STUDENT HANDBOOK

Doctor of Physical Therapy Program
Department of Applied Medicine and Rehabilitation

Summer 2020

Approved : DPT Faculty -  3-30-18, vote 7-0-0
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Approved: College Executive Committee – 4-23-18 vote 6-0-0
The mission of the Doctor of Physical Therapy program is to provide a supportive, student-focused learning environment that encourages and educates individuals to develop into compassionate, clinically and culturally competent licensed physical therapists who are productive citizens. The physical therapy curriculum will allow opportunities for scholarship, community engagement, and professional service, in addition to in-depth learning in human movement. The program will emphasize ways in which future physical therapists can contribute to the health equity of all, including rural and/or underserved populations.
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Section 1: General Information

Indiana State University

INTRODUCTION

The student handbook serves to educate enrolled students to the policies and procedures of the Physical Therapy Program at Indiana State University. The student handbook also functions as a guide and resource for student expectations while enrolled in the program. Please refer to the University handbook for general student conduct at http://www.indstate.edu/sjp/docs/code.pdf.

MISSION OF INDIANA STATE UNIVERSITY

Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

VISION OF INDIANA STATE UNIVERSITY

Inspired by a shared commitment to improving our communities, Indiana State University will be known nationally for academic, cultural, and research opportunities designed to ensure the success of its people and their work.

VALUES OF INDIANA STATE UNIVERSITY

- Integrity
  We demonstrate integrity through honesty, civility, and fairness.
- Scholarship
  We value high standards for learning, teaching and inquiry.
- Transforming
  We foster personal growth within an environment in which every individual matters.
- Responsibility
  We uphold the responsibility of university citizenship.
Education
We provide a well-rounded education that integrates professional preparation and study in the arts and sciences with co-curricular involvement.

Embrace Diversity
We embrace the diversity of individuals, ideas, and expressions.

Stewardship
We exercise stewardship of our global community.

LOCATION
The Department of Applied Medicine and Rehabilitation is located on the campus of Indiana State University in the Student Health Services Building, on the second floor. The University is located in downtown Terre Haute, Indiana. Terre Haute is located in west-central Indiana, in the Wabash Valley.

CAMPUS
Indiana State University has approximately 13,565 students. Even though more than 75 percent of University students come from the state of Indiana, all 52 states and territories are represented, along with 69 countries. The University offers its students over 120 student organizations, which all have an active presence on campus. From fraternities and sororities to campus ministry, Indiana State University has a number of diverse opportunities for students to participate in and get involved with.
COLLEGE MISSION STATEMENT
The College is dedicated to fostering student excellence and developing productive citizens who function as skilled professionals. Further, we champion teaching, research, creative activities, community involvement through health initiatives, and life-long learning.

DEPARTMENT MISSION STATEMENT
The mission of the Applied Medicine and Rehabilitation Department is to provide excellence in professional preparation and patient healthcare. The department supports student inter-professional growth and the development of productive citizens through mentorship in the quest for new knowledge and research, community engagement, clinical experience, service learning and progressive comprehensive health care.

DEPARTMENT HISTORY
Indiana State University's graduate athletic training program was founded in 1972. It is known nationally and internationally for its highly distinguished faculty and graduates. In 2009, the Department of Athletic Training became the Applied Medicine and Rehabilitation Department which houses the Under-Graduate and Post-Professional Masters of Athletic Training Education Programs as well as the Masters of Physician Assistant Program (MSPA), Masters of Occupational Therapy and the Doctor of Physical Therapy Program (DPT).

Section II: DPT Program Information

PHYSICAL THERAPY PROGRAM MISSION
The mission of the Doctor of Physical Therapy program is to provide a supportive, student-focused learning environment that encourages and educates individuals to develop into compassionate, clinically and culturally competent licensed physical therapists who are productive citizens. The physical therapy curriculum will allow opportunities for scholarship, community engagement, and professional service, in addition to in-depth learning in human movement. The program will emphasize ways in which future physical therapists can contribute to the health equity of all, including rural and/or underserved populations.

PHYSICAL THERAPY PROGRAM VISION
The vision of the ISU Doctor of Physical Therapy Program is in accordance with the APTA’s Vision of transforming society by optimizing movement to improve the human experience. Graduates will serve as autonomous practitioners who demonstrate a strong commitment to professionalism and ethical behavior. Graduates of the program will be evidence-based clinicians, inquisitive life-long learners and will possess the necessary skills for
critical analysis and research. The graduating students will provide patient-centered, culturally sensitive services to their clients and will be recognized in the community as health care specialists of choice for the treatment and management of physical impairment and/or functional limitations. Graduates will advocate for and promote health equity for all individuals across the lifespan.

PHYSICAL THERAPY PROGRAM VALUES

**Integrity:** The DPT Program faculty and students demonstrates integrity through honesty, civility, and fairness.

**Scholarship:** The DPT Program values high standards for learning, teaching and inquiry.

**Value on the Individual:** The design of the curriculum emphasizes community engagement, inter-professional education and experiential learning, highlighting “transformation”. The DPT Program fosters personal growth within an environment in which every individual matters.

**Responsibility:** Responsibility at Indiana State University is highlighted in the requirements for faculty service and university engagement. The DPT Program upholds the responsibility of university citizenship and expects students to demonstrate academic citizenship.

**Education:** Indiana State University’s emphasis on interprofessional and experiential learning provides students with an integration of educational opportunities throughout the curriculum. The DPT Program provides a well-rounded education that integrates professional preparation and study in an interprofessional environment.

**Embrace Diversity:** The DPT program embraces diversity through outreach and emphasis on rural/underserved population education and inter-professional education. The DPT Program embraces the diversity of individuals, ideas, and expressions.

**Stewardship:** The DPT program embraces stewardship of the global community through faculty research, student research and practice opportunities, emphasis on inter-professional education and community engagement. The program anticipates participation in global outreach programs for senior level students. The program philosophy and values revolve around efforts to enhance the health equity of all, particularly rural and underserved populations. The DPT Program exercises stewardship of our global community.

PHILOSOPHY OF EDUCATION

Health care is an evolving and ever changing profession as evidenced by technological advances as well as a continual abundance of published research studies. As Physical Therapy continues to move toward direct-access, to meet the economical and physical needs of its patients, it is imperative to educate students to be autonomous practitioners. The faculty must provide a comprehensive education based on didactic, clinical and research experiences to build a foundation for a student’s professional development. Thus, the faculty will draw on its individual strengths in clinical application, as well as its academic strengths to mold a new generation of graduates.

Graduates will be exposed to core sciences, applied sciences, and specific physical therapy courses including laboratory courses. Academic research exposure will be included in the program. Courses in clinical application will also be required to apply core science and academic information into patient care.

We believe that learning is cyclical and that no one style is right for all; students learn in many different ways. It will be the responsibility of the faculty to support the different learning styles to help meet the individual needs of the student. We also believe that students in graduate level programs possess adult learning styles, and they will be encouraged to be proactive in the program of study.
PHYSICAL THERAPY PROGRAM GOALS

Graduates of the Indiana State University Doctor of Physical Therapy program will be prepared to provide competent healthcare through having the skills needed to effectively examine, evaluate, diagnose, and provide appropriate interventions for clients with all levels of physical impairments. The specific degree objectives include:

**Student Goals**

1. Students will practice in an ethical and legal manner utilizing effective oral and written interdisciplinary communication skills to patients and stakeholders within the profession including those in rural and underserved areas.

2. Students will demonstrate competent entry-level patient care skills and will be able to critically reason in examination, evaluation, diagnosis, prognosis and intervention while functioning as autonomous practitioners.

3. Students will promote health and wellness in their community.

4. Students will demonstrate competence in accessing evidence based literature, appraising the literature, and implementing it to enhance practice patterns.

**Faculty Goals**

1. Faculty will develop and implement a scholarly agenda and contribute to the body of knowledge as it relates to Physical Therapy.

2. Faculty will demonstrate continuous professional development by engaging in advanced education and credentialing, and by being involved with professional service at the community, university, state, and national levels.

3. Faculty will engage in clinical practice/community service to rural and/or underserved populations.

**Program Goals**

1. After successful candidacy and accreditation, program graduates will pass the licensure exam.

2. After successful candidacy and accreditation, graduates who seek employment will be employed within 6 months after graduation from the DPT Program.

3. After successful candidacy and accreditation, Graduates will work in rural and/or underserved areas upon graduation from the DPT Program.
Commission on Accreditation of Physical Therapy Education

CAPTE
The Commission on Accreditation of Physical Therapy Education (CAPTE) establishes standards and criteria that a program must adhere to in order to be eligible for accreditation. If a student feels that the program does not meet accreditation standards set by CAPTE and wishes to file a complaint, one may do so at:
http://www.apta.org/CAPTE.

The curriculum of the DPT program is designed to prepare students to meet the practical expectations listed below, as dictated by CAPTE guidelines (http://www.apta.org/CAPTE):

Professional Ethics, Values and Responsibilities

7D1 Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.

7D2 Report to appropriate authorities suspected cases of abuse of vulnerable populations.

7D3 Report to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services.

7D4 Practice in a manner consistent with the APTA Code of Ethics.

7D5 Practice in a manner consistent with the APTA Core Values.

7D6 Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values.

7D7 Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.

7D8 Identify, respect, and act with consideration for patients’/clients’ differences, values, preferences, and expressed needs in all professional activities.

7D9 Access and critically analyze scientific literature.

7D10 Apply current knowledge, theory, and professional judgment while considering the patient/client perspective, the environment, and available resources.

7D11 Identify, evaluate and integrate the best evidence for practice with clinical judgment and patient/client values, needs, and preferences to determine the best care for a patient/client.
7D12 Effectively educate others using teaching methods that are commensurate with the needs of the learner, including participation in the clinical education of students.

7D13 Participate in professional and community organizations that provide opportunities for volunteerism, advocacy and leadership.

7D14 Advocate for the profession and the healthcare needs of society through legislative and political processes.

7D15 Identify career development and lifelong learning opportunities, including the role of the physical therapist in the clinical education of physical therapist students.

Patient/Client Management
Screening

7D16 Determine when patients/clients need further examination or consultation by a physical therapist or referral to another health care professional.

Examination, Evaluation and Diagnosis

7D17 Obtain a history and relevant information from the patient/client and from other sources as needed.

7D18 Perform systems review.

7D19 Select, and competently administer tests and measures appropriate to the patient’s age, diagnosis and health status including, but not limited to, those that assess:
   a. Aerobic Capacity/Endurance
   b. Anthropometric Characteristics
   c. Assistive Technology
   d. Balance
   e. Circulation (Arterial, Venous, Lymphatic)
   f. Self-Care and Civic, Community, Domestic, Education, Social and Work Life
   g. Cranial and Peripheral Nerve Integrity
   h. Environmental Factors
   i. Gait
   j. Integumentary Integrity
   k. Joint Integrity and Mobility
   l. Mental Functions
   m. Mobility (including Locomotion)
   n. Motor Function
   o. Muscle Performance (including Strength, Power, Endurance, and Length)
   p. Neuromotor Development and Sensory Processing
   q. Pain
   r. Posture

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1 Systems Review: Including the cardiovascular/pulmonary system through the assessment of blood pressure, heart rate, respiration rate, and edema; the integumentary system through the gross assessment of skin color, turgor, integrity, and the presence of scar; the musculoskeletal system through the gross assessment of range of motion, strength, symmetry, height, and weight; the neuromuscular system through the general assessment of gross coordinated movement and motor function; and the gross assessment of communication ability, affect, cognition, language, and learning style, consciousness, orientation, and expected behavioral/emotional responses.

2 Test and Measures: The list is adapted from the Guide to Physical Therapist Practice (2014).
s. Range of Motion

t. Reflex Integrity

u. Sensory Integrity

v. Skeletal Integrity

w. Ventilation and Respiration or Gas Exchange

7D20 Evaluate data from the examination (history, health record, systems review, and tests and measures) to make clinical judgments.

7D21 Use the International Classification of Function (ICF) to describe a patient's/client’s impairments, activity and participation limitations.

7D22 Determine a diagnosis that guides future patient/client management.

Prognosis and Plan of Care

7D23 Determine patient/client goals and expected outcomes within available resources (including applicable payment sources) and specify expected length of time to achieve the goals and outcomes.

7D24 Establish a safe and effective plan of care in collaboration with appropriate stakeholders, including patients/clients, family members, payors, other professionals and other appropriate individuals.

7D25 Determine those components of the plan of care that may, or may not, be directed to the physical therapist assistant (PTA) based on (a) the needs of the patient/client, (b) the role, education, and training of the PTA, (c) competence of the individual PTA, (d) jurisdictional law, (e) practice guidelines policies, and (f) facility policies.

7D26 Create a discontinuation of episode of care plan that optimizes success for the patient in moving along the continuum of care.

Intervention

7D27 Competently perform physical therapy interventions to achieve patient/client goals and outcomes. Interventions include:

a. Airway Clearance Techniques

b. Assistive Technology: Prescription, Application, and, as appropriate, Fabrication or Modification

c. Biophysical Agents

d. Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, and Civic Life

e. Integumentary Repair and Protection

f. Manual Therapy Techniques (including mobilization/manipulation thrust and nonthrust techniques)

  g. Motor Function Training (balance, gait, etc.)

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1 Interventions: This list is adapted from the Guide to Physical Therapist Practice (2014).
h. Patient/Client education
i. Therapeutic Exercise

Management of Care Delivery

7D28 Manage the delivery of the plan of care that is consistent with professional obligations, interprofessional collaborations, and administrative policies and procedures of the practice environment.

7D29 Delineate, communicate and supervise those areas of the plan of care that will be directed to the PTA.

7D30 Monitor and adjust the plan of care in response to patient/client status.

7D31 Assess patient outcomes, including the use of appropriate standardized tests and measures that address impairments, functional status and participation.

7D32 Complete accurate documentation related to 7D15 - 7D30 that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.

7D33 Respond effectively to patient/client and environmental emergencies in one’s practice setting.

7D34 Provide physical therapy services that address primary, secondary and tertiary prevention, health promotion, and wellness to individuals, groups, and communities.

7D35 Provide care through direct access.

7D36 Participate in the case management process.

Participation in Health Care Environment

7D37 Assess and document safety risks of patients and the healthcare provider and design and implement strategies to improve safety in the healthcare setting as an individual and as a member of the interprofessional healthcare team.

7D38 Participate in activities for ongoing assessment and improvement of quality services.

7D39 Participate in patient-centered interprofessional collaborative practice.

7D40 Use health informatics in the health care environment.

7D41 Assess health care policies and their potential impact on the healthcare environment and practice.
Practice Management

7D42  Participate in financial management of the practice setting, including accurate billing and payment for services rendered.

7D43  Participate in practice management, including marketing, public relations, regulatory and legal requirements, risk management, staffing and continuous quality improvement
Physical Therapy Program Student Responsibilities

ETHICAL STANDARDS

Students are responsible to understand and abide by institutional and professional ethical standards. Please see:

1. *APTA Standards of Practice for Physical Therapy and Criteria* (located in Appendix 2 of the *Guide to Physical Therapy Practice*).
3. Please refer to Indiana State University student code of conduct: [http://www.indstate.edu/sjp/docs/code.pdf](http://www.indstate.edu/sjp/docs/code.pdf)
4. Please refer to the University academic integrity policy: [http://www.indstate.edu/academicintegrity/docs/2012-StudentGuide-AcademicIntegrity.pdf](http://www.indstate.edu/academicintegrity/docs/2012-StudentGuide-AcademicIntegrity.pdf)

BE AN ACTIVE PROFESSIONAL

The program highly recommends and encourages students to maintain membership in the American Physical Therapy Association (APTA) throughout the DPT program. Portions of the curriculum require access to the membership section of the APTA Web site and APTA membership is considered a required source in PHTH 600 Introduction to Physical Therapy and is referred to in utilization of evidence based practice tools, research database citations, ethics, professional behavior, and other related functions pertinent to student lifelong learning. Cost is approximately $80.00/year and a membership application may be found at [http://www.apta.org](http://www.apta.org). Membership provides you with many sources of information that will teach you about the Association and keep students current in issues and events in the profession of physical therapy today. Membership also provides students with opportunities and privileges not afforded to non---members. These include publications, access to portions of the Web site, and discounts on courses and products, among other things. Being a student member also has special financial benefits once you graduate and become a regular member.

Students are highly encouraged by faculty to attend district meetings and other state or national meetings if possible. Please refer to the Indiana Chapter of the APTA at: [http://www.inapta.org](http://www.inapta.org) or the National Association at: [http://www.apta.org/CoursesConferences.aspx](http://www.apta.org/CoursesConferences.aspx)
Physical Therapy Student Requirements

TECHNICAL STANDARDS

The technical standards have been established through consideration by faculty and consultation with the following sources: The Vocational Rehabilitation Act; The Americans with Disabilities Act; Guide for Occupational Information; Dictionary of Occupational Titles; and the Occupational Skills Standards Project from the National Health Care Skills Standards Projects.

Sensorimotor Skills:

Candidates must have sufficient gross motor, fine motor and equilibrium functions reasonably required to carry out assessments and elicit information from patients (palpation, auscultation, percussion, and other assessment maneuvers, gait training, and transfers), as well as those motor skills necessary to provide physical therapy intervention. A candidate must be able to execute motor movements required to provide physical therapy treatment (patient transfers, gait training, therapeutic exercise, etc.) and be able to respond quickly to emergency situations. Quick reactions are necessary for safety and therapeutic purposes. Physical Therapy evaluation, examination, and intervention procedures require coordination of both gross and fine motor movements, equilibrium, and functional use of the senses of touch and vision. For this reason, candidates for admission to the Program of Doctor of Physical Therapy must have manual dexterity and the ability to engage in procedures involving grasping, pushing, pulling, holding, manipulating, extending, and rotating. This includes but is not limited to the ability to lift, push and pull at least 50 pounds for routine transfer of patients from varying surfaces and be able to manually adjust equipment found in the physical therapy clinic setting.

Observational Skills:

Candidates/current physical therapist students must be able to observe demonstrations and participate in laboratory experiments as required in the curriculum. Candidates/current DPT students must be able to observe patients and be able to obtain an appropriate medical history directly from the patient or guardian. Such observations require the functional use of vision, hearing, and other sensory modalities. Candidates/current DPT students must have visual perception which includes depth and acuity.
Communication Skills:
Candidates/current DPT students must be able to communicate in English effectively and sensitively with patients. In addition, candidates/current DPT students must be able to communicate in English in oral and handwritten form with faculty, allied personnel, and peers in the classroom, laboratory, and clinical settings. Candidates/current DPT students must also be sensitive to multicultural and multilingual needs. Such communication skills include not only speech, but reading and writing in English. Candidates/current DPT students must have the ability to complete reading assignments and search and evaluate the literature. Candidates/current DPT students must be able to complete written assignments and maintain written records. Candidates/current DPT students must have the ability to complete assessment exercises. Candidates/current DPT students must also have the ability to use therapeutic communication, such as attending, clarifying, coaching, facilitating, and touching. These skills must be performed in clinical settings, as well as the didactic and laboratory environments.

Intellectual/Conceptual, Integrative, and Qualitative Skills:
Candidates/current DPT students must have the ability to measure, calculate, reason, analyze, and synthesize data. Problem solving and diagnosis, including obtaining, interpreting, and documenting data, are critical skills demanded of physical therapists which require all of these intellectual abilities. These skills allow students to make proper assessments, sound judgments, appropriately prioritize therapeutic interventions, and measure and record patient care outcomes. Candidates/current DPT students must have the ability to learn to use computers for searching, recording, storing, and retrieving information.

Behavioral/Social Skills and Professionalism:
Candidates/current DPT students must demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation. Candidates/current DPT students must possess the emotional well-being required for use of their intellectual abilities, the exercise of sound judgment, the prompt completion of all responsibilities attendant to the assessment and treatment of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates/current DPT students must be able to adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stresses which are inherent in the educational process, as well as the clinical problems of many patients.

Candidates/current DPT students must be able to maintain professional conduct and appearance, maintain client confidentiality and operate within the scope of practice. Candidates/current DPT students must also have the ability to be assertive, delegate responsibilities appropriately, and function as part of a medical team. Such abilities require organizational skills necessary to meet deadlines and manage time.
Professional Behaviors

Aristotle said, “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” Professional Behaviors are behaviors, attributes, or characteristics that are not explicitly part of a profession’s core of knowledge and technical skills, but nonetheless are required for success in that profession. They define expected behavior within a given profession. Professional behaviors specific to the practice of physical therapy were identified by the UW-Madison Physical Therapy Program faculty, and have been validated and accepted as defining physical therapy professional behavior and will exemplify the quality of professional behavior expected of DPT Program graduates.

The Professional Behaviors will be used throughout the DPT program to guide development of appropriate professional behaviors. Students will be introduced to the items in the first semester, and they will be reinforced in subsequent coursework and clinical affiliations. Students will be expected to reflect on their personal development of these behaviors, and will be required to provide examples of how they meet each criterion through both formal assignments. Each student will discuss their development in this area with their professional advisor.

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<th>The ability to question logically; identify, generate and evaluate elements of logical argument; 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.</th>
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<tr>
<td>1. Critical Thinking</td>
<td>The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.</td>
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<td>2. Communication</td>
<td>The ability to recognize and define problems, analyzes data, develop and implement solutions, and evaluate outcomes.</td>
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<td>3. Problem Solving</td>
<td>The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.</td>
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<td>4. Interpersonal Skills</td>
<td>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.</td>
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<td>5. Responsibility</td>
<td>The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.</td>
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<td>6. Professionalism</td>
<td>The ability to seek out and identify quality sources of feedback, reflects on and integrates the feedback, and provides meaningful feedback to others.</td>
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<td>7. Use of Constructive Feedback</td>
<td>The ability to manage time and resources effectively to obtain the maximum possible benefit.</td>
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<td>8. Effective Use of Time and Resources</td>
<td>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.</td>
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<td>9. Stress Management</td>
<td>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.</td>
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Physical Therapy Program Information

COURSE REQUIREMENTS
All course requirements are established by the instructor of the course. All requirements will be established in each individual course syllabus.

GRADING POLICY
Maintaining a minimum of 3.0 GPA is required throughout the DPT program to be in “good standing.” Failure to do so will result in academic probation. All grades on individual courses must be at a “C” or above to remain in “good standing.” In order to enroll in clinical education courses, the student must have made a grade of no less than a C in all previous physical therapy coursework.

GRADING SCALE

<table>
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<th>Grade</th>
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<tr>
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</table>

All current core faculty have agreed to use the above scale

WRITTEN EXAM POLICY
In order to demonstrate student competency in all areas of the DPT program, students will be administered multiple written examinations. No retests on written examinations will be allowed, unless a specific exception is written into the course syllabus. Final examinations are typically comprehensive. Students must average 75% or above on all major exams at the conclusion of each course. What qualifies as a “major exam” will be clearly indicated in each course syllabus. Failure to meet this criteria will result in course failure regardless of performance in other course evaluations. In addition, there may be frequent quizzes and assignments given throughout the semester, both announced and unannounced.

PRACTICAL EXAMINATION REQUIREMENTS
Practical Examinations may include cognitive and affective behaviors, in order to demonstrate clinical skills, clinical integration, and problem solving abilities. All practical exam scores must be 80% or above and all critical elements passed. If the student fails a practical exam, they must retake the exam. If a student fails a practical exam, it must be retaken at the time appointed by the instructor. Prior to a scheduled retake of a practical exam, students may be afforded remediation activities or individual instruction by the faculty/staff associated with that course at the discretion of the instructor. Regardless of the score of the re-taken exam, the maximum score the student can achieve on the retake exam is 80%, and the method for grade calculation will be outlined in each course syllabus. Grading rubrics will be utilized for all practical examinations to ensure that all students are graded objectively. No more than ONE practical examination within a single course may be failure and retaken. Therefore, in a single course, failure of more than one practical exam or failure on a retake exam will constitute course failure (F), resulting in dismissal from the program. No more than TWO failed practical examinations may be retaken throughout the entire program.
Failure on a third practical examination will constitute course failure (F) of the course in which the third failure occurred, resulting in the student’s dismissal from the program at the end of the semester.

After the third failure of a practical examination, the student may petition the program for re-admittance to the program. The petition should describe the student’s reasons for failure and the student’s plan to address the failure. The process for appealing a dismissal can be found in the Dismissal Policy on page 25.

Skill checkouts are similar to practical examinations, but not as in-depth. They are specific graded tests of psychomotor skills that are used to enhance learning. They are not considered practical exams and therefore are NOT subject to the policy listed above. Checkouts are graded based on criteria listed in each individual course syllabus. Students may be allowed remediation and retake based on the guidelines set forth by each instructor. Failure to pass the checkout during the student’s final opportunity, according to the written criteria designated by the faculty member, will result in course failure (F) and dismissal from the program.

**Research Project**

The research project can be completed individually or by multiple students working together and must meet department guidelines similar to the College of Graduate and Professional Studies. The research project must be directed by at least one member of the graduate faculty associated with the program and is to be completed across 6 credit hours spread over 3 semesters. Progress is monitored via the Research Project Chair and research contract, which allows for a flexible timeline.
Examination Review Policy
Examinations for DPT Program Courses will be kept in a confidential file. Students will be provided reasonable time, at the discretion of the instructor, to review examinations during class time or other times as allotted by the instructor.

Student Evaluation Policy
Students are evaluated on the basis of written examinations, quizzes, case study presentations, portfolios, practical examination checks and the APTA Physical Therapist Clinical Performance Instrument (PT CPI) and other related evaluations.

The components of student evaluation include but are not limited to:

1. Periodic written examinations in each Physical Therapy core and associated course.
2. Periodic video practical examinations.
3. Practical clinical skills are noted on APTA Physical Therapist Clinical Performance Instrument (PT CPI) forms with Clinical Instructors giving students constant verbal, written and/or demonstration feedback as necessary.
4. Clinical Instructors providing scheduled evaluations to relay student progress.
5. Feedback between the Clinical Instructor and the Academic Coordinator of Clinical Education regarding student performance in the clinic. Case Study participation, evidence based practice literature reviews, research papers, and oral presentations.
Admission/Progression/Retention/Dismissal Policy

1. Admission to the DPT Program at Indiana State University is competitive, and is based on a detailed application process which can be found on the program website at: http://www.indstate.edu/amr/physical-therapy/. See Appendix E for more details.

2. The DPT Program at Indiana State University makes every attempt to assist and guide DPT Program students toward academic and clinical success. Students are expected to perform, at a minimum, the accepted standards for the DPT Program requirements, including but not limited to: (1) Passing of each course with 75% or greater (2) Maintaining an overall 3.0 GPA in the graduate program at all times (3) Passing of each Practical Exam with 80% or greater AND passing all critical indicators (4) Averaging 75 or above on all “Major Exams” in each course (5) Performing clinical/Classroom/Laboratory duties in a professional manner, which is safe, ethical, and legal. Students must demonstrate the Technical Standards expected of DPT students, including professional behaviors, as outlined in this handbook.

3. If a student fails to perform in any one of these areas, a timely notification is made to the student by the faculty member teaching the course, and/or the academic advisor, and/or the clinical instructor and/or the DPT Program Director. Students are notified of academic “danger” areas and may be given guidance toward study skills and remediation. Students may be referred to the University Student Services and the Counseling and Testing Center. A meeting with the DPT Program Director and/or core faculty member may be necessary in some cases to clarify goals.

4. Students who fail to receive a passing grade for a DPT Program didactic course will not be allowed to continue in the DPT Program. The student will receive an official notification in writing from the program director indicating dismissal from the program and the date in which the dismissal goes into effect. However, a student may choose to reapply at a later date (see #5 below). Students who are readmitted into the program after a 3 year waiting period will agree to retake all program core courses (even if they received passing grades) and provide evidence of competency in both didactic and practical competencies. This will ensure the student does not lose continuity of information and is ready to proceed to clinical education in a safe, efficient, and effective manner. Reapplication to the DPT Program does not automatically indicate reacceptance into the program. Admissions are competitive and students will be treated equally according to the admissions applicant scoring for that particular year.

5. Students who are dismissed from the program may appeal the decision internally by petitioning the DPT program director in writing within 2 weeks of official notification of dismissal. The student should write a letter describing why they believe they were unsuccessful and what measures they will take to ensure success if readmitted at a later date. The DPT program director will share the contents of the petition with the core faculty after removing any personal identifiers in order to eliminate any opportunity for bias. This will assure that the process remains objective and that faculty are evaluating the individual situation and not the person. Students may be readmitted to the program with a majority vote of the DPT core faculty. A tie vote will result in a successful appeal for the student. The student will receive a letter from the DPT program director indicating the result of the appeal. Students may be required to repeat all or a combination of courses, even if a passing grade was received; specific details will be outlined in the
student’s reappointment letter. Students will be permitted to petition for re-admittance only once. If the student is readmitted and fails subsequent requirements of the program or a course, the student will be dismissed from the program. Should the student elect to reapply in future years and be accepted, the student may not matriculate into the program officially until a span of 3 years has elapsed from the end of the semester in which the dismissal occurred.

ACADEMIC DISHONESTY IS NOT TOLERATED AT INDIANA STATE UNIVERSITY!

The penalties may be severe and include: failing the assignment, failing the course, referred to Student Judicial Programs to face formal conduct charges. Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred. Students are urged to discuss questions regarding academic integrity with instructors, advisers, or with the academic deans. Please refer to the University academic integrity policy: http://www.indstate.edu/academicintegrity/docs/2012-StudentGuide-AcademicIntegrity.pdf
LIABILITY INSURANCE
Liability Insurance - Indiana State University provides students in the Doctor of Physical Therapy Program with liability insurance in the amount of $1,000,000 per incident/$3,000,000 aggregate to cover their own actions while working within the scope of their learning experience. The Business Office of Indiana State University sends a certificate of liability insurance to all affiliating clinical centers at the beginning of each calendar year. Students are protected by the liability policy for the time they are enrolled in a clinical course.

HEALTH INSURANCE POLICY
All students are required to obtain and maintain health insurance throughout the Doctor of Physical Therapy Program, including all academic semesters and clinical rotations. The program may request documentation of health insurance coverage at any time during enrollment in the DPT Program at Indiana State University and failure to obtain/maintain health insurance is grounds for dismissal from the DPT Program. All students must notify the Program Director or ACCE should any changes in health insurance coverage occur.

VACCINATIONS/PHYSICAL/HEALTH HISTORY
Multiple vaccinations are required to allow for participation in various clinical experiences. Details regarding vaccinations can be found in the Clinical Education Student Handbook. Prior to matriculation into the DPT program, a health history and physical must be completed by the student and their healthcare provider.

CRIMINAL BACKGROUND CHECK
All students are required to obtain a National criminal background check prior to matriculation into the DPT program. Students who do not pass the criminal background check due to a felony will not be allowed to continue in the DPT Program. For students with a misdemeanor, depending on the charge, a meeting by the DPT Faculty and Chair of the Department will be held to determine whether a student may continue in the program. This may be required again prior to clinical education placement.

SUBSTANCE ABUSE POLICY (SEE CONSENT/DECLINATION FORM)

University Policy: Code of Student Conduct (p.11)
The Indiana State University Code of Student Conduct, approved by the Board of Regents, provides a procedure and rules by which a student will be afforded due process in the matter of alleged violations of university standards, rules and requirements governing academic and social conduct of students. Possession of alcohol and controlled substances on University property or in conjunction with University sponsored activities, except as expressly permitted by state law and University policies, is prohibited [See Student Conduct Code, 9: Violation D].

Directed Practice or Clinical Education is a University sponsored activity activated by student enrollment. A student shall be subject to disciplinary action or sanction upon violation of listed conduct proscriptions.

DPT Program-Specific Policy
Prior to matriculation into the DPT program, a 10-Panel non-dot drug screen is required. This may also be required
prior to clinical education placement, or at other times as determined by the DPT Program Director and ACCE. Physical Therapy education requires directed practice or clinical education in a variety of health care settings. Health care facilities may be located within Terre Haute, within Indiana or outside the state of Indiana. The Student Conduct Code remains in force regardless of student location.

DPT Programs follow a Code of Ethics, which requires every provider [as well as students] to maintain a competent level of practice. As students involved in clinical education are in direct contact with patients, it is the policy of the DPT Program and Applied Medicine and Rehabilitation Department that students performing in clinical education be unimpaired by the consumption of alcohol or controlled substance. Students, who are found to be under the influence of drugs or alcohol, are subject to disciplinary action up to termination from the academic program in which they are enrolled.
Procedure

1. Reasonable suspicion to believe a student is under the influence of alcohol or controlled substance may exist when:
   a) a controlled substance or alcoholic or cereal malt beverage is in the possession of the student, on his/her person or under her/his control. Under his/her control includes, but it not limited to the student's locker, automobile, book bag, duffel bag; or,
   b) appearance of impairment, including, but not limited to: Increased drowsiness, decreased motor coordination, changes in pupil size, excitation, euphoria, alcohol odor on the breath, intoxicated behavior without alcohol odor, increased or repeated errors, decreased concentration, memory problems, notable change in verbal communication (stuttering, loud, incoherent, slurred, etc.) or written communication, frequent or unexplained disappearances, irrational or aggressive behavior( verbal or physical) and/or disorientation.

2. The contact person (clinical instructor, clinical supervisor, etc.) shall:
   a) evaluate whether possession or behavior change(s) constitute reasonable suspicion that a student is under the influence of controlled substance(s) or alcohol;
   b) document the conditions giving rise to the reasonable suspicion and shall, with at least one witness, obtain from the student a listing of all medications, prescription and over-the-counter, the student is taking;
   c) contact the appropriate administrator at the health facility and the Doctor of Physical Therapy Program Director to report the matter;
   d) relieve the student from performing duties at the facility;
   e) present, in the company of at least one witness, the student with consent/refusal form for laboratory testing of student's urine and/or blood samples; and
   f) in the event student consents to testing, arrange for the collection of the appropriate urine and/or blood sample. If student assignment is at a hospital, appropriate testing will be done there. If not, the student should be driven to a facility that can provide testing. The student is responsible for any costs associated with testing. Laboratory testing may include, but is not limited to, any or all of the following tests:

   Blood alcohol
   Urine drug screen for street/illegal drugs:
      amphetamines/methamphetamines, cocaine,
      class opiates,
      phencyclidine (PCP), marijuana,
      class barbiturates, and class
      benzodiazepines.
   Urine drug screen for prescription drugs
3. The student, once relieved from performance of his/her duties, executing the consent/refusal form, and, if consent is given, giving samples, shall be provided transportation to his/her residence.

4. In the event test results are negative, the student may return to his/her health care assignment after consultation with The DPT Program Director. If the results are positive, the student will be able to complete the test again. In the event a second test is positive, the matter will be reported to the DPT Program Director and the Chair of Applied Medicine and Rehabilitation for appropriate action.

**DRIVING POLICY**

Students shall be responsible for his or her own transportation to and from class/lab and clinical rotations. During clinical rotations, students shall not be authorized to transport any client/patients of a facility by car or other vehicle. Official university rules regarding travel can be found at: http://www.indstate.edu/controller/travel.htm. Official policy regarding use of university vehicles can be found at: http://www.indstate.edu/riskman/driving.htm.

**FAIR PRACTICE WORK POLICY**

Students are protected from assuming the role of their credentialed supervisor, preceptor, professor, or clinical instructor. Students should be supervised in their field and clinical experiences and should not be serving as a workforce. A student serving the role of physical therapy student at a hospital, clinic or other clinical setting should be supervised at all times, and final clinical decision making/patient care should be the responsibility of the preceptor or clinical instructor.

**A STUDENT GUIDE TO ACADEMIC INTEGRITY**

Indiana State University requires that all students read and support the *Policy on Academic Integrity*. Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The *Policy on Academic Integrity* describes appropriate academic conduct in research, writing, assessment, and ethics. The policy is found in the *Code of Student Conduct* and on the Indiana State web page at http://www.indstate.edu/sjp/docs/code.pdf

**GOOD ACADEMIC STANDING**

A student's academic standing is based on the grades recorded with the Registrar. Students must maintain a cumulative 3.0 grade point average (GPA) to maintain good standing in the program. Students, whose cumulative GPA falls below 3.0, will be placed on academic probation and will have until the end of the next didactic semester to improve their GPA. The DPT Program Student Remediation Committee will be notified of the student’s probation and will work with the student to provide assistance for success. Failure to maintain the above standard will result in dismissal from the program. Students will be allowed probationary status only once throughout the entire 3-year program. For students who have previously been on probation, ending another semester with a cumulative GPA below 3.0 will result in dismissal from the program.
ACADEMIC ADVISEMENT

Each student is assigned an academic advisor at the beginning of the program. The DPT Program faculty stands ready to counsel and advise students regarding their academic problems. If a student is having an academic problem of any sort, the student is requested to make an appointment with the student’s faculty advisor as soon as possible.

Students are advised to seek assistance from instructors as a given course proceeds rather than waiting until examination time. The availability of the faculty is addressed in each course syllabus.

Students and advisors are requested to meet a minimum of one time per semester. Students may meet with their advisor more regularly, as needed, in the case of declining academic performance for example. The main purpose of academic advisement is to help students achieve their educational goals. Specifically, academic advisors assist students with the following:

- Monitoring academic progress and reviewing study habits.
- Solving problems encountered in particular courses.
- Referring to other support services within the program and the college.
- Informing students about graduation requirements.

The faculty is not equipped and feels that it is inappropriate to counsel emotional problems of students. Advisors who assess that a student is in need of professional counseling and or special services must make recommendations and referrals to the ISU Counseling Center.
ACADEMIC CALENDAR

The University academic calendar can be accessed for important dates regarding the start of classes, holidays and important events. The calendar is available at [http://www.indstate.edu/academicaffairs/calendar.htm](http://www.indstate.edu/academicaffairs/calendar.htm).

Physical Therapy Program Calendar

CURRICULUM

**Year One**

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<tr>
<th>Semester/Session</th>
<th>Course</th>
<th>Credit Hours</th>
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<tr>
<td>Summer Session</td>
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<tr>
<td>PHTH 600</td>
<td>Introduction to Physical Therapy</td>
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<td>PHTH 601</td>
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<td>PHTH 603</td>
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<td>PHTH 605</td>
<td>Physical Therapy Procedures</td>
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<td>PHTH 606</td>
<td>Applied Neuroscience I</td>
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<tr>
<td>PE 680</td>
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<tr>
<td>PHTH 621</td>
<td>Pharmacology</td>
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<td>PHTH 622</td>
<td>Therapeutic Agents</td>
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**Total Credit Hours: 40**
Year Two

**Summer Session**

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**Fall Semester**

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<tr>
<td>PHTH 701</td>
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<td>PHTH 706</td>
<td>Orthopedic Procedures</td>
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<td>PHTH 710</td>
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<td>PHTH 712</td>
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**Spring Semester**

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**Total Credit Hours: 33**

Year Three

**Summer Session**

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**Spring Semester**

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<td>Clinical Education III</td>
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**Total Credit Hours: 27**

Program Total Credit Hours: 100
COURSE DESCRIPTIONS

PHTH 600, Introduction to Physical Therapy
This course introduces the student to key aspects of a career in physical therapy, such as physical therapy roles, practice settings, the APTA, and laws, policies, and regulations.

PHTH 601, Advanced Human Anatomy
This course introduces the student to advanced concepts of human anatomy and its relationship with normal and pathological physiology of the body systems in preparation for clinical practice as a physical therapist. This course includes theory and laboratory components.

BIO 633, Advanced Pathophysiology
The course builds on a basic understanding of pathophysiology, providing in-depth understanding of adaptation and alteration in cellular function, biorhythms, cardiovascular system, pulmonary system, neuroendocrine system, immune system, and musculoskeletal system. Alterations due to internal/external stressors and aging will be identified.

PHTH 602, Physical Therapy Examination
This course is designed to introduce students to the tests and measures utilized by physical therapists as described in the Guide to Physical Therapist Practice.

PHTH 603, Functional Anatomy/Kinesiology
The study of selected anatomical structural and functional properties of human muscular, nervous, skeletal and connective tissue structures, with an emphasis placed on mechanical, neuroregulatory, biomechanical and muscular influences upon normal and pathological motion, with direct applications to the clinical practice of physical therapy.

PHTH 605, Physical Therapy Procedures
The focus of this course is the aspects of physical therapy in acute care management including safety, infection control, and promoting client mobility.

PHTH 606, Applied Neuroscience I
This course will focus on the study of the structure, organization, and function of the nervous system. Emphasis is on the sensory and motor systems involved in motor control and on basic knowledge required for clinical practice as a physical therapist or occupational therapist.

PE 680, Advanced Physiology of Exercise
Advanced treatment of the effects of acute and chronic exercise or lack of exercise on the human organism with emphasis given to mechanisms. Additional attention will be devoted to controversies, traditional practices, fads, and human performance.
PHTH 621, Pharmacology
This course will introduce the student to pharmacological background for the clinical treatment of patients referred to physical therapy. It will include the fundamentals of the actions of drugs including mechanisms of therapeutic and adverse effects.

PHTH 622, Therapeutic Agents
This course will introduce common physical therapy treatment interventions. Topics include integumentary management for wound healing interventions, therapeutic modalities with an emphasis on the healing process and electrical modalities.

PHTH 623, Lifespan Development
This course covers the physiological, neurological and psychological factors that contribute to control of voluntary movement and learning of motor skills over the life span. The development of functional skills related to activities of daily living and instrumental activities of daily living are discussed. Typical and atypical development are explained.

PHTH 624, Musculoskeletal I
Pathophysiology and medical management of disease processes, genetic conditions, and injuries commonly seen by physical therapists with an emphasis on musculoskeletal disorders of the lower extremities. Principles of evaluation and physical therapy treatment of patients with musculoskeletal problems of the lower extremities, including abnormal gait deviations.

PHTH 685, Clinical Education I
This course is an intensive 400 hour clinical experience for the physical therapy student. Emphasis is placed on providing professional care under the supervision of a physical therapist. Assignments are designed to provide a variety of client care experiences and build upon the skills introduced during previous course work.

ATTR 691, Research Methods in AMR
This course will examine the fundamental tools of research; types of research; process of scientific inquiry; and critical analysis of research. An emphasis is placed on a topic selection and development of a research proposal.

PHTH 701, Imaging and Diagnostics
This course is an introduction to medical imaging and an overview of its role in the health care delivery system. Topics include an introduction to basic imaging equipment with an emphasis on digital acquisition, quality, and processing. Imaging techniques covered include: X-rays, nuclear medicine, ultrasound, MRI, CT, and PET scans.

PHTH 706, Orthopedic Procedures
Mastery of physical therapy subjective and objective examination and treatment intervention for patients of all ages who present with a musculoskeletal problem with emphasis on amputation, prosthetics, upper and lower extremity orthotics, fracture management, and connective tissue disorders. Emphasis will be placed on the most common physical therapy diagnoses.

PHTH 710, Musculoskeletal II
Pathophysiology and medical management of disease processes, genetic conditions, and injuries commonly seen by physical therapists with an emphasis on musculoskeletal disorders of the upper extremities. Principles of evaluation and physical therapy treatment of patients with musculoskeletal problems of the upper extremities.
PHTH 712, Applied Neuroscience II
This course will focus on the study of pain, neurologic gait analysis, neurologic facilitation techniques, stroke, spinal cord injuries, and spinal cord disorders. Emphasis is placed on the physical therapist’s role in assessment and providing care as a member of the interdisciplinary team.

AHS 720, Health Promotion and Wellness
This course will enable students to understand how healthy behaviors can prevent disease and improve quality of life. It will provide students with the background and skills necessary to identify unhealthy or at-risk individuals/populations, use theory driven health promotion interventions, and evaluate these interventions.

PHTH 721, Differential Diagnosis
This course is designed to provide students with the knowledge and clinical tools to medically screen clients for the presence of symptoms and signs that require the expertise of other health care professionals. It will focus on diagnoses that are not covered by common physical therapy practice.

PHTH 724, Applied Neuroscience III
This course focuses on the study of brain injuries and disorders. Emphasis is placed on the physical therapist’s role in assessment and providing care as a member of the interdisciplinary team.

PHTH 725, Wound Care
This course introduces assessment and clinical reasoning skills for the treatment of the integumentary system and wound healing interventions.

PHTH 728, Musculoskeletal III
Clinical examination skills and physical therapy interventions for the cervical, thoracic, and lumbar spine, postural dysfunction, temporomandibular joint and other cranial-related musculoskeletal disorders are studied. Pathophysiology and medical management of disease processes, genetic conditions, and injuries commonly seen by physical therapists emphasizing musculoskeletal disorders are detailed.

PHTH 785, Clinical Education II
This is the second intensive 400 hour clinical experience for the physical therapy student. Emphasis is placed on providing professional care under the supervision of a physical therapist. Assignments are designed to provide a variety of client care experiences.

PHTH 800, Leadership and Administration
Students will participate in facilitated discussion and engage in leadership and administration activities related to applied medicine and rehabilitation with considerations for the role of the physical therapist.

PHTH 801, Cardiopulmonary Rehabilitation
This course is designed to provide physical therapy students with the knowledge and clinical skills for the assessment and treatment of clients with cardiopulmonary disorders.

PHTH 802, Pediatrics
This course will provide students with a foundation for physical therapy evaluation and management of the pediatric client. Management of common orthopedic and neurologic pediatric diagnoses normally seen by physical therapists and his/her role as a member of the interdisciplinary team.
PHTH 820, Health Promotion Outreach
Application of prevention, health promotion, fitness and wellness content as it relates to the PT/OT profession. The course will involve development of a faculty-supervised service learning project through performance of a needs assessment, program development, implementation and evaluation.

PHTH 823, Special Populations
This course is designed to focus on the special physical therapy needs of women and older adults. The course emphasizes acute and chronic disorders for these populations and the role of the physical therapist in providing care.

PHTH 841, Health Care Systems
This course introduces the student to models of health care delivery in various settings. Issues of access, cost, health policy, and the future of health care in the United States are explored, as well as the impact of economic trends that effect the rural and underserved populations.

PHTH 899, Scholarly Project
The Scholarly Project courses link DPT students with faculty to explore a research area. The scholarly project aims to develop students’ abilities in (a) generating curiosity/creativity-derived hypotheses and (b) the research process through which new knowledge is generated, including assessment of available evidence and the importance of novel ideas.

PHTH 885, Clinical Education III
This course is the last intensive 640 hour clinical experience for the physical therapy student. Emphasis is placed on providing professional care under the supervision of a physical therapist. Assignments are designed to provide a variety of client care experiences.
ROLES AND RESPONSIBILITIES OF ACTING MEMBERS

Program Director: The individual employed full-time by the institution, as a member of the core faculty, to serve as the professional physical therapist education program’s academic administrator.

CORE Faculty: Those individuals appointed to and employed primarily in the program, including the program administrator (director), the Academic Coordinator of Clinical Education/Director of Clinical Education (ACCE/DCE) and other faculty who report to the program administrator. The core faculty have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum. Members of the core faculty typically have full-time appointments, although some part-time faculty members may be included among the core faculty. The core faculty include physical therapists and may include others with expertise to meet specific curricular needs. The core faculty may hold tenured, tenure track, or non-tenure track positions.

Academic Coordinator of Clinical Education/Director of Clinical Education: The core faculty member(s) responsible for the planning, coordination, facilitation, administration, monitoring, and assessment of the clinical education component of the curriculum. The ACCE/DCE(s) is/are the faculty member(s) of record for the clinical education courses.

Associated Faculty: Those individuals who have classroom and/or laboratory teaching responsibilities in the curriculum and who are not core faculty or clinical education faculty. The associated faculty may include individuals with full-time appointments in the unit in which the professional program resides, but who have primary responsibilities in programs other than the professional program.

Clinical Education Faculty: The individuals engaged in providing the clinical education components of the curriculum, generally referred to as either Center Coordinators of Clinical Education (CCCEs) or Clinical Instructors (CIs). While the educational institution/program does not usually employ these individuals, they do agree to certain standards of behavior through contractual arrangements for their services. The primary CI for physical therapist students must be a physical therapist; however, this does not preclude a physical therapist student from engaging in short-term specialized experiences (e.g., cardiac rehabilitation, sports medicine, wound care) under the supervision of other professionals, where permitted by law.

FACULTY’S RESPONSIBILITY TO STUDENTS

1) Be on time for all classes and hold classes for the required scheduled periods of time. Faculty must notify the program director and department administrator of class cancellations.

2) Be prepared with significant lecture and/or discussion material and with well-organized lab procedures.

3) Remain in the classroom or laboratory during the scheduled lecture or laboratory session, except in the case of an obvious emergency.

4) Prepare a syllabus for each class, listing office hours, open lab hours (if appropriate), assignments, course outline, texts and related resource materials, course objectives and grading procedures (see university guidelines in faculty handbook).

5) Be fair and impartial in treatment of students.
6) Challenge students in their educational endeavors and demand the best performance possible.

7) Be available during scheduled open lab and office hours.

8) Be familiar with and adhere to all University policies and procedures.

9) Be familiar with and adhere to all policies and procedures of the Department of Applied Medicine and Rehabilitation.

10) Be familiar with and adhere to all the American Physical Therapy Association (APTA) accreditation guidelines.

11) Hold individual conferences with all accepted DPT students as necessary to discuss scheduling, student progress and problems in the classroom and in the clinic.

12) Attend all DPT faculty meetings, general faculty and other University committee meetings appointed to the faculty, and commencements.

13) Make students aware of continuing education workshops and potential jobs offered throughout the United States.

14) Obtain literature, attend workshops and keep abreast of the latest developments in the practice of Physical Therapy.

15) Adhere to the Physical Therapy Code of Ethics.
Physical Therapy Classroom and Laboratory Requirements

TECHNOLOGY IN THE CLASSROOM

NO use of cell phones or listening devices (I-pods) will be allowed by students in the classroom. Laptops, I-pads, etc. are allowed in class, but only for classroom activities.

ABSENTEEISM/TARDINESS POLICY

Regular, prompt attendance is required in all didactic, laboratory and clinical classes. If absence is unavoidable, the instructor must be notified prior to the start of the class. If notification is not received, this will reflect an unexcused absence. Each unexcused absence will be dealt with on an individual basis. Excessive absenteeism will result in a scheduled meeting with the Program Director and a verbal warning will initially be given, followed by probation and/or dismissal from the program. In courses including the program professionalism rubric, absences will directly impact the grade associated with the rubric potentially resulting in course failure.

DISRUPTIVE BEHAVIOR

Behavior that is disruptive to other students, speakers, and faculty will not be tolerated. Disruptive behavior may include but is not limited to talking during class, wearing clothing that is distracting, walking in and out of class during lectures, and using electronic devices during class. Students must be respectful to faculty and staff, other students, and guest speakers at all times, inside and outside of the classroom. Lapses in professional behavior will result in a scheduled meeting with the Program Director and a verbal warning will initially be given, followed by probation and/or dismissal from the program. In courses including the professionalism rubric, behaviors deemed unprofessional by the course instructor will directly impact the grade as detailed in the grading rubric potentially resulting in course failure. Students should refer to the university’s Code of Student Conduct for further details about expectations for student behavior: http://www.indstate.edu/sci/docs/CodeConduct.pdf.
DRESS CODE IN CLASS

Women are not allowed to wear tight revealing clothing. Undergarments should not be visible. Men are not allowed to wear pants that fall below the waist line. Students who wear inappropriate clothing will be asked by the instructor to change into appropriate clothing. All students must wear professional clothing (business casual attire) for guest lectures, when giving a presentation in class or as otherwise directed by faculty.

DRESS CODE FOR LABORATORY ACTIVITIES

All students must wear loose, comfortable clothing that allows for ease of movement. Clothing should be worn that allows access and vision to anatomical landmarks (i.e., tank tops, sports bras, mesh shorts, etc.); however it is important to practice modesty. When not in lab, students will need to clothe themselves appropriately in the hallway or the classroom. Excessive jewelry should be avoided.

ACCESS TO LABORATORIES

All DPT students will have access to the labs to practice hands on skills. Students are expected to keep the lab clean and orderly at all times. The labs may sometimes be shared with students from other disciplines.

AFTER HOURS CLASSROOM AND LABORATORY ACCESS

Students may be allowed access to classrooms and laboratories in times other than during regularly scheduled class times as scheduled by the primary instructor of the course. Students should check with program faculty to determine availability of space. An ISU employee must be on-site at all times and <2 students are not allowed.

PHYSICAL HARM IN LABORATORIES AND CLASSROOM EXPERIENCES

Students must notify instructors of health problems and/or injuries prior to participating in laboratories or classroom activities which require hands-on practice or physical activity. It is possible to cause harm when students practice techniques on someone who has an injury. Please address these concerns to your instructor before participating. In addition, all students must practice sensible judgment when practicing techniques and handling other students in laboratory experiences. Should injury occur during formal laboratory sessions or after hours, students should report the incident immediately to the instructor and/or program director and seek medical attention if needed.

INFORMED CONSENT

Informed verbal consent is required to practice physical therapy techniques for the purpose of lab instruction. Students are also required to sign a statement of participation agreement to participate in laboratory activities. Students should be considerate of lab partners and obtain verbal consent to proceed with any palpation or treatment techniques. Not only does this help prevent injuries, but it also makes the student more conscientious and respectful and prepares them for real life scenarios with their patients, when informed consent must be obtained.
CONFIDENTIALITY POLICY (PATIENT PRIVACY)

The privacy of all medical records and other individually identifiable health information must be protected at all times. Information relating to a patient’s health care history, diagnosis, condition, treatment, or evaluation will be considered individually identifiable health information. Confidentiality of this health information must be maintained at all times, and may only be disclosed with the express written consent of the patient. Students are required to keep all patient and student information confidential and to abide by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations regarding patient sensitive data within the classroom and clinic. Students who do not abide by this policy may be terminated from the physical therapy program according to the decision of a collective faculty committee and approval of the program director.

CONFIDENTIALITY POLICY (STUDENT RECORDS AND SENSITIVE INFORMATION)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. In accord with this law, all student information and records will be kept confidential within a locked file, in a locked office, in the Records Room within the Department of Applied Medicine and Rehabilitation. Records will be released only with written permission from individual students.

AUTHORIZATION TO USE PHOTOGRAPHS AND OTHER AUDIO-VISUAL INFORMATION

All students will be given the option to sign a waiver allowing the program to use photographs, images, and other audio-visual information for marketing, instruction, or other program utilization. If students choose not to sign the authorization waiver, all student information will be kept confidential and images protected from public distribution.

GUEST DEMONSTRATION FOR EDUCATIONAL PURPOSES

A faculty member may choose to bring a guest to class or the laboratory to demonstrate a particular illness or injury for the students, for example, someone with a spinal cord injury. The guest will determine how much medical information they wish to divulge to the students and whether or not they will answer specific questions about their illness. The faculty member will communicate this information to their students prior to or in conjunction with the guests’ arrival. Students will not be allowed to perform any treatment or evaluative techniques on the guest without written consent, however the guest may demonstrate movement, activity, etc., for the students to observe. An informed consent form must be signed by the patient who chooses to participate.

STANDARD PRECAUTIONS

Students are required to practice standard precautions in laboratory settings to prevent transmission of blood borne pathogens. Students are required to follow protocol for each clinical practice setting set forth by the institution. Students will be educated about blood borne pathogen transmission in the first semester of the program.
AMERICANS WITH DISABILITIES ACT: ACCOMMODATIONS AND SUPPORT

Section 502 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990) gives students certain rights and accommodations in perusing the DPT program. Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you would benefit from an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Please contact the Director of Student Support Services/Disability Services at 812---237---2301, located in Gillum Hall, Room 204A or visit their site at: http://web.indstate.edu/sasc/dss/services.htm. Once registered, the Director and course instructor will ensure that you receive all the accommodations and support that Indiana State offers.

SEXUAL HARASSMENT POLICY

The ISU Department of Applied Medicine and Rehabilitation (AMR) is committed to maintaining a positive learning and working environment for its staff, students, and athletes. The ISU Department of Applied Medicine and Rehabilitation does not discriminate on the basis of age, race, color, nationality, religion, sexual orientation, and/or degree level for admission, employment, patient care, and/or other educational activities.

The ISU AMR is committed to taking steps to prevent sexual harassment in the facilities that students and faculty operate in, as well as, to promptly addressing any violations of this policy that may occur. In this pursuit of these goals, the AMR will not tolerate acts of sexual harassment or related retaliation against or by a staff member or a student. This policy: 1) provides a general definition of sexual harassment and related retaliation; 2) prohibits sexual harassment and related retaliation; and 3) sets out procedures to follow when a member of the ISU AMR believes a violation of the Policy has occurred. Deliberately and recklessly making a false complaint of sexual harassment or providing false information regarding a complaint is also a violation of the sexual harassment policy.

Sexual harassment is prohibited and will not be tolerated within the ISU AMR or any of the facilities that ISU students operate in. All students are expected to read the ISU Sexual Harassment policy at: http://www.indstate.edu/aa0/documents/ISUProcedures.pdf. More information can also be found at: http://www.indstate.edu/aa0/Student-sexualharass.htm

POSITIVE LEARNING ENVIRONMENT

The faculty, students, and staff at Indiana State University are committed to the ideals and principles of social justice that maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Students are expected to demonstrate professional behavior when interacting with others. Any type of horizontal violence, bullying, or harassment will be grounds for disciplinary action.
Additional Resources and Information

JOB AND CAREER POSTINGS

Job postings will be located in the AMR on a bulletin board located in the student lounge/mailroom. Job postings can also be found on the internet or at the APTA job link: http://www.apta.org/applications/CareerCenter.aspx. Employers or recruiters may be invited on campus with permission from the program director to present career opportunities for DPT students.

LIBRARY RESOURCES

The Cunningham Memorial Library at Indiana State University has many resources and services for DPT students. Some of these resources include Research Tips and Databases, Library Tutorials, Top Ten Database Search Tips Tutorial, Research Planner, Library Research Guides, Keyword & Boolean Searching, Citation 9 (research paper organizer), Electronic Resources (e-journals, databases), Online Reference Books, Free Dissertations/Theses Web Sites, Off Campus Access to Databases and E-Journals and Writing Assistance. For a full listing of available resources, please visit the library’s web-site at http://library.indstate.edu/index.html.

STUDENT HEALTH SERVICES

Student Health Services is located at 567 North Fifth Street, on the ISU campus. The Student Health Services office is on the first floor of the building (downstairs from the Department of Applied Medicine and Rehabilitation). Available resources include male and female exams, immunizations, STD screenings, counseling and limited amounts of prepackaged medication. To find out more about Student Health Services visit the link: http://www.indstate.edu/shc/.

STUDENT GRIEVANCE POLICY

If a student should have a complaint about the Program or dissatisfaction with the Program, it must be brought to the attention of the DPT Program Director. The Director will examine the complaint and work with the appropriate personnel to resolve the complaint and/or issue. The Program Director will keep a formal record of complaints, including the nature of the complaint and the resolution procedure for each complaint. If the complaint cannot be adequately resolved by the Program Director, or if the complaint is about the program director, it will be reported to the Chair of the Department of Applied Medicine and Rehabilitation or to the Dean of the College of Health and Human Services, if needed. All records of complaints will be kept for a minimum of five years and will be used for program assessment and planning. A suggestion or complaint may also be informally made by filing the “DPT Program Complaint/Suggestion Form” which is located in the secretary’s office and may be reviewed by the Program Director and considered by Core Faculty for future action.

If the student should have a complaint about the Director of Clinical Education, he/she may contact the Department Chairperson directly. Students with concerns about clinical education placement or grading may appeal internally to the clinical education appeal committee. Students are encouraged to review the official College of Health and Human Services Student Grievance Policy at the following link for more information: http://www.indstate.edu/health/sites/health.indstate.edu/files/student-grievance-procedures.pdf
DUE PROCESS

General Overview of Process for Handling Conduct Situations

The Board of Trustees of Indiana State University has adopted University policies and procedures to provide an orderly environment whose purpose is the academic and personal growth of students. The University administration is responsible for providing the process for addressing violations of these policies. A process has been developed for addressing student conduct situations at three levels: hearings with minimum due process, conferences with Student Judicial Programs staff, and full due process hearings. Please refer to Appendix A for full information on Due Process or go to [http://www.indstate.edu/sjp/docs/code.pdf](http://www.indstate.edu/sjp/docs/code.pdf).

NON-DUE PROCESS COMPLAINTS

A complaint from a clinical education site, from an employer of ISU alumni, or from the public will be directed to the Program Director utilizing the AMR Complaint Form. The Program Director will address and resolve the complaint when immediate remediation is needed. Complaints about the Program Director or Director of Clinical Education can be made directly to the Department Chair. Complaints regarding curriculum and program planning will be maintained and reviewed annually as part of the program assessment plan. Complaint records will be maintained in the AMR Front office and a copy may be kept in the Program Director's Office for a minimum of five years. Complaints may also be directed to the Commission on Accreditation of Physical Therapy Education. The program website will provide the public with information on ways to provide feedback, positive or negative.

OFFICIAL WITHDRAWAL PROCEDURES

The University recognizes that circumstances may arise that require a student to cease class attendance prior to the end of the semester. Listed below are procedures and important information on official withdrawal that students must follow to ensure they can return to ISU (or transfer to another college) in good standing.

- "Official withdrawal" involves the student withdrawing from all classes for which he/she is registered as well as notifying appropriate administrative officials of his/her decision to leave the campus. If a student leaves without properly processing a withdrawal, the absences from class and from the campus will be justification for the grade of "F" to be assigned for the courses in which the student is enrolled. The student is not officially withdrawn until he/she has completed the withdrawal procedures. Official withdrawal from enrollment must be initiated in the Office of Registration and Records, Parsons Hall, room 009. Students seeking to withdraw are interviewed by a professional staff person and complete a withdrawal authorization form: [http://www.indstate.edu/registrar/pdf/WithdrawalForm.pdf](http://www.indstate.edu/registrar/pdf/WithdrawalForm.pdf).

Questions concerning withdrawal from enrollment should be directed to the Office of Registration and Records.
Important Information Regarding Withdrawal

--- **Refunds of fees.** For information on refund of fees, refer to the registration instructions published online each semester and summer session ([http://www.indstate.edu/express/registration.htm](http://www.indstate.edu/express/registration.htm)).

--- **Residence hall contracts.** Withdrawal from enrollment results in cancellation of the residence hall contract; however, students are responsible for contacting Residential Life if they are not planning to return to the University. Residence hall students should review the terms and conditions of their residence hall contract ([http://www.indstate.edu/reslife/](http://www.indstate.edu/reslife/)).

--- **Refunds and repayments of assistance.** Students who withdraw (officially or unofficially) from all of their classes before 60 percent of a semester is completed may be required to repay some or all of their financial aid. For further information and assistance, visit the Office of Student Financial Aid ([http://www.indstate.edu/finaid/withdrawalcosts.htm](http://www.indstate.edu/finaid/withdrawalcosts.htm)).

--- **Grade determination.** Grade determination for students who officially withdraw from the University during a fall or spring semester is established as follows. From the first through the tenth week of classes, no grades are assigned for processed withdrawals. Beyond the tenth week, if the work is failing at the time of withdrawal, the grade of "WF" will be given; if the student is doing passing work, the grade of "WP" will be given. "WF" grades will be included in calculation of the grade point average. A grade of "WP" and "WF" may be assigned only when students have officially withdrawn from enrollment after the tenth week of the term.

--- **Withdrawal following priority scheduling.** Students who participate in priority scheduling must initiate an official withdrawal in accordance with the procedures described above if they elect not to attend any classes during the session for which priority scheduling was accomplished. An official withdrawal must be completed for the semester for which the student has priority scheduled even if he/she has withdrawn from the previous semester. The refund of fees will follow the schedule of refunds contained in the registration instructions, published online each semester and summer session ([http://www.indstate.edu/express/registration.htm](http://www.indstate.edu/express/registration.htm)).

--- **Official withdrawal during a summer session.** All procedures concerning withdrawal are carefully explained in the registration instructions, published online each semester and summer session. See these publications for details regarding grading, refund provisions, and calendar limits ([http://www.indstate.edu/express/registration.htm](http://www.indstate.edu/express/registration.htm)).

For more information on the withdrawal policy and University procedure, please contact the Office of Registration and Records, Parsons Hall 009, 200 North Seventh Street, Indiana State University, Terre Haute, IN 47809 or by phone, 812-237---2020.

**DPT PROGRAM TIME OFF/LEAVE OF ABSENCE POLICY**

The student may petition the PT core faculty for time off or a temporary leave of absence from the program. Decisions will be made on a case by case basis, and will be limited to **extraordinary** circumstances such as health, legal or family situations that interfere with the student’s successful completion of the program. Students will submit a formal written request to the Program Director, and approval will require a majority vote of the core faculty.
STUDENT RECORDS

The AMR office maintains a student file on every student for five years post-graduation, which includes copies of communication sent or received pertaining to the student and his/her course of academic and clinical studies, the student advisement sessions, preceptor's evaluation of student forms, course registration, admission’s application, and grade reports. Students have access to their own file by asking the DPT faculty or the Student Support Specialist. Files are kept in a locked cabinet in the AMR. The Registrar’s Office maintains a permanent electronic file/transcript indefinitely.

INFECTIOUS DISEASE POLICY

During the course of the academic year, if a DPT student in their clinical rotation develops an active communicable disease, he/she is relegated to the following policies to protect patients and other DPT and staff from contracting a communicable disease. Precautions must be followed during clinical assignments.

---

A DPT student must wash hands before and after contact with a patient/another student.

--- Students should not perform their duties if any of the following conditions exist:

- a. acute phase of an upper respiratory infection
- b. acute sore throat
- c. fever over 100.5 F˚
- d. vomiting within the previous 24 hours
- e. acute phase of mononucleosis
- f. bacterial sinus infection
- g. conjunctivitis
- h. antibiotic treatment for less than 48 hours
- i. open wounds/infectious skin disorders that are uncovered and/or managed
- j. student suffering from any condition in an infectious state

The University H1N1 policy can be accessed at [http://www.indstate.edu/shc/SpecialNotice.html](http://www.indstate.edu/shc/SpecialNotice.html). All faculty, staff, students and CIs are expected to follow the University policy. The staff, CIs and educators reserve the right to excuse any student for the day that may place athletes/patients, staff or students at risk of a communicable disease.
BLOODBORNE PATHOGEN EXPOSURE CONTROL PLAN AND
ANNUAL TRAINING REQUIREMENT

Students are required to complete Bloodborne Pathogen Training annually. Training occurs online and must be completed prior to the start of each summer semester. Failure to do so will impact participation in the Clinical Education course grade and participation.

The University has developed a program to protect faculty, staff and students who have occupational exposure to blood and other potentially infectious materials. This program, the ISU Bloodborne Pathogens Exposure Control Plan, complies with the requirements of the OSHA Bloodborne Pathogens Standard, 29CFR 1910.1030, the Indiana Administrative Code 410 IAC 1---4 and identifies procedures to eliminate or reduce the risk of contracting a bloodborne disease in the workplace. A copy of the Bloodborne Pathogens Exposure Control Plan is available in the Environmental Safety Office (Room 1221 in College of Business Building). The Bloodborne Pathogens Exposure Control Plan applies to all employees of Indiana State University, including part-time and temporary staff, who may as a part of their employment come into contact with blood, infected lab animals, or other potentially infectious material.

Health care and laboratory employees whose work may involve the risk of exposure to blood or other potentially infectious materials may include, but are not limited to, the following: physicians, nurses, nurses’ aides, physician assistants, phlebotomists, medical technologists, therapists, research laboratory personnel, research scientists, and animal laboratory personnel. Others whose positions may include some occupational exposure tasks include employees in law enforcement, custodial/housekeeping services, laundry services, maintenance, child care, equipment technicians, transportation service workers, or couriers involved in delivery and transport of potentially infectious materials.

Universal precautions refer to approaches to infection control in which all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, HCV or other bloodborne pathogens. Using this assumption when dealing with infectious materials eliminates the need for decision making to determine the extent of actual or potential disease hazards. The approach establishes minimum standards for contamination control that will effectively control bloodborne pathogens if present. Universal precautions shall be observed to prevent contact with blood or other potentially infectious materials. In situations where differentiation between body fluid types is difficult or impossible (i.e., uncontrolled or emergency situations), all body fluids shall be considered potentially infectious.

HAZARDOUS MATERIALS

All chemicals and potentially hazardous materials are clearly labeled. In the Human Anatomy lab, students are provided instructions on proper procedures for safely handling materials such as formaldehyde and toxic chemicals. Safety considerations with regards to hazardous materials include the use of safety glasses, lab coats and gloves, and accessibility to sinks and eye wash areas.

If there should be any chemical spill, leak or clean-up is necessary, the ISU Office of Environmental Safety provides coordination and management of this. The Office of Environmental Safety can be contacted at (812)237-4022.
MAINTENANCE OF EQUIPMENT

Laboratory equipment is checked by certified medical equipment maintenance personnel annually to insure that electrical and mechanical operations are safe and meet specifications. A sticker is attached to each piece of equipment once it has passed inspection noting the date of inspection and date for renewal. Records are kept in the Department Secretary’s office to document work performed and the status of each piece of equipment. As a part of laboratory instruction, students are educated in the proper use of laboratory equipment and proper laboratory safety procedures. Operation manuals for equipment are kept in the lab where the equipment is housed.

SAFETY AND EMERGENCY PROCEDURES

Indiana State University Police has created a site dedicated to the safety of the University. The Physical Therapy Program adheres to the standards put in place by the University Police. Additional safety information plans and policies are available at: http://www.indstate.edu/pubsafety/.

WEATHER PROCEDURES

The closure of the Indiana State University campus is expected to be a rare event. Decisions to attend local clinics should be based primarily on the conditions in the immediate vicinity of campus. Faculty and staff at a distance must make individual decisions regarding the wisdom of commuting under severe weather conditions.

Faculty are expected to provide reasonable accommodations to students who are unable to attend class due to severe weather conditions. In the event the University is closed the Vice President for Enrollment Management, Marketing, and Communication (VPEMMC) will arrange for key individuals and offices to be contacted by Media Relations who will also notify the appropriate media outlets. If the decision is made to close campus, closure will occur for a twelve hour period. At hour eight of the closure period or no later than 8:00 pm, the decision will be made whether to extend the closure for an additional twelve hours.

Students wondering if the University has been closed may call the ISU Information Line at (812) 237-7777. For more information about the University’s weather procedure, please see:
http://www.indstate.edu/pubsafety/severeweatherconditions.htm

FIRE AND TORNADO PROCEDURES

IN ALL CASES OF FIRE, PUBLIC SAFETY MUST BE NOTIFIED IMMEDIATELY BY CALLING 911!

− Know the location of fire extinguishers, fire exits, and alarm systems in your area and know how to use them. Training and information are available through ISU Environmental Safety.
− If a minor fire appears controllable, and ONLY IF YOU HAVE BEEN TRAINED IN THE USE OF A FIRE EXTINGUISHER, promptly direct the discharge of the fire extinguisher toward the base of the fire. IMMEDIATELY contact Public Safety.
− If a fire exists, activate the fire alarm and evacuate all rooms, closing all doors to confine the fire and reduce oxygen. You must also report the fire to Public Safety at 911.
− When the fire alarm is sounded an emergency exists. Walk quickly to the nearest marked EXIT and alert others to do the same.
--- Elevators are reserved for emergency services personnel ONLY. Smoke is the greatest danger in
a fire, so stay near the floor where the air will be less toxic.
--- Once outside, move to the building's designated evacuation assembly point at least 200 feet
away from the affected building. Keep streets, fire lanes, hydrants and walkways clear for
emergency vehicles and crews.
--- If requested, assist emergency crews as necessary.
--- A Field Command Post may be set up near the emergency site. Keep clear of the
Command Post unless you have official business.
--- DO NOT RETURN TO AN EVACUATED BUILDING unless told to do so by a designated official.

NOTE: If you become trapped in a building during a fire and a window is available, place an article of clothing
(shirt, coat, etc.) outside the window as a marker for rescue crews. If there is no window, stay near the floor
where the air will be less toxic. Shout at regular intervals to alert emergency crews of your location. DO NOT
PANIC!

IMPORTANT: After any evacuation, report to your designated building evacuation assembly point.
Stay there until an accurate HEADCOUNT is taken. The Building Safety Officer will take attendance and assist in
accounting for all building occupants.

FIRE AND TORNADO POLICY AND PROCEDURE: Fire and tornado drill instructions will be posted on
the back of at least one classroom door and students will be required to review the fire and tornado instructions
during orientation with the core faculty. Students will be required to sign a statement indicating they have read
and understand the fire and tornado instructions for the DPT Classroom and Laboratory during orientation.
Reminders to review the fire/tornado drill instructions will be provided at the beginning of each semester.

SEVEREWEATHER/TORNADO

When the emergency warning sirens sound, it is YOUR responsibility to get to shelter. In addition to emergency
sirens and recorded message alarms, Public Safety may also announce the warning via car loudspeakers. When
the emergency sirens are sounded, all persons should immediately seek shelter in the nearest strong building.
Go to the basement or interior halls of lower floors. Auditoriums, gymnasiums and similar large rooms with wide
roofs should be avoided. Stay away from all windows and exterior doors.
Note: ISU emergency sirens are tested for two minutes at 11:00 a.m. on the first Tuesday of each month.

Tornado Watch

A watch is an indication of where and when the possibilities are highest that severe weather or a tornado could
occur. A watch is a statement that severe weather/tornado conditions are present and could occur. The National
Weather Service will issue a watch bulletin to authorities as well as to the local radio and TV stations.

Tornado Warning

When a tornado sighting occurs, the National Weather Service will immediately notify Public Safety, and they
will activate the on-campus emergency warning sirens. The warning will be signaled by a continuous sounding of
emergency sirens. Additionally, recorded message alarms will be activated at various campus locations.
FIRE AND TORNADO POLICY AND PROCEDURE:

Fire and tornado drill instructions will be posted on the back of at least one classroom door and students will be required to review the fire and tornado instructions during orientation with the core faculty. Students will be required to sign a statement indicating they have read and understand the fire and tornado instructions for the DPT Classroom and Laboratory during orientation. Reminders to review the fire/tornado drill instructions will be provided at the beginning of each semester.

I, __________________________, have reviewed and understand the fire and tornado instructions and know where to locate them in case of an emergency.

__________________________________ ______________________________
Signature of Student Date

__________________________________ ______________________________
Witness Date
DPT Student Professional Organization Attendance Policy

All DPT Program students are expected to attend, at minimum, one professional conference at either a national, state or regional level. Examples of professional organizational meetings include: American Physical Therapy Association Combined Sections Meeting, Student Conclave, Annual Meeting or Indiana Physical Therapy Association Spring or Fall meetings, and District Meetings.

Students will submit a certificate of attendance to DPT Program Director once complete to be kept in the student file. Student will also keep a file to be inserted into student Portfolio for clinical coursework.
COURSE SYLLABI POLICY

Policy Statement:
Each course offered by faculty of the Physical Therapist Program will have a course syllabi which includes the following:

I. General Data
   A. Place
   B. Group
   C. Placement (semester)
   D. Time
   E. Teaching Personnel
   F. Teaching Methods
   G. Course Prerequisites

II. Course Description (including course number, title and credit hours)

III. Course Objectives

IV. Course Schedule

V. Evaluation of Student Progress

VI. Grade Calculation Method (including grading scale)

VII. Text and References

VIII. Attendance & Non-Discrimination Statement

A course schedule should be given to the students before the second week of the course.
DOCTOR OF PHYSICAL THERAPY PROGRAM
Indiana State University
Department of Applied Medicine and Rehabilitation

HEALTH INSURANCE COVERAGE POLICY

By signing this agreement, I, __________________________, understand that it is the policy of the Doctor of Physical Therapy Program to obtain and maintain health insurance throughout the Doctor of Physical Therapy Program, including all academic semesters and clinical rotations. I agree to obtain health insurance and provide a copy of the insurance card and policy number by November 1st of the year 20____.

Furthermore, I understand that the program may request documentation of health insurance coverage at any time during my education in the DPT Program at Indiana State University and failure to do so is considered grounds for dismissal from the Doctor of Physical Therapy Program. I will notify the Program Director/ACCE should any changes in health insurance coverage occur.

Health Insurance Company _________________________________

Policy Number _________________________________

Name of Policy Holder__________________________________

Student Signature _____________________  Date ____________

Witness _______________________________  Date ____________
I understand that my education in the Doctor of Physical Therapy Program will include classroom and laboratory sessions as well as clinical affiliations in various health care facilities. The rationale for classroom, laboratory and clinical affiliations is to prepare me for possible employment as a physical therapist. I understand that during the course of the DPT Program I will be subject to the known and unknown risks that members of the profession experience in preparation for and the provision of physical therapy and health care in general. These may include exposure to various modalities and techniques, infectious and communicable diseases, chronic and degenerative diseases, mental illness, and risks attendant to the work environment and the academic preparation of Physical Therapists. I understand that Indiana State University provides professional liability insurance (per university policies and procedures) which covers me while participating in assigned clinical affiliations. I realize however, as a student, I am not eligible for coverage under the University's Worker's Compensation Insurance during classroom, laboratory or clinical activities, and that there is no mechanism for compensation in the event I am injured during classroom, laboratory or clinical activities.

I will be provided basic instruction in preventive procedures and in the application of reasonable and prudent classroom, laboratory, and clinical practices, which can serve to limit unnecessary exposure and constitute a measure of safety for me and the patients I will treat. I understand that it will be my responsibility to apply these procedures and/or receive these procedures and to take appropriate steps to protect myself and my patients. As a condition of acceptance into the program I agree to follow all policies and procedures as outlined in the DPT Program Academic and Clinical Education Policies Student Handbook or as adopted during my time in the program.

I understand that students will be expected to perform physical therapy modalities and skill/techniques on each other and I agree to inform the instructor of any condition which may be considered a precaution or contra-indication for a particular procedure and will thereby be excused according to the instructor's directions. I also realize that as a condition of placement in a clinical affiliation, I will be required by the facility to show proof of health insurance. Further, I will be expected to abide by whatever policy(ies) the DPT Program, Indiana State University and the clinical center have regarding risk exposure management for their employees, even though I am not considered by the program, University, or facility to be an employee.
The DPT Program Director and Academic Coordinator of Clinical Education have offered to answer any questions I may have about these risks and precautions and what I can do to avoid them. If I have any questions before beginning the DPT Program or during the DPT Program, I may contact DPT Program Director or Academic Coordinator of Clinical Education. I also understand that I may stop my participation in the classroom, laboratory, or clinical affiliations any time I think my personal safety or the safety of the patients I treat is in jeopardy.

I have a right to privacy, and all information obtained in connection with my participation in the DPT Program that can be identified with me will remain confidential as far as possible within DPT Program and University Policies and Procedures as well as state and federal law.

I voluntarily agree to participate in all aspects of the DPT Program at Indiana State University, including the passing of a criminal background check. I understand and assume responsibility for the policies, objectives, course requirements and inherent risks involved in the education of Doctor of Physical Therapy students at Indiana State University.

_________________________________________ ______________________________
Signature of Student Date

Using language that is understandable and appropriate, we reviewed the DPT Student Handbook, the Clinical Education Handbook and all items discussed above with the student on __________/___/___.

_________________________________________ ______________________________
Signature of Program Director Date

_________________________________________ ______________________________
Signature of ACCE Date
Please initial each item and sign below.

_____ I have read and fully understand the academic and clinical policies set forth by the Doctor of Physical Therapy Program and agree to abide by those requirements. I understand that I have responsibilities as a student in this program and that I may be dismissed from the program if I disregard these policies or ignore my role in the educational process.

AUTHORITY TO PROVIDE CREDENTIALS TO POTENTIAL EMPLOYERS AND APTA/INAPTA

_____ I hereby authorize the Faculty members of the Doctor of Physical Therapy at Indiana State University to release information regarding my potential professional job skills, including academic and clinical performance. Release of information may occur at my request or at the potential employer's request.

_____ I hereby authorize the Faculty members of the Doctor of Physical Therapy at Indiana State University to release information regarding my potential job skills, including academic and clinical performance only at my request.

AUTHORIZATION FOR RELEASE OF PHOTOGRAPHS, VIDEO & AUDIO

_____ I hereby authorize the Doctor of Physical Therapy Program at Indiana State University to take photographs, video, and/or audio recording(s) of me. I also give permission for these photographs, video and/or audio recording(s) to be used for promotional and educational purposes in all types of media. (Optional)

AUTHORIZATION FOR RELEASE OF WRITTEN DOCUMENTATION

_____ I hereby authorize the faculty of the DPT Program to use any written documentation from the clinical internships (confidentiality of patient, facility, physician, and physical therapy staff will be maintained), written documentation of practical examinations and patient treatment scenarios of case analysis labs for educational purposes
CLINICAL EDUCATION AFFILIATION REQUIREMENTS

I understand that I will be participating in 4 Clinical Education Affiliations during the course of my schooling in the DPT program. As a student in this program I understand and agree to the following:

• These affiliations may/will include placement outside of Terre Haute, Indiana
• I must have reliable transportation and that I am responsible for all costs incurred during travel to and from the Clinical Site, i.e. gas, lodging, meals etc.
• Clinicals will be held over Spring Break during the spring semester of the third year. I will not have that time off.

CONFIDENTIALITY AGREEMENT

Students in the Doctor of Physical Therapy Program work with medical records of actual patients in healthcare facilities and in the classroom. It is imperative that confidentiality of the patients' records be maintained for legal and ethical reasons.

Any student enrolled in the DPT Program who reveals the contents of a medical record other than in the classroom or as authorized by the health care facility to which he or she is assigned shall be subject to immediate dismissal from the healthcare facility and from the Doctor of Physical Therapy Program at Indiana State University.

I have read and understand the foregoing statement on the confidentiality of medical records. In consideration of and as a condition precedent to, I hereby agree to maintain the confidentiality of all patient information of which I may be made aware as a student in the Program. This agreement shall remain in the student's file with the Program Director and a copy available to the supervisors at all assigned clinical sites, if so desired.

__________________________________________
Student Printed Name

__________________________________________
Student Signature

Program Director --- Witness

Date
Appendix A

DUE PROCESS

General Overview of Process for Handling Conduct Situations
The Board of Trustees of Indiana State University has adopted University policies and procedures to provide an orderly environment whose purpose is the academic and personal growth of students. The University administration is responsible for providing the process for addressing violations of these policies. A process has been developed for addressing student conduct situations at three levels: hearings with minimum due process, conferences with Student Judicial Programs staff, and full due process hearings.

Minimum Due Process
Conduct discussion or residence hall probation may be utilized by a Student Judicial Programs professional staff member or residence hall head staff member when a complaint is received for an alleged violation that is a first offense, minor in nature, or addresses a violation that is related to residence hall contractual issues. If a student is found responsible, it will not result in a change of student status. The accused student is informed of the complaint by the appropriate staff member and is given the opportunity to discuss the alleged violation. The student may admit to the violation or may deny involvement. If the student is not satisfied with the outcome of the hearing, he/she may have the complaint referred to the director of Student Judicial Programs and request that the matter be heard in conference. Should the student be found responsible for the violation, a record of the incident is maintained in Student Judicial Programs or in the residence hall area director’s office for one (1) calendar year. If during that year, the student becomes involved in another conduct situation, the conduct discussion or residence hall probation record will be utilized in determining at what level the new allegation(s) are addressed.

Conference
A conference hearing addresses behavior that is too serious to be processed with minimum due process. A conference does not require the preparation of charges or a hearing. A Student Judicial Programs staff member meets with the accused student and discusses the alleged violations. The facts surrounding the case are reviewed with the student and a decision reached. If the student and staff member do not agree, the student may request to have the complaint referred for a full process hearing. Charges are filed against the accused student and he/she may request a hearing with the All-University Court.

Conduct Adjudication
Full due process is used for all alleged violations that may result in a change of student status. The process contains three fundamental steps: presentation of the charges; hearing and decision by All-University Court; and action by an administrator. An appeal opportunity is available for the accused student or complainant upon receipt of the decision.
Rights in Disciplinary Situations

The Board of Trustees in keeping with procedural guidelines has accorded student's rights in disciplinary situations. These rights may be found in written detail in the Student Government Association Constitution and in the Conduct Adjudication Information pamphlet, which is given to a student at the time of presentation of written charges. Basically students have the right:

1. To examine all written information pertaining to the alleged violation;
2. To a fair hearing;
3. To know whether statements made in disciplinary situations can be used in All-University Court, administrative procedures, or civil courts;
4. To bring an advisor from the University community to a hearing (the accused student may use legal counsel as an advisor when facing criminal charges for the same occurrence);
5. To appeal decisions of the hearing based on specific grounds defined within this process.

Conduct Adjudication Process

1. **Presentation of Charges.** A student who is accused of an alleged violation of a University policy receives written notice and materials outlining the allegations against him/her and the appropriate charges drawn from the allegations. The student also receives materials that provide a thorough explanation of the conduct adjudication process that includes a review of rights of students during disciplinary proceedings, a detailed explanation of possible actions, and a description of the preservation of and release of information from the conduct records. The student is given two (2) days to present his/her plea to Student Judicial Programs.

2. **Hearing.** All hearings provide the opportunity for the accused student to respond to the charges, to change his/her plea, to present witnesses, and to raise questions. Hearings provide the opportunity for the complainant to present the allegation, to present witnesses, and to raise questions. An All---University Court hearing panel will, through questioning, seek to arrive at the truth. Should a student fail to appear at a scheduled hearing, after proper written notification, the hearing will be conducted in his/her absence.

3. **Presentation of Decision.** An administrator meets with the accused student to communicate the decision and to take the action of a hearing panel. The student is apprised of the decision from the hearing concerning his or her responsibility. A detailed explanation is given of the action and its effect on the student, which may include probation, stipulations, and future expectations for the student’s behavior. The student is informed of the right to appeal and the procedure to follow. The complainant is also apprised of the decision and given information about the appeal process.
Types of Disciplinary Actions

The actions that may be taken when a student is found in violation of University regulations or public laws range from charges dropped up to and including expulsion from the University. The action taken depends upon the finding of clear and convincing evidence, the severity of the violation, the degree of involvement of the student, the individual circumstances of each case, the student’s conduct record, and the student’s academic progress.

1. **Charges Dropped/Not Responsible.** The charges may be dropped if there is insufficient evidence to support the charge. If evidence is presented during the hearing that shows a student has not committed the violation, then he or she is found not responsible. All written materials pertaining to the allegations against the individual are destroyed.

2. **Judicial Probation.** This action is a probationary status that would notify a student that his or her actions are of a serious nature and that a formal sanction is justified, but the student is not removed from good standing. The probation could include additional stipulations, and would be assigned for at least the equivalent of one full semester. A written record is maintained for one (1) calendar year after the date of the action, pending no further violations.

3. **Deferred Suspension.** This formal disciplinary action is near suspension, and includes a review of a student’s behavior for a specific period of time. The student is removed from good standing at the University for not less than the equivalent of one full semester. The sanction may carry other restrictions and stipulations. The student must meet all conditions and submit a written request to be returned to good standing. A subsequent violation could be cause for suspension. A written record is maintained for three (3) calendar years after the date of the last action taken, pending no further violations.

4. **Suspension.** This action indicates that a student is excluded from the University for one (1) or more semesters, depending upon the severity of the violation. The sanction includes a ban from entering the environs of the University property and a hold placed on registration. Parents of financially dependent students will be notified. The record is maintained permanently.

5. **Interim Suspension.** This action may be used to temporarily remove and exclude a student from the University community when the student’s action or threat of action indicates serious threat to the welfare and safety of persons or property. No hearing is necessary before the action is taken, but a hearing panel of the All---University Court will review the suspension within five (5) business days of the effective date. Full due process, including a hearing, may be granted at a later date. If the suspension stands, the record is kept permanently.

6. **Expulsion.** This action means permanent termination of student status. The record is maintained permanently.

For more information about the University’s due process structure and procedure, please reference page 15 of the Student Handbook (http://www.indstate.edu/sjp/docs/code.pdf).
Sexual Harassment Policy

SEXUAL HARRASSMENT
Scope of Policy

This policy applies to any person at the University that is within the Department of Applied Medicine and Rehabilitation or is attending a class, event, clinical site, or program sponsored by the University or Department of Applied Medicine and Rehabilitation. Any visitors to the campus or workers employed by private firms engaging in business within the athletic training room or one of its clinical sites is expected to abide by this policy.

Definitions

--- Appointing authority: an individual in with the authority to make the ultimate personnel decisions of the particular faculty member or student.
--- Disciplinary authority: an individual in charge of imposing the disciplinary actions, given by the appointing authority, of the particular faculty member or student.
--- Complainant: an individual whom the sexual harassment is being done to.
--- Respondent: an individual that made the conduct that is the subject of the complaint.
--- Sexual Harassment: defined under state and federal laws as interaction between individuals of the same sex or opposite that is characterized by unsolicited and unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature that interferes with work or school performance by creating an intimidating, hostile, abusive, or offensive educational or work environment. Conduct may be found harassing if it is repetitive or persuasive and sufficiently severe to alter the conditions of employment, education, or participation in University or AMR Department sponsored events or activities or is a single incident that is significantly outrageous or harmful, in and of itself, that it essentially alters the conditions of the environment for the complainant or interferes with an individual’s right to gain an education or perform job related responsibilities.
--- Such conduct may constitute as sexual harassment if:
--- Submission to the conduct or communication is made either explicitly or implicitly a term of the individual’s employment, academic status, educational evaluation and/or progress.
--- Submission to, or rejection, of the conduct or communication by the individual is used as the basis of tangible employment, service, or educational decisions affecting the individual.
--- Submission to, or rejection, of the conduct or communication that has the purpose or effect of negatively interfering with an individual’s work, academic performance, or of creating an intimidating, hostile, or offensive working or educational environment.
--- Submission to, rejection of, or communication by the individual as the basis for deciding beneficial treatment, services, honors, programs, or activities available at or offered for the individual through the work or educational institution.
--- Examples of sexually harassing conduct are and not limited to:
--- Unwelcome sexual advances or sexual pressure.
--- Failure to adequately accommodate for a qualified individual with a disability.
--- Demands for sexual favors in exchange for employment benefits, whether expressed or implied.
--- Making or threatening retaliation after a negative response to sexual advances.
--- Verbal conduct of a sexual manner, such as derogatory or demeaning comments, slurs, sexually explicit jokes, comments about an individual’s body or physical appearance, suggestive or obscene remarks, or practical jokes.
--- Physical conduct such as leering, sexual gestures, impeding or blocking movements, pinching, grabbing,
patting, intentionally brushing up against another individual, rape, or assault.

--- Visual conduct of a sexual nature, such as displaying sexual-suggestive objects, cartoons, pictures, or posters.

--- Posting, sending, or downloading derogatory, or demeaning materials of a sexual nature, or sexually suggestive or explicit materials in any form by any means of transmission, including photocopies, electronic mail, text messages, or the Internet.

--- Retaliatory Acts: violation of this policy for any individual to engage in retaliatory acts against any staff member or student who reports an incident of alleged sexual harassment, or any staff member who testifies, assists, or participates in a proceeding, investigation, or hearing relating to such allegation of sexual harassment.

--- Any acts of retaliation or “pay back” against an individual in violation of this sexual harassment policy by a person or group of people will be subject to appropriate corrective and/or disciplinary action, up to and including termination from Indiana State University’s AMR Department, regardless of job level or classification.

Consequences of Violations

Any act of sexual harassment is illegal, unprofessional, disrespectful, and may ruin an individual’s career. The Indiana State University Athletic Training Department will strictly enforce this policy. Any violator of this policy, being either a faculty member or student, even if such conduct does not violate State or federal law, will be subject to appropriate corrective and/or disciplinary action, up to and including, removal from the ISU AMR Department, regardless of job level or classification, depending on the severity on the sexual harassment charge. Separate from any actions taken by the ISU AMR Department, violators should be aware that his or her conduct may result in personal civil liability.

To the extent that the above behaviors are exhibited by non-ISU AMR Department faculty members or students; including, but not limited to athletes, other students, volunteers, interns, applicants for employment, contractors, and other third parties, the ISU AMR Department will use the principles of this policy to take whatever action necessary to implement consequences for past behaviors and prohibitions against future behaviors prohibited by this policy.

Responsibilities

--- Approved Clinical Instructors (ACIs): responsible for maintaining standards that promote a work and educational setting free from discrimination, harassment, retaliation, and unprofessional or disrespectful conduct. CIs must:

--- Adhere and enforce this policy.

--- Regardless of how the information is presented to the ACI, either at the clinical site, practice field, off-site, or a telephone call at home, etc., the ACI must take immediate and appropriative corrective
action to stop conduct that violates this policy. (Regardless of how secretive another faculty member or a student wants the situation to be confidential).

--- Take pro-active steps to prevent unprofessional or disrespectful conduct.

--- Ensure that students under their supervision and management have received a copy of this policy and have completed and passed the ISU Sexual Harassment online tutorial before being allowed to start clinical rotation.

--- Ensure that all students or other faculty members of their rights and of the process for filing a complaint with the ISU Office of Diversity and Affirmative Action.

--- Notify the Program Director of the Undergraduate ATEP, who will then notify the ISU Office of Diversity and Affirmative Active and Student Judicial Programs, immediately upon becoming aware of conduct that may violate this policy.

--- Document the discussion with the other faculty member or student and submit it in writing within 5 working days from the date the faculty member or student informed the ACI of the violation.

--- Failure for an ACI to comply with the above responsibilities will result in appropriate corrective and/or disciplinary action, including removal of students from supervision.

--- All ISU AMR Department members, faculty, and students must:

--- Adhere to this policy.

--- Refrain from engaging in, condoning, tolerating, or leaving uncorrected conduct that violates this policy.

--- Report any violations of this policy by making a formal complaint or informal report as described below.

--- Cooperate with any investigation regarding a violation of this policy.

--- Have annually completed and passed the ISU Sexual Harassment online tutorial from the school website.

**Investigation Process**

Reports or complaints under this Policy shall be addressed and resolved as promptly as practicable after the complaint or report is made. Ordinarily, investigations shall be concluded and reports submitted to the reviewing committee no later than 90 days following the receipt of a complaint. Ordinarily, the final report shall be sent to the Chairperson of the ISU AMR Department no later than 30 days after the committee’s receipt of the draft report of the investigation.

It is the responsibility of the sexual harassment officer(s) to determine the most appropriate means for addressing the report or complaint. Options include: 1) investigating the report or complaint in accordance with the Reporting Policy described below.

--- With the agreement of the parties, attempting to resolve the report, or complaint through a form of alternative dispute resolution (e.g., mediation), or 3) determining that the facts of the complaint or report, even if true, would not constitute a violation of this Policy. The campus sexual harassment officer(s) may designate another individual (either from within the University, including an administrator, or from outside the University) to conduct or assist with the investigation or to manage an alternative dispute resolution process. Outside investigators shall have training, qualifications, and experience as will, in the judgment of the sexual harassment officer, facilitate the investigation. Anyone designated to address an allegation must adhere to the requirements of this Policy and confer with the sexual harassment officer(s) about his or her progress.
All reports or complaints shall be made as promptly as feasibly possible after the occurrence. (A delay in reporting may be reasonable under some circumstances, as determined on a case-by-case basis. An unreasonable delay in reporting, however, is an appropriate consideration in evaluating the merits of a complaint or report.)

If an investigation is conducted, the complainant and the respondent shall have the right to:

a. Receive written notice of the report or complaint, including a statement of the allegations, as soon after the commencement of the investigation as is practicable and to the extent permitted by law.
b. Present relevant information to the investigator(s).
c. Receive, at the conclusion of the investigation and appropriate review, a copy of the investigator's report, to the extent permitted by law.

The Chairperson of the Department of Applied Medicine and Rehabilitation, the respondent’s appointing authority and the respondent’s supervisor shall be notified that an investigation is taking place. The sexual harassment officer shall advise the respondent’s supervisor whether the respondent should be relieved of any supervisory or evaluative authority during the investigation and review. If the respondent’s supervisor declines to follow the recommendation of the sexual harassment officer, s/he shall send a letter explaining the decision to the Chairperson of the Department of Applied Medicine and Rehabilitation with a copy to the sexual harassment officer.

At the conclusion of an investigation, the investigator shall prepare a written report which shall include a statement of factual findings and a determination of whether this Policy has been violated. The report shall be presented for review to the standing review committee designated by the Chairperson of the Department of Applied Medicine and Rehabilitation.

The standing review committee may consult with the investigator, consult with the parties, and request that further investigation be done by the same or another investigator, or request that the investigation be conducted again by another investigator. The standing review committee may adopt the investigator’s report as its own or may prepare a separate report based on the findings of the investigation. The standing review committee may not, however, conduct its own investigation or hearing. Once the standing review committee has completed its review, the report(s) shall be sent to the ISU Office of Diversity and Affirmative Action the complainant and the respondent, to the extent permitted by law. The report shall also be sent to the Chairperson of the ISU Department of Applied Medicine and Rehabilitation. If the Chairperson of the Department of Applied Medicine and Rehabilitation is the respondent or complainant, the report shall be sent to the Associate Dean of Student Affairs of the College of Health, and Human Services.
Reporting Process

If a Policy violation is found, the report(s) shall be sent to the disciplinary authority for the individual found to have violated the Policy, and the disciplinary authority must initiate a disciplinary process against that individual. The disciplinary authority shall have access to the records of the investigation. If disciplinary action is not taken, the appointing authority and the Chairperson of the ISU Department of Applied Medicine and Rehabilitation shall be notified accordingly.

Following a finding of violation of the Policy, the disciplinary authority shall forward to the sexual harassment officer and to the Chairperson of the ISU Department of Applied Medicine and Rehabilitation, a statement of the action taken against an individual for violation of this Policy.

If a Policy violation is not found, the appointing authority and the Chairperson of the ISU Department of Applied Medicine and Rehabilitation shall be notified accordingly.

The sexual harassment officer shall advise the complainant and respondent of the resolution of any investigation conducted under this Policy.

A copy of the investigator’s written report as approved by the standing review committee shall be provided to: (1) the complainant; (2) the respondent; and (3) the respondent’s appointing authority.

In all cases, the sexual harassment officer shall retain the investigator’s report, as approved by the standing review committee, for a minimum of three (3) years or for as long as any administrative or legal action arising out of the complaint is pending.

All records of sexual harassment reports and investigations shall be considered confidential and shall not be disclosed publicly except to the extent required by law.

Complaints Involving Two or More Campuses

When an alleged Policy violation involves more than one campus, the complaint shall be handled by the campus with disciplinary authority over the respondent. The campus responsible for the investigation may request the involvement or cooperation of any other affected campus and should advise appropriate officials of the affected campus of the progress and results of the investigation.

Complaints By and Against University Employees and Students Arising in an Affiliated Entity

University employees and students sometimes work or study at the worksite or program of another organization affiliated with the University. When a Policy violation is alleged by or against University employees or students in those circumstances, the complaint shall be handled as provided in the affiliation agreement between the University and the other entity. In the absence of an affiliation agreement or a provision addressing this issue, the University may, in its discretion, choose to 1) conduct its own investigation, 2) conduct a joint investigation with the affiliated entity, 3) defer to the findings of an investigation by the affiliated entity where the University has reviewed the investigation process and is satisfied that it was fairly conducted, or 4) use the investigation and findings of the affiliated entity as a basis for further investigation.
Oversight Committee

The Undergraduate Department Sub-committee will serve as the oversight committee. No one shall serve on this committee who has been involved with a sexual harassment case in any capacity during the previous two years. The oversight committee shall annually gather and review information regarding investigations conducted under this Policy and the ultimate actions taken as a result of such investigations. The oversight committee shall be responsible for making confidential findings and recommendations to the University Counsel for the purpose of enabling the University Counsel to provide legal advice to the Board, and the Director of the Doctor of Physical Therapy program.

Confidentiality

The Offices of Diversity and Affirmative Action shall maintain confidentiality for all parties to the extent permitted by law. It is the responsibility of the University to take prompt action to correct sexually harassing behavior once it is reported. At the complainant’s request, the University shall attempt to intervene in a manner that shall maintain the complainant’s anonymity. However, complainants should be aware that in a formal investigation due process requires that the identity of the charging party and the substance of the complaint be revealed to persons charged with harassment. Students who wish complete confidentiality may obtain confidential counseling and advice about sexual harassment from counselors in the Office of Counseling and Psychological Services or Student Health Services. Faculty and staff can obtain confidential counseling and advice via employee assistance programs. Non-party witnesses participating in sexual harassment investigations are prohibited from sharing information revealed to them during the investigation with parties, other witnesses or any individuals outside the investigative process.

Record Keeping

The Offices of Diversity and Affirmative Action shall keep all written records of investigations or notes of discussions in a confidential, secure location with access to the records limited to those persons with a "need to know."

Information and Education

The Chairperson’s office of the Department of Applied Medicine and Rehabilitation shall provide an annual report documenting: (1) the number of reports or complaints of Policy violations; (2) the categories (i.e., student, employee, or other) and sexes of the parties involved; (3) the number of Policy violations found; and (4) examples of consequences imposed for Policy violations.

The ISU Department of Applied Medicine and Rehabilitation shall broadly disseminate this Policy, distribute a list of resources available on the campus to respond to concerns of sexual harassment and related retaliation, maintain the campus appendix to the sexual harassment policy, and develop and present appropriate educational programs. The ISU Applied Medicine and Rehabilitation Department shall maintain information about these efforts, including a record of how the Policy is distributed and the names of individuals attending training programs.
### APPENDIX C

**Doctor of Physical Therapy Tuition Costs**

<table>
<thead>
<tr>
<th></th>
<th>IN-STATE*</th>
<th>OUT-OF-STATE*</th>
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</thead>
<tbody>
<tr>
<td><strong>YEAR ONE</strong> (Credit Hours: 40)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Summer-Spring</em></td>
<td>$16,160</td>
<td>$31,720</td>
</tr>
<tr>
<td><strong>YEAR TWO</strong> (Credit Hours: 33)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Summer-Spring</em></td>
<td>$13,332</td>
<td>$26,169</td>
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<td><strong>YEAR THREE</strong> (Credit Hours: 27)</td>
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<td></td>
</tr>
<tr>
<td><em>Summer-Spring</em></td>
<td>$10,908</td>
<td>$21,411</td>
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<tr>
<td><strong>TOTAL TUITION COST:</strong></td>
<td>$40,400</td>
<td>$79,300</td>
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*These costs **do NOT** include textbooks or fees.

**The University Board of Trustees reserves the right to change fees at any time in the future. The right to correct errors is also reserved.*

For additional information on University fees and program fees, please visit:

*Office of the Bursar:* [http://www.indstate.edu/bursar/academicfees.htm](http://www.indstate.edu/bursar/academicfees.htm)

*Miscellaneous Fees:* [http://www.indstate.edu/bursar/miscfees.htm](http://www.indstate.edu/bursar/miscfees.htm)

*DPT, Other Expenses:* [http://indstate.edu/pt/pdfs/dpt---additional---costs---table.pdf](http://indstate.edu/pt/pdfs/dpt---additional---costs---table.pdf)
# APPENDIX D

## Doctor of Physical Therapy Additional Program Costs

### Additional Costs*

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount</th>
<th>Time Frame</th>
<th>Renewal</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR Certification</td>
<td>$40.00</td>
<td>Before First Clinical</td>
<td>As Required</td>
</tr>
<tr>
<td>Background Check</td>
<td>$13.95 - $35.00</td>
<td>At Matriculation</td>
<td>As Required</td>
</tr>
<tr>
<td>Drug Testing</td>
<td>$36.00</td>
<td>At Matriculation</td>
<td>As Required</td>
</tr>
<tr>
<td>Program Fee</td>
<td>$1,000.00</td>
<td>Due with tuition</td>
<td>Each Semester</td>
</tr>
<tr>
<td>APTA Dues**</td>
<td>$80.00</td>
<td>First Semester</td>
<td>Annually</td>
</tr>
<tr>
<td>Vaccines</td>
<td>$300.00</td>
<td>At Matriculation</td>
<td>As Required</td>
</tr>
</tbody>
</table>

*Additional costs may be incurred depending on clinical site requirements (such as further drug testing, background checks, updated TB test, influenza vaccine, additional liability insurance, housing, etc.).

**APTA membership and Indiana Physical Therapy Association membership is required for a semester 1 course, and annual renewal is required for clinical education courses.
APPENDIX E

ADMISSION POLICY

The selection process for the Doctor of Physical Therapy Program is based on the premise that student selection is vital to the development and maintenance of a strong program. The standards of selection will also contribute to the future quality of patient care provided by graduates of the program. It is therefore imperative that students are carefully screened for both academic aptitude and personal attributes suitable for work in a healthcare profession.

The Doctor of Physical Therapy Program leads to an entry level doctorate in physical therapy. In order to successfully complete this program, students must be highly motivated and have an academic background sufficient to allow them to cope with the curriculum. Selection is based on a variety of factors, but past undergraduate academic performance is the most highly valued. Admission into the Doctor of Physical Therapy program follows a systematic approach, which is designed to be fair and impartial. Modifications may occur with approval of the core DPT faculty and sufficient notice.

Procedures:

The following areas will be considered in the student selection process:

- Bachelor’s degree from a four year accredited university
- Cumulative undergraduate GPA (minimum 3.0 on a 4.0 scale)
- Math/Science prerequisite GPA
- Resume detailing extra-curricular activities, work experiences, etc.
- Essay
- Recommendations/evaluations
- Graduate Record Examination scores
- Physical therapy observation: (minimum 40 hours)
- Personal interview (passing score required)
- Indiana residency (favored but not required)
- Potential for service in rural and/or underserved areas (favored but not required)

Student applications are accepted from July 1 to October 1, with a maximum of thirty (30) students accepted into the program every year. Application materials and instructions can be found on the program website at: http://www.indstate.edu/amr/physical-therapy/admissions.html. The admissions coordinator will forward all complete applications to the admissions committee for review. Interviews are held in November/December, and students are notified of their status in December/January prior to the summer semester start date. The DPT program admissions committee makes all final acceptance decisions. Applicants may be granted full acceptance, provisional acceptance, or no acceptance. Students may be accepted provisionally if a specific course is necessary for student completion in a designated semester. Applicants that have been denied admission will be placed on a waiting list in rank order of score to fill any positions vacated by students who have not fulfilled their provisional status requirement(s).

Students are required to accept their position in the Doctor of Physical Therapy Program by notifying the Program Director in writing by February 15. Any positions not formally filled by the accepted students will subsequently be offered to the applicants on the waiting list according to rank order. Upon accepting the offer, each applicant must acknowledge understanding and compliance with the technical standards for work as a physical therapist, which can be found in the student handbook on page 19.
STUDENT AGREEMENT

I have personally read, understand, and agree to the guidelines explained in Indiana State University’s Doctor of Physical Therapy Student Handbook. While enrolled in this program, I agree to cooperate with the University and Program policies. I agree that I am capable of performing the Program’s Technical Standards. I also fully understand that by not following the policies, I risk possible expulsion from the Program and potentially the University.

______________________________
Print Name

______________________________  ________________
Sign Name                        Date

* Please detach signed form and return to DPT faculty member.