pertinent methods of physical therapy measurement (such as obtaining medical history, palpation screening for dysfunction in human systems (integumentary, cardiopulmonary, musculoskeletal, and neuromuscular). Evidence-based practice will be fostered through careful critique of the literature in therapeutic agents. Lab activities will include a range of experiences, progressing from normal to pathological conditions, across the spectra of age, sex, and race.

#### **NDPT 7342 Patient Care Skills IV: Prosthetics and Orthotics (2)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course will cover biomechanical principles for the design and function of lower and upper extremity orthotics and prosthetics. Specific emphasis will be placed on normal and pathologic gait analysis with orthotic and prosthetic devices. Students will learn to relate limitations of orthotic/prosthetic devices to physical therapy management (functional training). Case study exploration will additionally provide the basis for comprehensive physical therapy management (Examination, Evaluation, Dx/Prognosis, & Plan of Care) for people with lower limb amputation.

#### **NDPT 7411 Professional Socialization I: Introduction (3)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. Professional Socialization I: Introduction is the first course in a sequence in which the profession of physical therapy is explored. The history of the profession including the people, world events, and organizational events that have shaped the scope of practice, standard of care and code of ethics will be investigated. The core documents will serve as a foundation for expectation of professional behaviors in documentation, reimbursement, and patient care settings. The scope of professional conferences and issues of past, current, and future concerns will be discussed. Students are expected and encouraged to participate in future professional conferences, presentations, and the Georgia State Board of Physical Therapy public meeting. Governance of the recognized professional organization, the American Physical Therapy Association, will be discussed.

One essential element for a professional physical therapist is effective communication. Written, verbal, and non-verbal skills for professional, effective communication will be emphasized. The tutorial process as defined by our modified problem-based curriculum will be experienced.

#### **NDPT 7423 Professional Socialization II: Management (4)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. Professional Socialization II: Management is the second course in a three-course series. This course will include macroeconomics of the United States healthcare system to the microeconomics of a physical therapy practice setting. Focus will be on management procedures including budgeting, staffing, quality improvement, personnel development, and federal guidelines concerning the Americans with Disabilities Act with particular interest in the scope of practice of physical therapy. The core documents of physical therapy (Code of Ethics, Standard of Practice, Physical Therapists Guide to Practice) will be incorporated into the business aspects of healthcare. Legal and ethical application of processes for reimbursement (RBRVS, CPT coding, CCI edits, case mix groupings, DRGs, and MDS) will be investigated. Social responsibility of the professional physical therapist and consultation skills will be discussed and culminate in a service project. Personal career development plans, networking, and preparation for entry to the profession will be introduced. An in-depth look at the rules and laws governing physical therapy in the state of Georgia will also be a major component of this course.

#### **NDPT 743 Professional Socialization III: Professional Entry (1)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. Professional Socialization III: Entry to the Profession is the series 'capstone' course, which emphasizes the student's readiness to embrace the knowledge, values, and skills of the profession of physical therapy. The students will assess their professional growth since entry into the program and examine how their development matches the primary mission of the graduate program in physical therapy. Mechanisms for seeking out community resources, mentors, networking, and participation in professional organizations will be presented in more detail. Expectations during the first year of practice will be investigated from an employers as well as employee perspective. Ways to foster the student's future role of becoming a clinical instructor will be explored and emphasized. Preparation for National Physical Therapy Examination will be completed and students will also evaluate complicated ethical issues in healthcare delivery. Finally, discussion on topics of particular clinical or professional interest will be entertained.

#### **NDPT 7512 Clinical Research I: Design (3)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course relates to theories and concepts of scientific investigation and clinical research. The process of scientific inquiry is explored and related to the acquisition of knowledge in therapeutic interventions and evidence based physical therapy practice. Understanding concepts involved in formulating a research question and gaining a perception of range and scope of research methods is the expected outcome of this course.

#### **NDPT 7525: Clinical Research II: Statistics (3)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This is a sequential course to PT 7512. The process of scientific inquiry is expanded to include an in depth survey of the range and scope of research methods and statistical designs used towards evidence-based practice in physical therapy. The focus of research is directed toward parametric and nonparametric statistics used in clinical investigation.

#### **NDPT 7526 Clinical Research III: Evidence Based Practice (1)**

Co-requisite: NDPT 7525. The process of scientific inquiry is expanded to include critical review of literature related to tests, measures, and interventions used by physical therapists under the supervision of a core faculty member in the Doctorate in Physical Therapy Program. The focus of the critical review is to develop a research question and complete a research proposal including a brief synthesis of relevant literature and methodology for a capstone project. Students will present the proposal and complete an institutional review board application.

#### **NDPT 7532 Clinical Research III: Research Project (2)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. The focus of this course is on the collection of data, its reduction, and analysis. At the conclusion of this course, students will submit a project paper and a formal platform presentation of research completed. Each research group will complete and submit an abstract to a state, regional, or national conference for poster presentation.

**NDPT 7612 Clinical Problems I: Musculoskeletal I (5)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. The course will address physical therapy assessment and treatment of common musculoskeletal disorders of the extremities. Basic level differential diagnosis and treatment techniques will be presented including joint mobilizations (Grades I – V), soft tissue massage, ambulation and activity progression and therapeutic exercise. Therapeutic exercise, isometric, isotonic, and isokinetic testing and rehabilitation will be studied with integrated exposure to rehabilitation equipment used with these patient populations. Students will be exposed to various treatment rationales. Learning will be approached through tutorial and practical lab sessions.

**NDPT 7622 Clinical Problems II: Musculoskeletal II (6)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course will address physical therapy evaluation, assessment and rehabilitation of spinal disorders and the temporomandibular joint. Spinal topics include lumbar, SIJ, cervical, thoracic and temporomandibular joint regions. Evaluation and treatment of surgical and non-surgical conditions will be taught. The student will be trained in the systematic assessment of musculoskeletal dysfunction of each of these regions. Treatment techniques instructed will include spinal mobilization (Grades I - V), muscle energy techniques, soft tissue mobilization, manual and mechanical traction, body mechanics, self care techniques and therapeutic exercise. The student will be exposed to various treatment rationales that are prominent in physical therapy. The concepts of clinical reasoning and differential diagnosis related to spine disorders will be emphasized. The epidemiology and ergonomics of back and neck pain will also be investigated. Learning will be approached through critical appraisal of the literature using small group tutorials and practical lab sessions such that the basis for evidence based practice of physical therapy in these clinical areas will be developed.

**NDPT 7632 Clinical Problems III: Cardiopulmonary Care (4)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course emphasizes normal and abnormal cardiopulmonary responses to exercise, compromised cardiopulmonary physiology and pathophysiology of common cardiopulmonary diseases. The course is designed to assist the student in applying physiological principles to physical therapy interventions for clients with cardiopulmonary dysfunction. The course also presents the information that needs to be considered in relation to race, age, and gender. Critical analysis of the literature is necessary for all the clinical cases presented and provides a foundation for the evidence-based practice of Physical Therapy (Guide for Practice in Physical Therapy).

**NDPT 7643 Clinical Problems IV: Integumentary Care (2)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course emphasizes the pathophysiology of burns and wounds; the rehabilitation of patients with related acute and subacute diseases that require skilled and intermediate care. The course also requires students to discover the influences of race, age, and gender on the concepts of wound management and burn care. Critical analysis of the literature is necessary for all the clinical cases presented and provide a foundation for the evidence-based practice of physical therapy (Guide for Practice in Physical Therapy).

**NDPT 7653 Clinical Problems V: Neuromuscular I (5)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course examines aspects of human development from conception to adulthood. Normal development of the body, nervous system and cognition, congenital abnormalities, and infant, childhood, and adolescent pathologies will be studied. Examination and Evaluation, including pediatric assessment methodologies and therapeutic exercise/interventions will be studied through a series of problems examined in a Problem-Based Learning format and practical lab sessions.

### **NDPT 7663 Clinical Problems VI: Neuromuscular II (5)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course emphasizes advanced neuromuscular evaluation and treatment rationales and principles related to the adult population. Emphasis is on principles of normal movement and maintenance of posture, their application to abnormal central nervous system function in adults with a variety of neurological pathologies including CVAs, Parkinson's disease, MS, Alzheimer's, Huntington's disease, spinal cord injuries and peripheral nerve injuries. This course includes contemporary concepts of motor control as well as the traditional neurodevelopment approaches. Specific approaches are selected for application in the development of comprehensive rehabilitation plans.

### **NDPT 7673 Clinical Problems VII: Management of Multi-System Impairments (4)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course is conducted using a seminar (large tutorial) format and will be solely based on clinical cases that involve more than one pathological process. It is the capstone course of the clinical problem series in the curriculum and will require the student to use information learned in the prior clinical and foundational science courses. This course addresses the physical therapy examination, evaluation, intervention and management of clinical problems associated with multi-system impairments (integumentary, cardiopulmonary, musculoskeletal, and neuromuscular). Clinical manifestations of disease are correlated with their pathology and physiological consequences. Etiology, pathology, clinical progression of disease and the resultant impairments provide a foundation for synthesis of physical therapy diagnoses, prognosis, interventions and projected outcomes. Critical analyses of the literature, investigations of reliability and validity of examination, evaluation, intervention, and projections for future research permeate all clinical cases in this course. This course elicits discussion regarding modifications of interventions and prognosis, which may be required when age, race, and gender are considered.

### **NDPT 7712 Clinical Education I (6)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. The purpose of this clinical experience is to provide the student with the opportunity to initiate practical application of the clinical education and teaching skills from the initial professional year of class work. Students will have opportunity to **apply knowledge** of foundational science principles (kinesiology, medical and exercise physiology, and neuroscience) and general examination and intervention skills to patient care. Students will be introduced to and have opportunity to apply the five elements of patient client management (examination, evaluation, diagnosis, prognosis, plan of care and intervention). These skills will be performed under the direct supervision of a licensed practicing clinician. This ten-week assignment can occur in a variety of rural and/or urban facilities.

### **NDPT 7723 Clinical Education II (8)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. The purpose of this clinical placement is to provide the student with opportunity for practical application of the foundational sciences and the clinical problems skills studied in the first two years of professional class work. Students will have opportunity to **analyze and integrate** the five elements of patient client management (examination, evaluation, diagnosis, prognosis, plan of care and intervention) for patients with integumentary, musculoskeletal, cardiopulmonary, and neuromuscular (Pediatrics) conditions. These skills will be performed under the direct supervision of a licensed practicing clinician. This ten-week assignment can occur in a variety of rural and/or urban facilities.

### **NDPT 7733 Clinical Education III (16)**

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. The purpose of this clinical placement is to provide the student with opportunity for practical application of the foundational sciences and the clinical problems skills studied in the first three years of professional class work. Students will have opportunity to **synthesize** the five elements of patient client management (examination, evaluation, diagnosis, prognosis, plan of care and intervention) for patients with multi-system failure, including integumentary, musculoskeletal, cardiopulmonary, and neuromuscular (Pediatrics and Adult) conditions. These skills will be performed under the direct supervision of a licensed practicing clinician. This sixteen-week assignment can occur in a variety of rural and/or urban facilities.