

STUDENT HANDBOOK

2020

Georgia State University

Byrdine F. Lewis College of Nursing & Health Professions

Department of Physical Therapy

Last updated 5.26.20

FOREWORD AND WELCOME

This handbook has been prepared by the Department of Physical Therapy faculty and staff to guide you while you are a student in the Doctor of Physical Therapy program at Georgia State University. The faculty welcomes you and will assist you in every way possible along your journey toward becoming a physical therapist.

The policies and procedures for the students of the Department of Physical Therapy are described in this handbook. The statements set forth in this handbook should not be construed as a contract between a student and the Department of Physical Therapy. The students will be made aware of any changes made to this handbook through communication from the department head. Should you have any questions regarding the material contained in this handbook, please do not hesitate to ask your faculty advisor. For information and guidance related to graduate student life, student resources, and general information refer to the [Graduate Catalog](#) for the Byrdine F. Lewis College of Nursing & Health Professions.

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INTRODUCTION

The Department of Physical Therapy follows certain philosophical principles, many of which it shares with the University and the Byrdine F. Lewis College of Nursing & Health Professions. These principles begin with the respect and dignity of the individual. Individuals have the ability and right to make decisions in their lives and are responsible for informed choices and actions that can maximize their state of health. We further advocate the World Health Organization's definition of health as a state of complete physical, psychological, and social wellbeing in total, rather than as the absence of disease. It is the responsibility of health professionals to work together to promote wellness, restoration, and maintenance of health. The students of the Department of Physical Therapy are expected to abide by these principles at all times.

The entry-level Doctor of Physical Therapy (DPT) program at Georgia State consists of a three-year, nine-semester curriculum that incorporates didactic, clinical, and research experiences. The DPT degree is a professional clinical degree that signifies the achievement of qualifications necessary to enter the physical therapy profession. The degree represents the completion of comprehensive academic and clinical course work and fulfillment of all stated requirements. The DPT Program at Georgia State University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA).

Upon satisfying the degree requirements, graduates are eligible to take the Federation of State Boards of Physical Therapy Licensure Examination required for becoming a licensed physical therapist in each of the 50 states.

MISSION, PHILOSOPHY, AND GOALS OF THE PROGRAM

MISSION

In accordance with, and in support of the mission of Georgia State University, the purpose of the Department of Physical Therapy is to prepare Doctor of Physical Therapy who are committed to clinical excellence, professional distinction, and the pursuit of scholarly activities that contribute to the body of scientific and clinical knowledge in a culturally diverse society.

PHILOSOPHY

As a faculty, we believe in:

- **Educating students to serve the physical therapy needs of society** to optimize movement by alleviating and eliminating impairments, functional limitations and disabilities in people of all ages with acute and chronic conditions and promoting wellness in all people.
- **Creating an interactive learning environment** that is learner-centered and facilitated by faculty members.
- **Utilizing a variety of educational methods** (e.g. didactic, case-based, reflective learning, on-line) to enhance critical thinking and clinical decision-making, while utilizing an evidence-based approach that promotes attitudes towards life-long learning.
- **Demonstrating professional behaviors** of cultural competence, client-centered care and interdisciplinary team collaboration.
- **Engaging students in scholarly pursuits** including clinical and basic science research.
- **Providing services to the broader community.**

GOALS

We prepare culturally-competent physical therapists who:

1. **Are ready to work autonomously in a variety of settings throughout the continuum of healthcare**, demonstrating respect and consideration for client differences, preferences and expressed needs.
 - Provide culturally-competent physical therapy services to promote health and wellness to individuals, groups and communities.
 - Respect and act with consideration for clients' differences, values, preferences and expressed needs in all professional activities.
 - Educate others using culturally-appropriate and effective teaching methods commensurate with the needs of the learner.
2. **Have attained a level of knowledge in the foundational and clinical sciences, and recognize limitations** relating to current knowledge, clinical skill and experience, while demonstrating commitment to lifelong learning.

- Deliver and manage a plan of care that is safe, effective and client-centered, incorporating all elements of the physical therapy management model as described in the Guide to Physical Therapist Practice of APTA.
 - Monitor and adjust the plan of care in response to client status.
 - Provide physical therapy interventions to achieve client goals and outcomes based on the available evidence.
 - Consistently and critically evaluate and integrate sources of information related to physical therapy practice, research and education, and apply knowledge from these sources in a scientific manner to appropriate populations.
 - Use clinical judgment and reflection to maximize treatment effectiveness and enhance client outcomes.
 - Utilize technology to access information.
3. **Promote interdisciplinary and professional collaboration** in the pursuit of clinical and scholarly activities.
- Collaborate with clients, payers, other professionals and other individuals authorized by clients to determine a plan of care that is acceptable, realistic, culturally-competent and client-centered.
 - Develop and participate in inter-professional collaboration on research and education.
 - Facilitate reflective thinking using journals and small group discussions.
 - Acquire new knowledge and skill by writing and presenting evidence-based practice paper/research projects, attending conferences and consulting with colleagues to examine and evaluate current and future trends that challenge the *status quo* of the practice of physical therapy.
4. **Engage in professional, community and clinical service opportunities**
- Incorporate *pro bono* services into practice.
 - Participate and show leadership in community organizations and volunteer service.
 - Advocate for the health and wellness needs of society.
 - Provide consultation within boundaries of expertise to businesses, schools, government agencies and other organizations or individuals.
 - Participate in organizations and efforts that support the role of the physical therapist in furthering the health and wellness of the public.
5. **Model professionalism** consistent with the American Physical Therapy Association's core values.
- Adhere to legal practice standards, including all federal, state and institutional regulations related to client care and fiscal management.
 - Practice in a manner consistent with the professional code of ethics.

- Place client's needs above the physical therapist's needs.
- Exhibit caring, compassion and empathy in providing services to clients.
- Demonstrate professional behavior and integrity in all interactions with clients, family members, caregivers, other health care providers, students, other consumers and payers.
- Expressively and receptively communicate in a culturally-competent manner with clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers and policy makers.
- Stay abreast of legislative, regulatory and political processes relating to the profession.

CURRICULAR DESIGN

The curriculum is divided into five categories of study and clinical internships spread across the three years of the program:

- **Biological/Clinical Science:** (e.g. Anatomy, Pathophysiology, Neuroanatomy, Movement Sciences, Functional Anatomy). Basic sciences are presented in two areas: biological sciences and clinical sciences. The biological sciences provide the background for the study of normal and impaired movement; the clinical science component concerns the etiology, medical, surgical, therapeutic, and pharmacological management of deviations from homeostasis.
- **Patient Management and Intervention:** (e.g. Acute, Medical, Surgical Pathology, Musculoskeletal, Geriatric, Pediatric, Neuromuscular, Cardiopulmonary, and Integumentary with corresponding Interventions courses). Patient management courses reinforce a model of examination, evaluation, diagnosis, prognosis, intervention, outcome, and discharge planning utilizing the Guide to Physical Therapist Practice of the APTA.
- **Professional Practice:** (e.g. Doctoring Profession, Psychosocial Aspects of Disability and Disease, Management). Professional practice courses discuss health care delivery in various practice settings and the role of the PT as a member of the health care team. Each professional practice course is designed to address different issues that impact the delivery of physical therapy services within the health care system. This includes an examination of different practice settings, psychology of disability, teaching and learning activities, communication, health policy, structure of the health care delivery system, documentation, reimbursement issues, administration, management, and clinical decision making. In addition, time is incorporated into the curriculum to allow students to attend professional meetings, including the annual National PT Student Conclave, Annual APTA Combined Sections Meeting, and State PT (PTAG) Association meetings.
- **Evidence-Based Practice and Research:** Emphasis is on the role of critical inquiry and current evidence in clinical decision-making and

research. Components include research design, data collection, and statistics. Each student participates in small group research projects with a limited focus that complements on-going faculty research. The projects must be completed in the final year before the student graduates. Projects involve outcome studies, quality assurance studies, descriptive analysis, or other forms of secondary analysis. Students are prepared to disseminate their findings by platform and poster presentations, as well as through publications.

- **Clinical Experiences:** Clinical experiences provide an opportunity to integrate academic content into clinical practice. The clinical experiences incorporate full-time experiences provided in the second, fourth, seventh, eighth, and ninth semesters. The first experience is one day per week over 5 weeks in length and will occur during the first Fall semester. The second through fifth experiences are 8-10 weeks in length. Each student must complete 2 inpatient rotations which may include an acute and/or rehab rotation (including a skilled nursing facility) and an outpatient rotation. The additional rotation may be completed in a setting of the student's choice. Please refer to the Student Manual for Clinical Education for the full explanation of clinical experiences. **Students must budget for travel and living expenses above the cost of tuition for clinical experiences. A student should understand that he/she is likely to be assigned to clinical sites outside of Georgia for one or more of the clinical experiences.**

Several concepts interwoven throughout the curriculum provide a framework for application of clinical skills and professional development. These concepts include:

- **Using published literature** as course readings in order to integrate concepts of research, theory and critical inquiry into class discussion. These address controversies in practice and the need for evidence gathered by practitioners to contribute to the establishment of new treatments, validate the efficacy of current practice and enhance clinical outcomes.
- **Incorporating professional behaviors** into each course which include safety, ethics, personal responsibility and accountability, cooperation with other health care providers and recognition of one's own professional limitations. Faculty will model these behaviors as well as discussing and encouraging them.
- **Instructing students with a comprehensive, client-centered healthcare model** that identifies, respects and cares about client differences with regard to values, preferences and expressed needs.
- **Coordinating continuous care which clearly informs and educates clients** to share in the decision-making and management of their care. The faculty advocates disease prevention, wellness and healthy lifestyles with a focus on population health.

- **Emphasizing physical therapy education** as the beginning step of professionalism and the lifelong commitment to the field and the pursuit of learning.

DEPARTMENT OF PHYSICAL THERAPY FACULTY and Staff

YU-PING CHEN, PT, ScD

Associate Professor

BS	Physical Therapy,	National Taiwan University
Sc.D.	Applied Kinesiology,	Boston University
Post-Doc	Developmental Psychology,	University of Massachusetts Amherst

Courses taught: Movement Sciences; Lifespan I, II, III; Evidenced-Based Practice I, II and III; Capstone Project in Physical Therapy

Dr. Chen's research is in the area of movement patterns of children and the effects of novel intervention ideas. She has published research on the reaching patterns of children with cerebral palsy, fine motor tasks in toddlers, and effect of virtual reality and robotic therapy on improving upper extremity function in children with cerebral palsy.

BRAD FARRELL, Ph.D.

Assistant Professor and Director, DPT/PhD Program

BS	Biomedical Engineering,	Georgia Institute of Technology
Ph.D.	Applied Physiology,	Georgia Institute of Technology
Post-Doc	Spinal Cord Injury,	Shepherd Center

Courses taught: Pathophysiology; Exercise Physiology; Neuroscience Elective; Capstone Project in Physical Therapy

Dr. Farrell joined the GSU faculty full time in August of 2015 as Assistant Professor in the Department of Physical Therapy. Dr. Farrell's research goals are to understand how novel therapeutic interventions impact motor and sensory function especially after neurological damage. Dr. Farrell completed his bachelor's degree in biomedical engineering and PhD at Georgia Institute of Technology. Before joining the faculty of GSU, Dr. Farrell was a post-doctoral fellow at the Shepherd Center where his research focused on locomotor rehabilitation after spinal cord injury.

SUJAY GALEN, PT, PhD, FHEA

Chair of the Department of Physical Therapy
Associate Professor

BSc	Physical Therapy,	Christian Medical College, India.
MSc	Bioengineering,	University of Strathclyde, Scotland, UK.
Ph.D.	Bioengineering,	University of Strathclyde, Scotland, UK.
Post-Doc	Neurophysiology,	University of Strathclyde, Scotland, UK.

Courses taught: Exercise Physiology, Capstone Project in Physical Therapy

Dr. Galen brings international clinical and academic experience to the Georgia State PT program. Prior to his employment at Wayne State, he held research/faculty positions at the University of Strathclyde and the University of Nottingham in the United Kingdom. He began his clinical career at the Rehabilitation Centre and School of Cerebral Palsied Children in Vellore, India. Dr. Galen’s research emphasizes functional electric stimulation and robotic assistive technology, both to improve mobility and function. As a bioengineer, Dr. Galen also researches the development and use of wearable technology to assist older adults and amputees of all ages.

JODAN D. GARCIA, PT, DPT, OCS, FAAOMPT

Clinical Associate Professor

BS	Physical Therapy,	Fatima Medical Science Foundation
DPT	Physical Therapy,	Arizona School of Health Sciences, AT Still University

Courses taught: PT Interventions I; PT Management: Musculoskeletal Conditions I-V; Evidenced-Based Practice II & III; Comprehensive Review; Introduction to Radiology/Imaging

Dr. Garcia was a Physical Therapy instructor at Fatima Medical Science Foundation in Manila, Philippines with a teaching concentration in Therapeutic Exercise intervention. He has practiced in outpatient, acute rehabilitation, and home health settings in New York for 12 years and he has held positions both at staff and supervisory levels. His terminal project for his doctoral program was a comparison of stabilization exercise program and manual therapy in patients with chronic low back pain. His primary foci are manual therapy, orthopedics and gerontology. Dr. Garcia continues to practice at the GSU faculty-run clinic.

JANE GORE, Ph.D.

Clinical Assistant Professor

BA Psychology and French, Georgetown University
MA Clinical Psychology and Behavioral Neuroscience, Georgia State University
Ph.D. Neuropsychology and Behavioral Neuroscience, Georgia State University

Courses taught: Neuroanatomy and Neurophysiology I, PT Management of Medical and Surgical Conditions, Professional Practice II; Neuroscience Elective

Dr. Gore has over 10 years of experience teaching neuroscience, psychology and pharmacology. Before she came to the Department of Physical Therapy her research interests included functional neuroanatomical and neuroendocrine studies of human memory and aging. She has taught courses in neuroscience, neuropsychology, neuropharmacology, pathophysiology, and neuroanatomy.

GENA HENDERSON, PT, DPT

Clinical Assistant Professor

BS Biology, Mississippi College
DPT Physical Therapy Belmont University
PhD Kinesiology Georgia State University

Courses: Human Gross Anatomy I and II, Lifespan II and III, Research

Dr. Henderson is a clinical assistant professor and Board Certified Pediatric Clinical Specialist who joined the faculty in 2020. She currently teaches the pediatric curriculum and co-teaches in gross anatomy. Dr. Henderson has over 10 years of experience practicing in a variety of pediatric settings, including outpatient, acute care, and home health. She is currently in private practice and works with children with multiple disabilities and complex communication needs in a school-based setting. Dr. Henderson's research focuses on clinical interventions to improve motor function and gait in children with neuromotor disorders.

CARLA HUGGINS, PT, DPT

Clinical Associate Professor and Director of Clinical Education (DCE)

BS	Sports Medicine,	University of Virginia
MPT	Physical Therapy,	Temple University
DPT	Physical Therapy,	Temple University

Courses: Professional Practice I, Clinic I – V

Dr. Huggins has practiced physical therapy for over 25 years. She has worked in both outpatient and home health clinical settings, but her niche has been in the acute care hospital setting for her entire career. She has spent over 11 years in management, having progressed from supervisor to director of both physical therapy and occupational therapy departments. In this role, she has mentored many students and therapy staff. She has been CI credentialed since 2008.

JACOB IRWIN, PT, DPT, MTC

Clinical Assistant Professor

BS	Exercise Science,	University of Southern California
DPT	Physical Therapy,	University of Southern California

Courses: PT Management: Musculoskeletal Conditions V; PT Interventions IV; Professional Practice III: Business Management; PT Management: Cardioplumony Disorders

Dr. Irwin earned his Manual Therapy certification from the University of St. Augustine in May of 2005. He practiced as the Clinic Director of an outpatient sports specific rehabilitation clinic for several years before opening Pro Performance Therapy in the Spring of 2007, which now consists of two offices in the north metro Atlanta area. Dr. Irwin joined the Department of Physical Therapy in Fall of 2012 as part time faculty and became full-time faculty January 2016. He is also the Director of the Georgia State University Outpatient Physical Therapy Faculty Practice. Dr. Irwin also lectures on the national level to medical professionals through separate continuing education courses on the shoulder and elbow, low back, and knee. He has published several chapters and case studies in physical therapy text books edited by Dr. Bob Donatelli and his father, Dr. Scot Irwin.

ANNE K. LORIO, PT, DPT, NCS

Clinical Associate Professor

BA	American History, Charlottesville	The University of Virginia at
MSPT	Physical Therapy, Commonwealth University	Medical College of Virginia, Virginia
DPT	Physical Therapy,	Alabama State University

Courses taught: Neuro I (Anatomy and Physiology); PT Management Neuromuscular Disorders II-V; PT Interventions I, II; Lifespan IV: Geriatrics; Health Promotion and Wellness; Service Learning; PT Practice in Rural Nicaragua

Dr. Lorio is a clinical associate professor and a Board Certified Neurological Clinical Specialist that joined the faculty in 2010. Her primary focus of teaching is the neuromuscular series. In addition, she is the director of the annual study abroad trip. Dr. Lorio continues to practice in the neuro rehab setting, both inpatient and outpatient settings.

KIMBERLY MORELLI, PT, DPT, MTC

Clinical Associate Professor

Director, DPT Program and Manager, Faculty Practice Plan

BS	Biology,	Oglethorpe University
MPT	Physical Therapy,	Emory University
DPT	Physical Therapy,	Emory University

Courses taught: PT Interventions III; Medical Screening; EBP II and III; Human Gross Anatomy I and II; Functional Anatomy I and II

Dr. Morelli is a clinical associate professor and joined the GSU faculty in 2009. Dr. Morelli has taught in the Musculoskeletal series and Professional Practice series of courses. Her current focus is in the foundational Anatomy courses, Medical Screening, and Interventions. She also participates in the service trips for the department, Farmworker Family Health Project in Moultrie, Georgia and the PT Study Abroad in Nicaragua. Dr. Morelli has practiced as a physical therapist in outpatient and home health settings. She has held positions at both staff and supervisory levels. She received her Manual Therapy Certification through the University of St. Augustine. Dr. Morelli continues to practice in the outpatient setting.

LIANG-CHING TSAI, PT, PH.D.

Associate Professor

BS	Physical Therapy,	National Taiwan University
MS	Human Movement Science,	University of North Carolina, Chapel Hill
Ph.D.	Biokinesiology,	University of Southern California
Post-Doc	Robotic Rehabilitation,	Northwestern University

Courses taught: Movement Science I; Introductory Clinical Research; Therapeutic Application of Physical Agents; Capstone Project in Physical Therapy; Prosthetics and Orthotics (course coordinator)

Dr. Liang-Ching Tsai is an Assistant Professor in the Department of Physical Therapy at Georgia State University dedicated to advancing the research in Physical Therapy with an ultimate goal of better understanding biomechanical injury mechanisms and developing effective interventions to prevent and treat lower extremity injuries. Dr. Tsai completed his training in Physical Therapy from National Taiwan University. He then pursued his M.S. training in Human Movement Science at the University of North Carolina at Chapel Hill and received his Ph.D. degree in Biokinesiology from the University of Southern California. Before joining Georgia State University, Dr. Tsai was a post-doctoral fellow at the Rehabilitation Institute of Chicago and Northwestern University where he focused on robotic rehabilitation.

GORDON WARREN, PH.D.

Distinguished University Professor

BS	Nuclear Engineering,	Georgia Institute of Technology
MS	Biomedical Engineering/Radiological Sciences,	Massachusetts Institute of Technology
Ph.D.	Exercise Physiology,	University of Georgia
Post-Doc	Muscle Physiology,	University of Georgia and Texas A&M University

Courses taught: Research I: Methods; Capstone Project in Physical Therapy; Systematic Review and Meta-Analysis; Exercise Physiology; Pathophysiology

Dr. Warren joined the GSU faculty in 1998. After completing his Ph.D. in Exercise Physiology from the University of Georgia in 1989, he worked as a research scientist in the field of muscle physiology. Dr. Warren teaches the research methodology sequence of courses. His research interests include exercise-induced and traumatic muscle injuries and the functional relationship between muscle and bone. Dr. Warren was recently named one of 12 Distinguished University Professors by Georgia State University's President Mark Becker and Provost Risa Palm. Dr. Warren was selected for this distinction based on his outstanding record in research, teaching, and mentoring students in research.

Post-Doctoral Fellow

Catherine Macleod, MSc, EngD

Post-Doctoral Research Associate

BEng	Electronics with Music	University of Glasgow, Scotland, UK.
MSc	Medical Physics	University of Glasgow, Scotland, UK.
EngD	Medical Devices	University of Strathclyde, Scotland, UK.

Courses taught: Capstone Project in Physical Therapy

Dr. Macleod joins the Department of Physical Therapy as a Post-Doctoral fellow from the National Health Service in Glasgow, Scotland. Dr. Macleod is an expert in the development of wearable medical devices, and her previous research focused on the use of robotics to improve mobility in individuals with spinal cord injury. She holds an undergraduate engineering degree with specialties in music and electronics as well as an M.Sc. in medical physics and a doctorate in engineering with a focus in medical devices.

Business Manager

Ms. Savannah Stephens

Administrative Assistants

Ms. Masiki Williamson
Ms. Misha Williams

Emeriti Professors:

Carolyn Crutchfield, PT, EdD, FAPTA
Professor

Pat Yarbrough, PT,
Ph.D. Program Founder
Chair, 1970-1981

Part Time Instructors:

Jane Deloach, PT, DPT
Terri Robertson Elder PT, DPT, LMT, RYT200, CLT-LANA
Varsha Kanvinde, MS, PT, CCS
Allison Mitch, PT, DPT
Kimberly Richards PT, DPT, OCS
David Smelser, PT, DPT
Kara Strauss, PT, DPT, CMTPT, MBA, CPI
Carolyn Stuart, PT, DPT, NCS

Adjunct Clinical Faculty:

Anneke Bender, MPT, LMT
Jennifer Cline, PT, MS
Kyle Hammond, MD
Jenny Hunt, PT
Kaveh Khajavi, MD
Allison Mitch, DPT
Charlie Peebles, DPM
Barney Poole, PT, DPT, FAPTA, ATC
Dannie Smith, PT, ECS
John William Xerogeanes, MD

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SHIPPING ADDRESS

140 Decatur Street, Suite 1228
Atlanta GA 30303-3083

Located on the 12th floor of the Urban Life Building, the administrative offices of the Department of Physical Therapy can be reached at 404-413-1225 during the hours of 8:30 am to 5:15 pm.

Other useful numbers:

<u>Name</u>	<u>Phone</u>	<u>Location</u>
Counseling Center	404-413-1640	75 Piedmont Avenue, Ste 200A
Academic Assistance	404-413-1000	841 Urban Life
Financial Aid	404-413-2400	227/228 Sparks Hall
GSU Health Clinic	404-413-1930	141 Piedmont Ave, Ste D
Disability Services	404-413-1560	44 Courtland Street, Ste 230
Emergency	9-911	
GSU Campus Police	404-413-3333	15 Edgewood Avenue
Emergency		
Police Non-emergency	404-413-2100	15 Edgewood Avenue
Police Information Desk and Escort on Campus	404-413-3234	15 Edgewood Avenue

If you must be contacted in the event of an emergency, the point of contact is the Department's main phone number at 404-413-1225.

ADVISEMENT

Each student will be assigned to one faculty member for advisement (a list will be furnished after orientation). The Office of Academic Assistance for the Byrdine F. Lewis College of Nursing and Health Professions will monitor the student's academic record and completion of all requirements so that the student may graduate.

Faculty must be available for appointments with students for a total of 5 hours per week. You can best assure help by making appointments for advisement. This will help the professor balance their other professional responsibilities and allow them to set aside uninterrupted time for you. Faculty will post hours available for advisement. Students will not be seen without an appointment, except in cases of extreme urgency. Students can request a change of advisor by contacting the Department Head. In addition to their advisor, students should feel free to meet with the DCE, educational instructors, the Department Head, Assistant Dean, and the Dean.

The Academic Advisor will:

- Assist the student in achieving/maintaining appropriate academic standards.
- Assist the student in identifying educational and professional resources.
- Guide, direct, and mentor the student.
- Be available during advisement hours to provide assistance.
- Assist students in becoming active in student organizations, community services, and professional associations.
- Communicate the student's concerns to the Department Head and/or faculty as appropriate.
- Advise students about petitions for waivers or unusual circumstances and bring petitions to faculty meeting for action and reply to the student following the faculty meeting.

The student is expected to meet with his or her advisor at a minimum of once per semester as well as with any professors they have in specific courses.

EXTRACURRICULAR ACTIVITIES

Election of Class Officers

****Note, the student leadership is in the process of restructuring the format to better represent all physical therapy students. This will be finalized in Fall 2020 prior to election of officers. The following description is the current model:**

During the fall semester of their first year, the class elects officers. Each term is 1-year, and re-election occurs at the end of the academic year. A representative will notify the Department Head of the results of the election within 48 hours following the election. The responsibilities of each office are as follows:

The President:

- Acts as spokesperson for the class.
- Provides an ongoing forum where student concerns and interests can be expressed.
- Seeks out, investigates, and resolves student complaints and concerns.
- Identifies and promotes resources and services for students.
- Attends faculty meetings when needed and invited.
- Acts as a conduit of information between students and faculty.

The Vice-President:

- Assumes the duties of President in his or her absence.
- Develops programs and activities that meet student academic and social needs and organize student interests.

The Treasurer:

- Determines fund raising avenues.
- Requests funds from student and university organizations.
- Ensures activities are funded.
- Maintains record of all assessments, credits, debits, and disbursements.

The Secretary:

- Documents the minutes during meetings.
- Writes most correspondence.
- Provides administrative coordinator of Department with a copy of all documentation.
- Provides copy for PTAG newsletter pertaining to student activities.

The Student-Faculty Liaison:

- Establishes and maintains communication between the faculty and student class.

The SSIG Representative:

- Represents GSU PT students at PTAG events.
- Coordinates activities with PT students at other programs in the state.
- Serves as a liaison between professional association and GSU PT students.

Other student directed positions may include: Historian, Fundraising Chair, Social Chair, and Service Chair.

Rho Tau Membership

Rho Tau is the official student organization for physical therapy students. As an official campus organization, Rho Tau receives funds from the Student Government Association and the Dean's Office of the Byrdine F. Lewis College of Nursing & Health Professions. Funds cover student travel to APTA and PTAG sponsored activities and also support internal Rho Tau activities. A faculty advisor will act as liaison between students and the physical therapy faculty.

Student Participation in APTA and PTAG

A student's entrance into the physical therapy curriculum indicates that he or she is prepared to assume the responsibilities of a professional person. Beyond the commitment to the rigors of academic study, the path to becoming a physical therapist includes accepting responsibility for your professional and personal actions with regard to patient care. Optimal patient care results from the individual practitioner's commitment to the advancement of the field through research and dialogue with other professionals. Membership and participation in the activities of the American Physical Therapy Association (APTA) and the Physical Therapy Association of Georgia (PTAG) provide the best opportunity for professional development and cooperation on the national and local level.

The APTA represents more than 100,000 physical therapists, physical therapy assistants and students across the United States. The APTA strives to foster the advancement of physical therapy practice, education, and research. APTA provides members with the opportunity to interact in communities of particular interest, including but not limited to: Aquatics, Acute Care, Orthopedics, Geriatrics, Pediatrics, Electrophysiology, Education, Research, Cardiopulmonary, Veterans Affairs, Oncology, and Neurology. There are 19 sections in total, many of which provide discounted student membership rates. The sections provide a forum for physical therapists with similar interests to share professional experiences and research. Many sections publish newsletters and journals.

At the beginning of the Summer semester of your first year in physical therapy, you are required to join the American Physical Therapy Association (APTA). You are required to maintain membership throughout your tenure at Georgia State. Student membership, at a fee of \$100.00 (\$80.00 goes to the APTA and \$20.00 to PTAG) per year, entitles you the opportunity to register to attend all meetings of the APTA and the Physical Therapy Association of Georgia (PTAG) as a student member (conference registration fees not covered). It gives you the right to speak at official functions, but not to make motions or vote. In addition, student members may hold any committee appointments other than Director. Subscriptions to APTA publications are included in the fee.

Every Fall the American Physical Therapy Association (APTA) has an annual student conclave, a Combined Sections Meeting (CSM) each January/February, and an Annual Conference each June. The student conclave brings together students from across the country and features educational

sessions, a meeting where delegates from each institution discuss relevant topics, career counseling in areas such as resume writing, and an opportunity for students to meet the APTA's Board of Directors. CSM provides content specific education, and the Annual meeting provides various education sessions and research presentations. Students may attend these events at reduced fees. Faculty reduce course assignments during these events to encourage attendance and course instructors will assist the student in coming up with strategies for making up missed work, should it be necessary.

The Georgia chapter of the APTA, PTAG, meets once per year, in the Spring. This meeting provides educational sessions and showcases research presentations. The Physical Therapy Association of Georgia represents approximately 2,335 members in the state. The Chapter homepage may be accessed at this [link](#).

All students are required to attend one professional meeting in his/her tenure in the program. Meetings that fulfill this requirement include: the APTA CSM, the APTA NEXT Conference, the APTA's National Student Conclave, and PTAG's annual meeting (i.e. Impact). Each student must communicate with his/her advisor to confirm attendance.

DEPARTMENT OF PHYSICAL THERAPY PROCEDURES AND POLICIES

The policies laid out here apply to students throughout their enrollment in the Physical Therapy program. Georgia State's university-wide policies also apply. Visit the GSU [website](#) for the University's policies.

Registration Policies

I. Policy for Fee Payment

All matriculation, tuition, and other mandatory student fees must be paid by the last day of registration at the beginning of each semester. The registration period typically ends a few days before the first day of classes and is published in [GoSOLAR](#) and [PAWS](#), and can be found on the University website under this link to the University [registrar](#). The Department reserves the right at any time during the semester to drop any student pleading ignorance of the regulation, or who asserts that he or she was not informed of the policy.

Students will be sent a list of courses with appropriate CRN numbers prior to registering for each semester. Students are required to register for all listed courses each semester, including Clinical Arts Laboratory credits. Students receiving financial aid are responsible for assuring that all fees are paid. All questions regarding fees should be directed to the office of Student Accounts.

II. Financial Aid Information

Financial aid is available to qualified students through a variety of means including federal grants and loans, scholarships from professional associations, and a limited number of graduate assistantships. For more information on federal assistance contact the Georgia State University office of Financial Aid at 404-413-2400 or [online](#).

Additional information regarding scholarships and financial aid may be found at these websites:

www.fastweb.com

www.ambucs.com

Graduate Assistantships:

A limited number of assistantships are available. Students are not eligible for departmental Assistantships during the summer semesters. The awards are competitive and based on the match of student's skills and expertise with the faculty member's particular needs. Half and Full Assistantships are available. Students granted an assistantship must register for the Research Practicum as instructed by the Department. Students are responsible for paying all fees. Please see the Policy on Student Employment at XI for further details.

International and Out of State Waiver:

The program is generally allowed to grant two out of state tuition waivers per semester. The waiver allows the recipient to pay in-state tuition and fees. Only students that apply for the waiver will be considered. The students will be informed via email of the deadline to apply for this waiver. To qualify the student must be in good academic standing with the program and have no critical incidents in regard to professional behavior. First year, first semester students typically do not qualify to apply for the out of state waiver. If no second- or third-year students apply for the waiver then it may be opened to first year students in their first semester.

III. Policy on Change of Address or Name

It is the responsibility of any student enrolled in the physical therapy program to update the department and the university on any changes in address, name, or phone number. The student must use the University's online registration program, GoSolar, to inform the University of changes. These changes must also be reported to the Department of Physical Therapy's Administrative Coordinator within one week of the change via e-mail or in writing to the office. It is also the responsibility of the student to provide, each semester, 2 emergency contacts to the Administrative Coordinator.

Academic Conduct Policies and Procedures

IV. Ethical Standards

The Physical Therapy Department at Georgia State University maintains high ethical standards. Individual ethical or legal misconduct pose a threat to the integrity of the program as a whole. The Physical Therapy Department will investigate and resolve all instances of alleged or apparent misconduct in research, publication, didactic, and clinical activities. The Physical Therapy office keeps copies of the State Practice Act, Code of Conduct for the Physical Therapist, and the GSU Integrity in Research Policy on file.

V. Policy on Academic Honesty

1. Introduction

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes, as a basic and minimum standard of conduct in academic matters, that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The University's policy on academic honesty is published in the Student Code of Conduct and the On-Campus Student Handbook, which is [available](#) to all members of the University community. The policy represents a core value of the University and all members of the University community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community, including students, faculty, and staff, are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

Violations of academic honesty policies include plagiarism as defined below, cheating on examinations, unauthorized duplication of exam material, unauthorized collaboration, falsification, and multiple submissions. Students should refer to course syllabi for specific guidelines on academic dishonesty for each course. Students who have any questions or need further clarification on these policies should see the instructor prior to turning in an exam or project.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the University community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the University's Counseling Center.

2. Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are judged. The list merely illustrates the kinds of infractions that may occur, and it is not intended to be exhaustive: the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs and there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community. In general, no student shall give or receive any assistance, unless authorized by the instructor, in the preparation of materials to be submitted as a requirement for academic credit, including written assignments or reports and practical or written examinations.

Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves an author's failure to acknowledge in the text, notes, or footnotes the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the person who originally gathered the sources. Failure to indicate the extent and nature of one's reliance

on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author's name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources; the appropriate ways of acknowledging academic, scholarly, or creative indebtedness; and the consequences of violating this responsibility.

Cheating on Assignments and Examinations (written, oral, and practical): Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Students should not reproduce or copy exam material in any way. Examples of unauthorized help include the use of notes, texts, or crib sheets during an examination (unless specifically approved by the faculty member) and sharing information with another student during an examination (unless specifically approved by the faculty member). Graded exam material may not be copied for any purpose. Intentionally allowing another student to view one's own examination and collaboration before or after an examination, if such collaboration is specifically forbidden by the faculty member, also constitutes cheating. This includes online examinations, take-home examinations, group examinations, open-book examinations, quizzes, and assignments. Students also are not to discuss oral, practical, competency exams or patient case scenarios with other students at any time. This is to include texting after a competency/practical exam.

Unauthorized Collaboration: Submitting for academic credit one's own work product (or part thereof), which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty to knowingly provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding. This includes the false or misleading citation of sources, the falsification of the results of experiments or computer data, and the use of false or misleading information in an attempt to gain an unfair advantage in any academic context.

Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required. The student in these cases is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

3. In addition to the policy on academic honesty as outlined by the University, the Department of Physical Therapy also expects each student to review here and in each course syllabus the departmental policy on review of quiz and exam material.

No quiz or exam material is to leave the teaching classroom or faculty office unless granted permission by a faculty member. When reviewing exam material students may not duplicate exam questions in writing of notes or photography. Students are only allowed to write notes on missed concepts. It is expected that students will not share content from an exam with any other student, both present or future enrolled students. Any violation of this policy will result in a violation of academic honesty.

4. Student Responsibilities and Failure to Abide by the Academic Conduct Policy

All students have the ethical responsibility to verbally report a cheating incident to the primary instructor of the course in which the cheating took place. The student must then sign a written statement describing the incident and naming the individual(s) involved. The faculty must then notify the Head of the Department, as well as the student accused of academic dishonesty, both of which must receive a copy of any written documents pertaining to the incident. A student who observes or has knowledge of academic dishonesty, and does not report it to faculty is also guilty of academic dishonesty and will be penalized as such.

The penalty for academic dishonesty is failure (final grade of "F") of the course involved, which results in immediate dismissal from the Physical Therapy Program.

Academic dishonesty is a disciplinary matter to be handled through the University's disciplinary process. A copy of this process is on file in the Office of the Dean of the Byrdine F. Lewis College of Nursing and Health Professions and the University Dean of Students Office. Students who wish to appeal a decision concerning academic dishonesty may do so according to the [University Policy](#), and should refer to the policies regarding Academic Honesty, and Grievance Procedures in the GSU graduate catalog.

VI. Grading Policy

The following grades specify student's level of performance in a physical therapy course:

A	100 - 89.50
B	89.49 - 79.50
C	79.49 - 69.50
*D, F	69.49 and below

Rounding is done according to the second decimal point and occurs only on final course grades. Refer to the course syllabus for course specific grading.

WF Withdrawal while Failing

No credit toward graduation is given for a course in which a grade of D or "F" or "WF" is received. "WF" indicates that the student withdrew from a course while doing unsatisfactory work or failed to withdraw from a course before the mid-point of the total grading period (except in cases of hardship). A student who withdraws from a course without complying with the required withdrawal procedure will receive an automatic grade of "WF" in that course. In cases of hardship, the student may appeal to the Dean of Students in consultation with the Department Head.

W Withdrawal

This symbol indicates that the student, doing passing work, was permitted to withdraw from the course without penalty. Withdrawals without penalty are not permitted after the mid-point of the total grading period (including final examinations) except in cases of hardship as approved by the academic dean in consultation with the Dean of Students. Please refer to this [link](#) on more information on withdrawals.

I Incomplete

The grade of "I" may be given to a student who, for nonacademic reasons beyond his or her control, is unable to meet the full requirements of a course. In order to qualify for an "I", a student must: (a) have completed most of the major assignments of the course (generally all but one) and (b) be passing the course (aside from the assignments not completed) in the judgment of the instructor. When a student has a nonacademic reason for not completing one or more of the assignments for a course (including examinations) and wishes to receive an "I" for the course, it is the responsibility of the student to inform the instructor in person or in writing of the reason. The grade of "I" is awarded at the discretion of the instructor and is not the prerogative of the student. Conditions to be met for removing an "I" are established by the instructor. Generally, an incomplete must be made up within one week of the start of the next semester, or before a clinical experience in which mastery of the material of the course is required. Depending on the extent of the material missed and the student's ability to make up the work in a timely manner, the student may not be able to continue into the following semester or to attend clinical experiences. An incomplete may disrupt the curriculum sequence requiring the student to withdraw until the sequence can be resumed the following year. An "I" becomes an F if not removed within two terms and all Incompletes must be reconciled before graduation.

IP In Progress

This symbol indicates that credit has not been given in courses that require a continuation of work beyond the term for which the student registered for the course. The use of this symbol is approved for dissertation, thesis, and project courses (such as student teaching, clinical practice, and internships). The IP notation may be replaced with an appropriate grade by the instructor. This symbol cannot be substituted for an "I."

S Satisfactory

This symbol indicates that credit has been given for the completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

U Unsatisfactory

This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work.

VII. Policy for Course Failures

All physical therapy courses require a minimum grade of C (69.50) or a Satisfactory. Any course grade below a C is considered failing. In order to continue in the program, the student must earn a grade of "C" or better in each course. A student who makes a grade of less than "C" or U in a required course will be terminated from the program.

VIII. Policy on Termination from the Program

The student, at the discretion of the faculty, may be terminated from the physical therapy program for any one of the following reasons:

1. Receiving a grade of less than a C or a U in an academic/clinical course.
2. Failure to comply with the Grade Point Requirements (see Policy XXVI).
3. Failure to pass any clinical experience course.
4. Failure to pass any comprehensive exam.
5. Failure to meet the requirements of the Department of Physical Therapy for admission, promotion, and graduation.
6. Failure to comply with the Professional Behaviors as outlined in appendixes B through E. (Receiving a third Critical Incident Report when a student's conduct is in violation of the program policies and Professional Behaviors.)
7. Receiving a third Scholastic Warning.
9. Egregious violation of Professional Behavior or Safety may result in immediate termination from the program.

IX. Policy for Student Promotion

The Department of Physical Therapy has a responsibility to the public and recognizes the importance not just of academic performance but also of professionalism, which are essential to the practice of physical therapy. Professionalism is central to the program and is a required and equally important counterpart to academic success. Therefore, the Department retains the right to terminate a student who meets the GPA requirements for graduation, passes all courses and all required examinations as outlined under the academic standing section, but fails to meet the Essential Functions (Appendix C or Professional Behavior Criteria outlined in the Appendixes B, D & E).

X. Policy for Examinations

During examinations, students will be asked to leave any technology devices turned off and stored. Students are asked to limit restroom breaks to emergencies only and should use time prior to exams for breaks as needed. If a student requests to use the restroom, he/she will be asked to leave their phone and any other device with the course instructor.

Students who require accommodations during exams must have a current [Office of Disability Services](#) Request Form (Accommodations needs to be renewed for each semester) on file with the Office of Disability Services. Faculty

will not provide accommodations except those that are designated by the University's Office of Disability Services. In order to facilitate approved accommodations in a timely manner, students should coordinate with the course coordinator within the first 10 days of each semester for arrangements to be made in regards to exams, practicals, and presentations.

Students have the right to review written exams. All written exams will be returned to the course faculty after the student takes the exam. The exams will be stored in faculty offices and may be reviewed upon request by the student in the location designated by the faculty member in that current semester. In subsequent semesters only exam keys may be provided for review at faculty's discretion. **Under no circumstances are students permitted to make a copy of any examination, or retain, in any manner, any portion of an examination. This would include writing down exam questions or photographing exams in any way, or sharing material with other students. If a student is found in violation of this policy then they will be brought up on academic dishonesty.** A student who wishes to question a grade on an exam or assignment should notify the instructor within one week of receipt of the grade, and maintain professional demeanor. Requests for review of a grade should be submitted in writing, with documentation supporting the request. The instructor is responsible for responding to the student within 5 business days from receipt of the request.

Types of examinations include:

Course Examinations assess the student's mastery of course material. More specific criteria against which students are evaluated will be specified by each instructor, consult the particular course syllabus for specific grading policies.

Comprehensive examinations assess the student's ability to synthesize material and integrate learning across courses and semesters. Students take comprehensive examinations prior to the end of the academic year, following the spring semester and preceding clinical experiences, which occur during the summer. These examinations will be given at the end of Spring Semester or the beginning of Maymester. Students will be informed of the date at least 1 month prior to the examination. Minimum passing scores on comprehensive exams are as follows:

- a. 70% at the end of the 1st year academic course work;
- b. 73% at the end of the 2nd year academic course work;
- c. 75% at the end of the 3rd year;

Students must successfully pass each comprehensive exam in order to move onto the next year and ultimately to graduate. If the first attempt is failed the student is offered a remediation exam and issued a first attempt failure incident report. The student will develop and submit a written study plan to the faculty prior to the remediation exam. If the student does not receive a satisfactory grade on the second attempt then the student must meet with the instructor and Department Head and discuss his/her shortcomings and establish a learning contract outlining a study plan for success on a third retake attempt of the exam. The student also will be issued a Critical Incident Report. The student must pass the comprehensive exam retake prior to matriculating to the next semester. If the

student receives an unsatisfactory on the third retake attempt then he/she will be terminated from the program.

Competency examinations assess the student's psychomotor skill in performing specific examination or intervention procedures.

Practical examinations assess the student's clinical reasoning and psychomotor skills in selecting and performing the history, the examination, the evaluations, and the means of intervention related to a particular case. In practical examinations, students demonstrate their ability to integrate and apply their knowledge to a clinical situation.

Along with evaluating the technical aspects related to treating a patient, practical and competency examinations require that students demonstrate professional behaviors, which are outlined in the appendices of this handbook. Because professional behaviors affect the patient's entire experience and are therefore crucial to clinical competence, the faculty assesses professional behaviors on a pass/fail basis. A failure in one or more of the critical areas—professional behavior, communication, or safety—during a practical examination in any course will result in a failing grade for the examination, regardless of the student's performance on the rest of the practical.

In the event that a student fails a practical examination, competency examination, or other assessment of clinical skills, the failure must be removed and the examination retaken and passed in order for the student to receive a passing grade in the course. If a student does not pass the retake of the exam as defined in the specific course syllabus then the student will receive a failing grade for the course and will be terminated from the program. Please see each individual course for the specific format and course policy on retakes for practical and competency examinations.

Upon failure of a first attempt of any competency/practical exam the student will be issued a practical/competency first attempt failure incident report. Any future failure of a first attempt of a competency/practical exam may result in a remedial education contract at faculty discretion to ensure that the student is prepared and ready to attend clinicals.

XI. Policy on Student Employment

Students are strongly discouraged from working full-time or part-time during any academic semester, particularly in their first two semesters. This includes not only outside employment but also GTA positions available within the department and University. The transition from general academic study to a professional curriculum requires many adjustments. Academic success in the Physical Therapy program can be more difficult to attain because of the contact hours required in the Department's curriculum and the subsequent constraints of time. Additionally, classes normally run between 8:00 a.m. and 5:00 p.m. If you find it necessary to seek part-time employment, you are required to discuss the plan with your faculty advisor as well as the Department Head. Occasionally, classes take place during non-regularly scheduled times. Class work takes precedence over employment and students are expected to attend. Employment obligations are not excused

absences.

In regards to GTA positions within the Department or University, you must obtain approval from the Department Head prior to obtaining a position. After obtaining a position, you are required to meet with your faculty advisor and the Department Chair every semester to re-evaluate your classroom performance considering your obligations as a GTA. The Department does not support any student in obtaining a GTA position in the first semester of the first year.

XII. Policy on Student Health

Students may experience medical, psychological, or physical problems that impact their full participation in educational activities. Students who need an accommodation should go through the University's established process in the Office of Disability Services. However, if such a problem precludes sufficient participation in a class or a clinical activity to the degree that it prevents the student from fulfilling course duties and requirements, the student will receive an incomplete grade for the course. See the description of the incomplete grade in the grading policy section above.

Upon entering the program students complete a health immunization form and annual physical exam. Students may be expected to update his/her annual physical exam yearly as part of their clinical requirements.

XIII. Policy for Clinical Education

Overview

Please review the PT Student Handbook for Clinical Education found on iCollege and in the office of the DCE for a full explanation of all clinical experience policies. Students in the DPT program complete clinical experiences as determined by the curriculum. All Clinical experience courses, except Clinical I (students receive a letter grade), required as part of the Doctor of Physical Therapy degree are graded on a Satisfactory/Unsatisfactory (S/U) basis. Students must achieve a grade of Satisfactory in order to pass the course and continue with the curriculum. It is the student's responsibility to exhibit professional behavior and safe practice as defined in Appendix D of this handbook.

Experiences must occur at the facility assigned by the DCE. It is not the student's prerogative to decline a site. Personnel at the clinical facility have the right to request that a student be removed from the clinic prior to completing the scheduled affiliation. (Please refer to Student Handbook for Clinical Education.) If this occurs due to failure of the student to meet the minimum criteria in the areas of safety or professional behavior, the student will receive an unsatisfactory grade for the course.

Evaluation of Student Clinical Experience Performance

Clinical Instructors (CIs) complete formal written assessments of each student's performance at both the mid-point and end-point of the experience. More frequent informal verbal assessments may occur at the discretion of the CI. These assessments are recorded in the Clinical Performance Instrument (CPI) and forwarded to the DCE who in turn evaluates and determines whether the

student's performance meets the criteria for a satisfactory (S) result.

Each student assesses his or her own clinical performance, electronically, using the CPI at the mid-point and end-point of the internship.

Failure of a Clinical Experience

Please see the PT Student Handbook for Clinical Education for a full explanation of failure of a clinical experience. To summarize: A grade of U in any clinical experience course will result in the student being terminated from the program.

XIV. Outcome Assessments

The DPT faculty strives to continually improve the curriculum and clinical education of the program. The following means contribute to our Outcome Assessments:

Course Evaluations: Student evaluation is an important component of curriculum evaluation. Constructive feedback assists the faculty's development and continual modification of individual course and the curriculum as a whole. Following each semester, students are encouraged to complete the Student Evaluation of Instructors in GoSOLAR. Students are also encouraged to provide feedback to the course coordinator and the Department Head regarding teaching effectiveness, course sequencing, and course content.

Curriculum Assessment: Students will be given an opportunity to assess the curriculum on a yearly basis. Assessment will occur through any of the following: focus groups, anonymous surveys, and meetings with the Department Head and faculty advisor.

Exit Interview: Prior to graduation, the Department Head will seek your comprehensive curricular assessment through an individual exit interview or survey.

Board Exam Results: The results of NPTE will be made available to the classes enrolled. Data will include the three-year ultimate pass rate, the first-time pass rate and the retake pass rate. Also included will be GSU scores compared to all Georgia schools and all state schools in the U.S.

XV. Policy for Grade Appeals

Students may appeal final grades, examination grades, or evaluations of clinical performance. The student is responsible for stating the basis upon which she or he questions the particular evaluation and for initiating and maintaining communications and compliance within the framework of the appeals process. The BFLCNHP Dean's Office is available to assist the student with this process. Unless the evaluation in question results from a safety violation, the student may continue to progress in the course in question during the complaints process.

Each faculty member should be aware of the student's right to appeal a grade or an evaluation and should provide the student with the guidance necessary to initiate the appeals process. Faculty must also provide the evaluation materials relevant to the appeals process.

Every effort will be made to inform students of the policies by which Departments are governed and the processes by which academic performance is evaluated. The faculty subscribes to the philosophy regarding faculty and student responsibilities in the learning process as stated in the BFLCNHP Appeals Process. This document is reprinted in Appendix F and should be reviewed by each student.

XVI. Policy on Class Attendance

Attendance is required for all scheduled didactic, laboratory and clinical experience hours. Tardiness or unexcused absences are violations of the Professional Behaviors outlined in the Appendixes. Because of the interactive and the collaborative nature of professional education and the rigor of this particular academic program, regular class attendance is essential for successful learning. As stated previously occasionally a class will be scheduled to meet outside of the regular allotted time frame and all students are required to attend. As well, all incoming students are required to attend student orientation.

Regular and timely attendance ensures the exposure to all course material and the progress of hands-on experience as well as developing the habits of responsibility you will need in a health care setting. Irregular attendance and tardiness frustrates both students and teachers and can lead to student failure. Any unexcused tardy or absence or failure to inform the course instructor will result in a Professional Behavior Incident Report (see Agreement Forms). Therefore, to ensure fair and reasonable treatment, student attendance responsibilities are defined below:

- a. Students will report to class punctually and regularly.
- b. Students will be given one personal day for each Fall and Spring semesters, **not to be applied during clinical experiences or during exam week**. Faculty reserves the right to decline days that fall on examination and practical exams. There will be no allocated personal days for Maymester or Spring semester during your 3rd year due to the limited classroom instructional time. Personal days (that do not fall on exams or practicals) must be requested at least one week prior to the requested date. The request forms are available in the [Department office and on Departmental website](#). The forms must be authorized by the faculty member(s) in the classes that will be missed and the Department Head. For electronically submitted requests, the faculty will respond to the student if the personal day is not approved. No response by the faculty indicates the personal day is approved.
- c. Attendance is required for all didactic, laboratory, and clinical experience hours. You are expected to inform the Department office of an anticipated absence in advance of the absence and to call the office in case of illness. The University defines excessive absences as missing 15% of a course. The

Department and each course coordinator reserves the right to issue a failing grade for excessive absences.

d. Students must call the Department at (404) 413-1225 or contact the instructor or program director no less than 30 minutes prior to the start of class to report an absence. Students should email each course instructor and complete the electronic absence form found on the department website under the “students” tab (<https://lewis.gsu.edu/>). Students must notify their Clinical Instructor, if possible, the night prior and at least 30 minutes prior to the start of clinic to report an absence. You **must notify** the DCE at (404) 413-1251 or via the DCE’s cellphone and email of an absence for any reason from clinic. Any medical related absences require a doctor’s note to be scanned and emailed to the DCE. Failure to notify the DCE of an absence during a clinical experience will result in a Professional Behavior Incident Report.

e. Permissible absences include: religious holidays, illness with a health provider’s documentation, jury duty, military service, death of immediate family member. In cases of religious holidays or any other planned excused absence the student must provide in writing and discuss the dates with all course instructors 2 weeks prior to the beginning of the semester for arrangements to be made. **Weddings, honeymoons, vacations, work duties, job interviews, and most other activities are not considered excused absences and should be scheduled to avoid any conflict with classes or clinical experiences. If a student foresees a conflict during exam week he/she may write a letter describing the conflict for faculty to consider. This must be done at a minimum 1 month prior to scheduled final exams.**

f. Students must be able to sufficiently participate in class or clinical activities. Should a need arise, students may avail themselves of the University’s established process through the Office of Disability Services.

g. Institutions with which you are to affiliate or enter into internship with may ask you to provide a physician signed medical form if your health is in doubt. You may not attend classes or clinicals when you or others in your home have a communicable disease.

XVII. Policy on Absentee Make-Up

If you miss an assignment, a quiz, test, or exam because of a permissible, excused absence, as determined by the Department Leadership, permission to make up the work at a later date must be obtained from the course instructor. Permission to take make-up quizzes, tests, or exams will not be given for unexcused absences. Unexcused absences from assignments, quizzes, exams, and finals will result in a grade of "0" for the missed test.

In cases of permissible absence, where course material or clinical time is missed, time must be made up at the discretion of the clinic and/or academic faculty. Students must call the academic program or facilities no less than thirty minutes prior to their expected arrival to report an absence and initiate the make-

up process.

XVIII. Policy on Tardiness

Tardiness is a violation of Professional Behavior. Atlanta has unpredictable traffic and students must take this into consideration when planning their commutes. If a student will be unavoidably detained he or she should call the Department office at (404) 413-1225 or instructor no less than 30 minutes prior to the start of class to report tardiness. Repetitive instances of tardiness will result in a written warning Critical Incident Report.

XIX. Snow and Severe Weather Policy

Should the university be required to close because of snow or severe weather, there will be announcements stating the particular closings on all major television and radio stations in the Atlanta metropolitan area. The stations are notified before 6:00 a.m. so that students will have the information before they leave home. Students may also call the Department of University Relations or (404)413-3025 for a current status report and the GSU Panther Alert system. Please refer to the Student Handbook on Clinical Education for the policy regarding clinical experiences. At the start of each Fall and Spring semester the faculty will select dates as inclement weather make-up dates. All students must reserve these dates/times for class. No absences will be permitted so each student should plan accordingly.

XX. Policy on Expected Class Behavior

Discussions in class cover course material as well as practical application. It is important to be attentive to the instructor and to fellow class members when they are speaking. Everyone has the right to share his or her opinion and to be heard. Courtesy and respect for one's classmates are essential in the teaching and learning process and help students develop the necessary skills with which to deliver patient care.

Occasionally classroom experiences will be arranged off campus at other Universities or medical facilities. Students are to remember they are representing the GSU Department of Physical Therapy and maintain the utmost professional behavior at all times including professional dress, professional communication, and patient privacy and respect of all individuals encountered. Any issues where a student's professional behavior is in question will result in a Professional Behavior Incident report.

XXI. Policy on Cellular Phone, Classroom Phone, and Video Use

The use of cell phones in the classroom is prohibited. Individuals needing to place or receive a call in an emergency should notify the instructor prior to class and leave the classroom. Cell phones are disruptive to the academic environment and detrimentally impact the learning process. Cell phones must

be placed in the silent mode. If a student is found to be using a cell phone/texting for personal use during class hours the student will receive a Professional Behavior Incident Report. Students are expected to store phones and electronic devices during examinations. Students may be asked to leave devices with a faculty member if he/she requests a restroom break.

There are telephones located in the classroom and the human anatomy lab. These telephones have been placed in these rooms for easy access in case of emergency. You can use the phone on break time and lunch break, but under no circumstance can you make or receive calls during lab or lecture time. Emergency telephone numbers have been placed on the telephone for your convenience. The department's phones are for faculty and staff use only. Messages for students can only be taken in an emergency situation.

Students must request permission of the faculty to record during class instruction (video or audio). Any videos taken in class of students or instructors may not be posted open to the public on the internet. Any videos utilized for classroom projects may not be posted open to the public. If any video is shared after permission is granted it must be through a private, protected link.

XXII. Policy on Ownership of a Computer and Internet Service

Some courses and/or course material are presented online therefore each student is required to have a home computer (with both video and audio features) and internet service. Students may be required to download test monitoring software for online exams. Students are required to verify working technology for participation and inform course instructors prior to due dates for assignments and class participation. The University has resources available through the Center for Excellence in Teaching & Learning to assist students (gsu.edu/keeplearning). While the University does have computer labs that the students can access, these labs have limited hours of availability. Course instructors may require synchronous participation via online classrooms and participation is mandatory.

XXIII. Policy on Classroom Computer Use

The use of computers in the classroom, including synchronous virtual learning environment, should be limited to activities that assist and/or supplement the course material. This may include note-taking, storing and viewing of lectures, power points, research articles, etc., and researching relevant topics. If a student is found during course time to be using his/her computer for anything other than the stated above the student will be issued a Critical Incident Report. Any second violation will result in the student losing the privilege to use the computer during in-person classroom time for the remainder of the semester.

XXIV. Policy on Dress Code

The student is expected to be dressed cleanly and neatly each day, for the possibility of guest lecturers, adjunct faculty and other professionals present in the department. Proper undergarments must be worn at all times. The policy for lab clothes is discussed below.

All students are expected to be dressed professionally for off-campus learning experiences (i.e. learning lessons and labs at Shepherd Center). An example of professional dress is GSU nametag, GSU polo, khaki pants and dress shoes. If a student has questions on appropriate attire he/she should discuss with the course coordinator for the off campus experience.

Laboratory Dress:

The student is expected to be in appropriate attire for lab, as outlined by the instructor in each course. Appropriate attire for lab includes appropriately trimmed nails. It is necessary for women to wear halters, swimsuit tops or sports bras and shorts, and men to wear shorts for scheduled practical lab sessions unless arrangements have been made prior with the course coordinator. The course instructor reserves the right to dismiss the student from class if not appropriately dressed. Special laboratory coats may be purchased for anatomy laboratory sessions. Dr. Deon Thompson, the anatomy instructor, will advise you on what is acceptable.

Students must use appropriate facilities, i.e. bathrooms, for changing. Under no circumstances are students to change in openly public areas. If a student violates this policy he/she will be issued a Critical Incident Report.

Students are expected to launder lab clothes regularly and maintain good hygiene habits.

XXV. Policy on Disruptive Student Behavior

Disruptive behavior is defined as student behavior in a classroom, clinic, or other learning environment (including both on- and off-campus locations), which disrupts the educational process. In the Department of Physical Therapy, each instructor has the authority to define what constitutes disruptive behavior. Such behavior includes, but is not limited to: verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making or receiving personal phone calls or pages during class, leaving and entering class frequently without permission of the instructor, and persisting in disruptive personal conversations with other class members. A student who exhibits threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class may also be subject to the implications of the disruptive behavior policy, which includes possible removal from the class. The University-wide policy for addressing disruptive behavior can be found in the Graduate Catalog available through the University website.

Academic Standing and Grade Point Requirements

XXVI. Policy on Grade Point Requirements

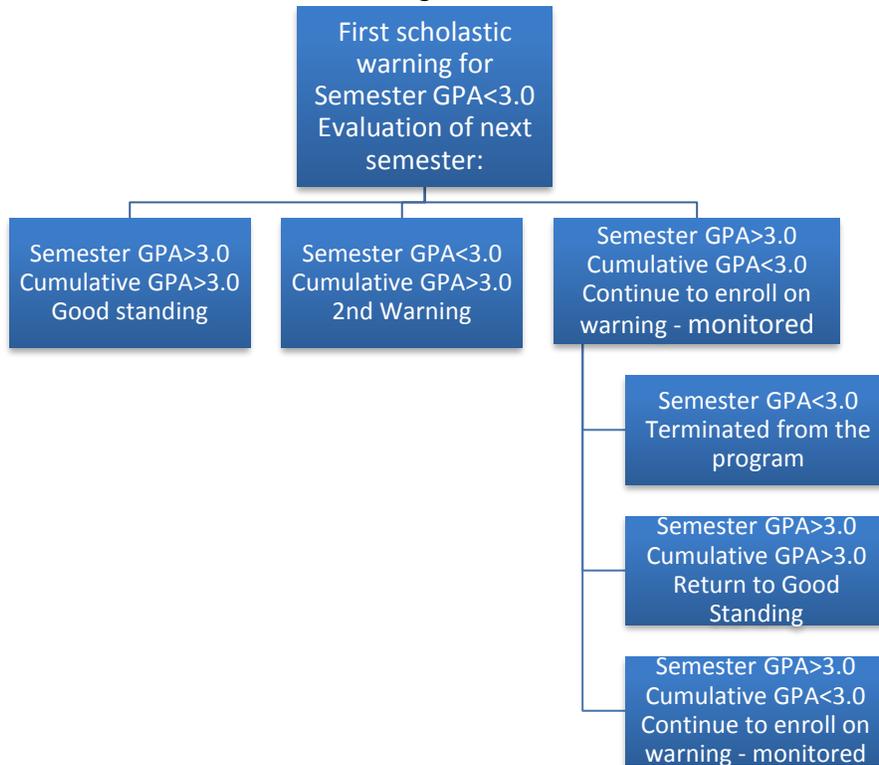
1. In order to graduate from the Department of Physical Therapy (DPT) program, the student must:
 - a. Have a 3.0 Cumulative GPA.
 - b. Must successfully complete (S) all courses graded by S/U.
 - c. Have no grades lower than C (2.0).

- d. Successfully complete yearly comprehensive exams.
 - e. **Apply for graduation one year (three semesters) prior to anticipated graduation date. Students who fail to apply for graduation on time will not be allowed to graduate regardless of having completed their coursework.**
2. Calculation of Cumulative GPA will be as follows:
 - a. Only courses numbered 6000 and above taken at Georgia State University in the DPT curriculum are used to compute a student's Cumulative GPA.
 - b. Courses graded with Satisfactory/Unsatisfactory (S/U) will not be used in computing GPA.
 - c. All grades for courses attempted in the DPT program will be used in computing the Cumulative GPA for purposes of determining academic standing.
 3. To continue the following semester, all prior courses in the DPT curriculum must be successfully completed (C or better or S where applicable) or permission granted by the Department Head under any circumstances of a grade designation of I or IP issued.
 4. A grade of D, F or U in any one course will result in the student being terminated from the program.
 5. Academic standing:
 - a. Good Academic Standing is defined as having a Cumulative and Semester GPA of 3.0 or better.
 - b. Scholastic Warning is defined as having a Semester GPA below 3.0.
 - c. If Semester GPA falls below 3.0, regardless of course load, the student is placed on Scholastic Warning for the following academic semester and a letter stating this will be sent from the College Director of Academic Assistance and the Department Head. Upon completion of the next full academic semester of graduate course work, performance of the student will be evaluated in one of the following ways:
 - 1) If Semester GPA is at least 3.0 **and** Cumulative GPA is at least 3.0, the student returns to Good Academic Standing. Reinstated Good Academic Standing negates further consequences described in XXVI.5.c2-4 below and the process for future determination of Good Academic Standing reverts to CCVI.5.c above.
 - 2) If Semester GPA is less than 3.0 **but** Cumulative GPA is at least 3.0, the student may continue to enroll, but will be placed on second Scholastic Warning.
 - 3) If Semester GPA is at least 3.0 **but** Cumulative GPA is less than 3.0, the student will remain on Scholastic Warning. The student may continue to enroll while on

Scholastic Warning. However, if while on Scholastic Warning the student's Semester GPA falls below 3.0, the student will be terminated from the program. (i.e. Third Scholastic Warning). See **VIII. Policy on Termination from Program.**)

- 4) If Semester GPA is less than 3.0 **and** Cumulative GPA is less than 3.0, the student is terminated from the program.

Flow Chart detailing item c.:



- d. A student may only be on Scholastic Warning twice. A student who is placed on third Scholastic Warning may be terminated from the program.
- e. After termination from the program for academic coursework reasons, the student may reapply for admission through the Department of Physical Therapy. The program may choose not to admit, or to admit with conditions.
- f. No course in which a grade of B (3.0) or greater has been earned may be repeated for credit.
- g. If a student is terminated from the program for a second time, he or she may not apply for readmission to the DPT program.

Professional Behaviors, Safety, and Warnings

XXVII. Policy on Warnings and Critical Incidents

Students are expected to demonstrate professional behaviors in all courses and clinical experiences. Professors assess professional behaviors in all didactic courses, lab sessions, competency examinations, practical examinations, and clinical science experiences. As students participate in the educational program, problems that arise in Professional Behaviors are documented through a Professional Behavior Incident Report by course or clinical faculty and the student's advisor. Students, unless they have committed a serious safety violation, will be given opportunities to demonstrate modifications of their behavior. Faculty will assist, where possible, in facilitating strategies for this development. For more on professional behavior, see the Appendixes.

Please see the Student Handbook for Clinical Education for the policy regarding professional behaviors, safety and warnings. When behaviors in the academic or clinical setting do not meet acceptable standards, the program will take the following actions:

1. **Warning:** A warning is the first step, which, it is hoped, will preclude the need for further disciplinary action. A note documenting the warning will be placed in the student's file using the Professional Behavior Incident Report marked as a warning. Notification to review the statement will be sent to the student's advisor. Receiving two warnings for professional behavior will trigger a critical incident from the program director or department head.
2. **Critical Incident (CI):** A critical incident is more serious than a warning. It may be issued before a warning for serious violations of professional behavior or when multiple (i.e. 2 or more) warnings have been issued to the student. The student will meet with the faculty member issuing the warning and possibly the department head regarding the violation. A Professional Behavior Incident Report will be placed in the student's official file marked as a CI. Notification will be sent to all faculty.
3. A second Critical Incident will result in a remedial educational contract written and approved by the faculty in consultation with the student. The contract will be related to corrective action and delineate expectations to be met within a prescribed time frame. The student will meet with his/her faculty advisor, Department head and/or DCE to review the contract at proscribed time intervals as identified in the remedial educational contract.
4. If a third Critical Incident is issued while the student has a remedial education contract in place or after the student has met expectations of the contract within the prescribed time frame the student may be terminated from the program, regardless of academic standing.

5. Egregious violation of Professional Behavior or Safety, as determined by the faculty, may result in immediate termination from the program.

Policies and Information on University Property

XXVIII. Policy for Use of Common Facilities and Equipment

Students enrolled in the DPT program have access to various resources at Georgia State facilities including classrooms, clinical laboratories, the Pullen library, and computer lab. Student Orientation provides an opportunity for students to learn about available resources, student responsibility related to university property, and the materials the students must provide themselves.

Students are responsible for maintaining the orderliness of furniture, equipment, assistive devices, and supplies at the various teaching facilities and will need to put all equipment away and locked up at the end of each day. For the teaching laboratories (Rooms 439, 444 and 451), and for the Human Anatomy Lab (Room 450), each class of students will select its own clean-up crew and post its own duty schedule for laundry and general clean-up each semester. A copy of those schedules will be given to the Department Head and the appropriate faculty member.

Eating is strongly discouraged in all lab classrooms, both during class time and at breaks. It is encouraged that the students partake in any meals at the designated university cafes or eateries found throughout campus. Lack of maintaining a clean class and lab area as a result of food use will nullify these eating privileges.

Students should not store items in any of the classrooms, shelving units or refrigerator at any time. Staff and faculty are not responsible for any items that are misplaced or stolen from a classroom if left by the students. Students should also never interrupt a class to retrieve items from a classroom. If they do so they will be issued a Professional Behavior Incident Report.

Students may have access to the teaching laboratories PSC 439, 444, 450 and 451 outside of class time based on the scheduling of each room. Students are to abide by the access hours set forth for Petit Science Center of Monday-Friday 7:00a.m – 9:00p.m. Students are responsible for ensuring that all classrooms are left in a neat and orderly fashion, and all doors are closed when they exit. Please see the Anatomy I and II syllabi for specific rules regarding access to PSC450 and use outside of class time.

Laboratory Supplies:

The student is expected to have the following laboratory supplies: laboratory coat, gait belt, tuning fork (256 Hz), reflex hammer, 12” plastic goniometer, an inclinometer, a 10 gram monofilament, bandage scissors, tape measure, a watch which indicates seconds, a stethoscope, and a sphygmomanometer. Laboratory kits are available for purchase during orientation and are mandatory.

Other Equipment:

Students may borrow video and still cameras, walkers, crutches and other equipment. Students must sign the equipment out by filling out appropriate forms with their information. Students are responsible for returning the equipment, and for putting the equipment in the appropriate storage area. Students will be held responsible for any repair or replacement costs of the equipment if the equipment is lost, stolen, or damaged while the equipment is on loan to the student.

XXIX. Information on Computer and Clerical Resources

Computer Labs:

Computers for use by all university students are available in various locations around campus. Additional information can be found at the GSU website. In addition, there is a computer lab available for physical therapy students on the fourth floor of the Petit Science Center (Room 438). This is a University computer lab and open to all students.

Student and Faculty Correspondence:

Students are assigned a GSU e-mail address when they register for the first time. Please follow the directions to have the [GSU e-mail](#) downloaded into your personal. Once enrolled, e-mail is the primary communication mechanism of both official and non-official information. The Georgia State University student e-mail address is the only address that disseminates university-wide communication. **Students should check their Georgia State University e-mail daily. Students are expected to respond to faculty emails in a timely manner (i.e. 24 hours).**

Students may deliver materials to faculty by giving it to the front office staff at 1228 Urban Life. They will place the materials in the faculty member's mailbox. Students are not allowed in the faculty workroom at any time. All faculty have voice mail. Phone numbers for voice mail are listed in the faculty roster on pages 17-18. Students may also leave messages for faculty with the Administrative Assistant at (404) 413-1225.

XXX. Pullen Library Information

Visit the Pullen Library [website](#).

Safety and Health Policies

XXXI. General Safety Policy

The prevention of accidents and the promotion of safety and health are the responsibility of everyone in the Physical Therapy Department regardless of the location or activity in which they are engaged. Students, faculty, and staff are

encouraged to be alert to and report any unsafe practices and conditions that may present an imminent danger to individuals or property. Students should report these types of conditions to the faculty or to the front office staff.

XXXII. Policy for Laboratory Safety

The office of Occupational Safety and Risk Management provides support to the Physical Therapy Department in all areas of environmental and chemical safety including chemical and other hazardous waste removal, fire safety, and accident prevention. All employees and students have access to Material Safety Data Sheets (MSDS) in accordance with the Right to Know Act of 1988. The MSDS contain specific information about hazardous chemical materials, and are located in the Anatomy Lab. All physical agents must be used in the presence of an authorized lab instructor, or faculty who must be a licensed physical therapist.

Students are responsible for following established protocols for use of all laboratory equipment and safety procedures, including:

- Identifying dangerous conditions which may occur and for which precautions, modifications, or contraindications may prevent; and
- Discussing such conditions with the course instructor or lab coordinator.
- Utilizing appropriate body mechanics at all times.
- Demonstrating concern for their own safety and the safety of others in all laboratory experiences.
- Dressing appropriately for laboratory experiences. Long hair must be pinned back, rings removed, dangling jewelry removed, fingernails must be short, and footwear should be closed at the toe.

Students are responsible for maintaining the cleanliness and neat organization of the lab. They must make sure that before, during, and after laboratory activity that:

- Treatment tables are wiped off after each contact.
- All equipment is returned to its designated area.
- All food and drink must be discarded in appropriate receptacle and hands are washed before, during and after as appropriate for all patient contact.

XXXIII. Infection Control and Universal Precautions

Students are required to be familiar with Universal Precautions and techniques for infection control put forth by the Occupational Safety and Health Administration (OSHA). The Physical Therapy Department has a first aid kit for small cuts and abrasions in the front office, each classroom, and the Anatomy Lab. An eye wash station is located in the Human Anatomy Lab. All students and faculty are encouraged to utilize good hand washing techniques. Hand washing is the single most important means for preventing the spread of infection. Waterless hand soap is available in each clinical laboratory. Use of Universal Precautions and hand washing promote good health maintenance.

Universal Precautions are an accepted approach to infection control. During orientation, students will view a video on Blood Borne Pathogens. All human

blood and certain body fluids should be treated as if known to be infectious for HIV, HBV and other blood-borne pathogens. According to the Centers for Disease Control guidelines, Universal Precautions apply to blood, tissue, semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid and other body fluids containing visible blood such as urine, feces, vomitus and sputum. **The use of gloves does not preclude the necessity of hand washing.** The Universal Precautions are:

Barrier Precaution:

Gloves must be worn when direct contact with blood or other potentially infectious body fluids are expected to occur, examining abraded or non-intact skin, the health care worker has cuts, lesions, chapped hands or dermatitis, or is working with contaminated instruments.

Masks / Protective Eyewear:

Should be worn when personnel are engaged in procedures likely to bring them into contact with droplets of blood, infected pulmonary aerosols, or other body fluids.

Gowns / Aprons:

Should be worn when aerosolization or splattering of blood or other body fluids or contaminated water is anticipated.

Sharps Precautions:

Disposable sharps should never be carried from the site. A sharps container is located in the Anatomy Lab.

Cleaning Biological Spills:

Spills should be cleaned immediately. Prepare a fresh 1:10 dilution of bleach or use an approved germicide and wear gloves. Soak up the spill with paper towels and double bag. Pour bleach or germicide on the spill site and leave in place 10 minutes. Remove gloves and wash hands thoroughly. After 10 minutes put on another pair of gloves and soak up bleach / germicide residue with paper towels and dispose of in a double bag. Remove gloves and wash hands thoroughly.

Students, faculty, and staff are expected to avoid exposing others to their infection if they are ill. Everyone must comply with Georgia State University's policy on immunizations form which is kept on file in the Registrar's office. Additionally, a Hepatitis immunization is required for all clinical internships, as well as evidence of a PPD. Students must maintain and keep all documentation of immunizations.

XXXIV. University Health Services

The University maintains an infirmary in the University Commons. For complete medical coverage, you are advised to have a private physician. You are required to have health insurance, which includes hospitalization and

accidental injury, and furnish proof of having such insurance prior to being assigned to a clinical affiliation. An insurance program offered through Georgia State University is available at reasonable rates for students and their dependents. Applications are available in the Office of the Dean of Students. Students are invited to investigate the University's insurance program or one of their own choosing. The University Health Services provides confidential, high quality, and cost-effective treatment of minor illnesses and injuries. Many services are offered at no charge to the student, but there may be additional charges for some services. Basic services include:

Primary Care, including Women's Health, Unlimited office visits are available for diagnosis and treatment of colds, flu, bronchitis, sinusitis, UTI, sprains, minor abrasions.

Immunization: **Immunizations are required by the university for admission.** To meet the Board of Regents policy on immunization, injections are offered for measles, mumps, rubella, hepatitis A, B & tetanus; TB skin tests are also available.

Hepatitis B Vaccine or Waiver

Students will receive training regarding the OSHA Standard on Blood-borne Pathogens regarding universal precautions and risk factors for contracting Hepatitis B as healthcare workers. After which students must pass a test demonstrating understanding of the information. The student **must provide evidence** that the HepB vaccination has been started, completed or declined. A declination form will be provided. **Titers may be requested when immunizations are not up-to-date to document actual coverage against a disease.**

Using a campus phone, for life or limb threatening illness or injury dial 9-911 and 3-3333 for Campus Police.

Counseling Center:

The counseling center is available to students who have career, educational, personal, or relationship concerns. Visits to the counseling center are private and confidential. Information discussed is confidential and is not included as a part of a student's academic record. Crisis intervention is available to students in immediate distress. Students may walk in or faculty or staff may phone the center to request the services of an emergency on-call counselor. If you need more information please their [website](#).

In case of health emergency , call 9-911 from any campus phone and 3-3333 for campus police.

XXXV. Policy on Fire Evacuation and University Police

Each university building has a fire evacuation plan posted in common areas. All students are encouraged to become familiar with the escape routes for all buildings and floors. The evacuation plan for the 4th floor of the Petit Science

Center is posted by the elevators. The fire alarms are mounted on the walls of south, west and north hallways and the fire extinguisher are located in wall cabinets of south, west and north hallways. In the event of a fire or evacuation, each student should follow the fire safety evacuation route and vacate the premises until the officials in charge declare the premises safe to enter. Upon evacuation students should report to the designated meeting area at the Urban Life Center entrance off Decatur Street and check in with the instructor. Periodic safety and fire inspections and drills are held to test equipment and procedures.

The University Police provide a variety of services to the university community including assistance to stranded motorists, escort service, and crime prevention programs. Call boxes linked directly to the university police department are located throughout the campus in the event of an emergency situation. Students are advised to keep personal possessions in view at all times, to work in groups of no less than three and to never be alone, without a partner, in the Petit Science Center.

In case of a security issue or matter requiring the Georgia State University police dial 3-3333 from any campus phone or 404-413-3333 from your cell phone.

Legal Policies

XXXVI. Accident Policy

When injured on campus, in clinic, during an outside activity required for a course for academic credit, or while participating in any covered activities, you can file for payment of your medical bills. You must first file a claim with your insurance company. If your insurance company does not pay the entire bill, you can then file a claim with the Mandatory Student Accident Policy at Georgia State University (see Appendices).

Any incident that occurs on campus or in relation to a course in the program requires completion of an incident report found in the appendices.

XXXVII. Policy for Release and Covenant Not to Sue Form

It is Department policy that we obtain a fully executed Release and Covenant Not to Sue form filled out by each student or other participant in a Department-sponsored trip or other activity away from the campus each year. Each executed release and covenant form will be retained in the office of the Director of the Department until the need for them has been satisfied.

XXXVIII. Policy for Risk and Liability

To protect students from risk and liability the program requires that students maintain both professional liability and personal health insurance during their professional education.

XXXIX. HIPAA Policy

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) creates national standards to protect individual's medical records and health information. As a student, you will have access to privileged and confidential information. Students must maintain the confidentiality of patient information obtained during clinical or instructional experiences. Students are required to comply with the policies regarding confidentiality and HIPAA and all applicable regulations promulgated thereunder while in a clinical facility in which the student is receiving experiential learning opportunities. Any violation of patient privacy/confidentiality may result in a failing grade for the course/clinical experience and termination from the program.

XL. Policy on Confidentiality and Privacy

The Department of Physical Therapy complies with the [University's FERPA Record Access Policy](#).

XLI. Policy for Informed Consent

Students in the DPT program are informed of potential risks involved with

participation in classroom and laboratory experience via the Informed Consent for Treatment by Fellow Students and the Faculty Release Form. These forms are given to the students at the start of the program. One copy of each form is returned in the student's Physical Therapy Department Handbook and the other copy is placed in the student's file in the program office.

Students should remain cognizant of potential risks to their health and safety as they progress through the program. They should take responsibility for preventing harm to themselves and others.

Guest Participants:

Patients or other individuals involved in demonstration, research, or clinical laboratory experiences will be given informed consent describing their participation with associated risks and benefits delineated.

Research Subjects:

All studies involving human subjects are reviewed and approved by the Georgia State University Institutional Review Board in the proposal state, to assure compliance with ethical standards for conducting human studies research.

Students:

When students determine that they have conditions in an activity that may put them or others at risk they must notify course faculty before initiating or continuing the activity so that preventative measures may be taken.

As a physical therapy student you must learn to evaluate and treat a variety of conditions as well as participate in health promotion. Techniques involved in this endeavor are largely hands on or involve the use of machinery and thermal agents, as well as work with both male and female classmates. To assure your competence, you will be asked to practice various hands-on techniques and use various pieces of equipment safely. These skills will be practiced on you by other students in your class who have varying levels of competency, as well as by you on other students. In addition, your learning entails the dissection of a human cadaver.

Types of activities student will be expected to perform:

Treatment and examination techniques may involve feeling of anatomical structures, resistance to muscle contraction, stretching and compressing anatomical structures, mobilization and manipulation of joint and soft tissue structures, assistive exercises, positioning, mobility and transfer techniques, and other active body movements such as gait training, stair climbing and aerobic exercise. Use of machinery, mechanical devices and thermal agents includes, but is not limited to the following: the use of mechanical traction, therapeutic electrical stimulation devices, hot packs, ice, and ultrasound. In human dissection, you will use sharp scalpels and bone saws.

Potential risks:

Risks are managed but present in the laboratory environment. In the course of having the above techniques practiced on you, or in performing the techniques on other students, you may experience muscle soreness, strain, sprains, tearing of connective tissue, syncope or falls, allergic reactions, infections and their sequelae. It is the student's responsibility to inform his/her classmates and faculty in charge if they have any pre-existing condition prior to any hands-on examination and/or treatment performed in class. In having electrical and thermal agents applied to you, you may experience slight electrical shocks, burns or frostbite. In the dissection labs, you may cut yourself with the scalpel or bone saw.

Potential benefits:

In practicing the skills required of a license physical therapist in a supportive and educational setting, you will be prepared to effectively, efficiently, and safely evaluate and treat patients. In having the skills practiced on you, you will gain an appreciation of the experiences of actual patients.

Methods used to reduce the potential risks:

In all scheduled learning formats and environments, you will have faculty members as teachers and facilitators to instruct you and correct you in the required skills. Their instruction will include the precautions, contraindications and safe application of the techniques they will teach you. In all cases, the environment of any lab will be controlled to minimize risks, and faculty will indicate the appropriate use of any protective equipment. Faculty will be aware of and carry out any necessary emergency procedures. When students choose to practice lab techniques outside of scheduled class times and without faculty supervision, the chance of accidents occurring increases. You are not permitted to use electrical or deep thermal modalities without the direct supervision of a licensed physical therapist.

You will be asked to disclose in confidence any conditions which may increase the risks described above or prevent you from fully participating as a provider or receiver of the activities that are part of your student experience.

Clinical Education:

I understand that I will participate in the process of clinical experiences delineated in the Physical Therapy Clinical Education Manual. Students are responsible for reviewing materials from many assigned sites and for complying with all regulations of that facility, including required immunizations, in a timely fashion. Assignments for

experiences may not be accessible by public transportation. I understand that I am responsible for my own housing and transportation costs for all clinical education experiences.

Students Rights:

I understand that I have the right to refuse to participate in any situation in which I feel I am not safe, my health is jeopardized, or my religious or cultural beliefs are jeopardized. If I feel the environment is unsafe, I may request that the faculty member make reasonable modifications that will improve the safety of the environment. I also understand that course-grading requirements may include specific competencies in evaluation and treatment. Assuming that I have no condition which would prevent me from fully participating in the role of a patient or a physical therapist, I understand that I will not be able to receive credit within the course for these experiences if I choose not to participate. I understand that I may ask questions about the activities required within the curriculum at any time. If I have further questions about my participation in laboratory experiences, I can contact the course instructor or my academic advisor. I have been given a copy of this consent form as part of my Program Manual in the Entry-Level Program in Physical Therapy.

XLII. Policy on Criminal Background Checks

The department does require that all new students to the program complete a background check before matriculation in to the program. Information regarding this will be sent in the orientation packet. Currently the department is utilizing Advantage Student but this is subject to change. Some clinical sites and/or participation in elective courses require background checks. Advantage Student may or may not be acceptable per the clinical site and the student may be required to complete an additional background check. The student is ultimately responsible for all costs incurred. More information on criminal background checks will be given at a time in advance of the start of a clinical experience.

XLIII. Policy on CPR certification

All students are required to maintain current American Heart Association BLS CPR certification for Healthcare Providers. Students are responsible for knowing their current CPR renewal dates and attending re- certification sessions at their own expense. A copy of a current CPR card must be on file in the program office.

APPENDIX A: CODE OF ETHICS

Please visit the APTA [website](#)

Preamble

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

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

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive. This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

PRINCIPLE 1

Physical therapists shall respect the inherent dignity and rights of all individuals.

PRINCIPLE 2

Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

PRINCIPLE 3

Physical therapists shall be accountable for making sound professional judgments.

PRINCIPLE 4

Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.

PRINCIPLE 5

Physical therapists shall fulfill their legal and professional obligations.

PRINCIPLE 6

Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors.

PRINCIPLE 7

Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society.

PRINCIPLE 8

Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally.

APPENDIX B: PROFESSIONAL ACCOUNTABILITY AND RESPONSIBILITY

A GSU physical therapy student...

1. Abides by APTA Code of Ethics and Standards of Practice
2. Follows State Practice Act
3. Abides by institutional policies and procedures
4. Projects professional image
5. Attends professional meetings
6. Accepts responsibility for actions and outcomes
7. Asks pertinent questions
8. Seeks assistance of instructor and/or peers to gain a better understanding of concepts learned
9. Identifies and utilizes resources for learning
10. Puts new information into practice
11. Accepts that there may be more than one answer to a problem
12. Offers own thoughts and ideas
13. Sets personal and professional goals
14. Self-evaluates/critiques own performance
15. Utilizes own resources before asking for help
16. Seeks constructive criticism for self-improvement
17. Utilizes feedback to modify behavior and for self-improvement
18. Meets external deadlines
19. Focuses on tasks at hand without dwelling on past mistakes
20. Sets up own schedule and sets priorities
21. Collaborates with others
22. Coordinates schedule with others
23. Sets realistic goals
24. Keeps commitments
25. Abides by department policies for professional behaviors in the classroom including computer use, attendance, etc.

APPENDIX C: ESSENTIAL FUNCTIONS

Physical therapists must have sufficient strength, coordination, and endurance to perform necessary therapeutic procedures on patients while insuring patient safety at all times. A high level of personal health should be maintained. Good health is vital during clinical and didactic experiences.

1. Observation: The student must be able to independently and accurately observe a patient.
2. Communication: The student must be able to utilize verbal, non-verbal, and written communication.
3. Sensory motor: The student must be able to safely, reliably, and efficiently perform physical therapy assessments and treatments. He or she must also possess speed, strength, coordination, and endurance for safely handling himself or herself, classmates, and patients.
4. Intellectual/Conceptual: The student must be able to problem-solve rapidly, demonstrate the ability to learn and reason, and to integrate, analyze and synthesize data concurrently in a multi-task setting. Students must be able to comprehend three-dimensional relationships and understand spatial relationships of structures.
5. Judgment: The student must be able to practice in a safe, ethical and legal manner. The student must be able to respond to emergencies and demonstrate management skills, including planning, organizing, supervising, and delegating.
6. Behavioral/Social: Students must possess the emotional health required for full use of their intellectual abilities. The student must be able to adapt to change, display flexibility, and deal with stress and uncertainty.

Required Activities:

As part of the ongoing professional education process, students will *typically* engage in physical activity that requires:

- Sitting for long periods of time.
- Standing 4-6 hours per day.
- Walking.
- Twisting.
- Bending.
- Reaching.
- Lifting.
- Using auditory, visual, and tactile senses to receive instruction and to evaluate and treat patients.
- Continuous use of hands with firm grasp and manual dexterity.

Activities may also require:

- Exertion of torque, push/pull forces.
- Coordination of verbal, manual, and gross motor activities.

- Movement from place to place and position to position with a safe speed for handling self, classmates, and patients
- Standing and walking while supporting a classmate who is simulating a disability or supporting a patient with a disability.
- Ascending and descending stairs.

APPENDIX D: SAFETY

A practicing physical therapist or physical therapy student...

1. Identifies and addresses potential and actual safety hazards.
2. Understands and abides by the policies and procedures of each clinic environment.
3. Uses sound judgment as related to the laws, rules and regulations that govern the practice of Physical Therapy
4. Reports unsafe conditions to appropriate personnel.
5. Assesses physical and cognitive limitations of self and others and requests assistance as necessary.
6. Determines safety and operational status of equipment.
7. Selects treatment interventions considering safety of client at all times. Does not select treatment interventions in which:
 - a. Patient's safety is compromised.
 - b. Other's safety is compromised.
 - c. Own safety is compromised.
8. Modifies evaluation and treatment based on client's signs, symptoms, and response to treatment. Modifies when:
 - a. Safety of patient, others, or self is compromised.
 - b. Patient's discomfort exceeds levels necessary for procedure.
 - c. Patient's assistance is necessary and he/she is no longer able to assist.
 - d. Equipment becomes faulty.
 - e. Procedure is not yielding results necessary for evaluating client's physiologic/neuromusculoskeletal problems.

APPENDIX E: COMMUNICATION AND INTERPERSONAL SKILLS

A GSU physical therapy student...

1. Demonstrates understanding of basic English (verbal and written).
2. Uses correct grammar and accurate spelling.
3. Expresses thoughts clearly (verbal and written).
4. Recognizes voice quality and avoids vocal distracters (e.g., sighing, like, uh).
5. Writes legibly.
6. Maintains eye contact.
7. Summarizes verbal or written messages clearly and concisely.
8. Presents verbal or written messages with logical organization and sequencing, using accurate professional and/or lay terminology.
9. Gives feedback constructively.
10. Respects personal space of patients and others.
11. Takes responsibility for mistakes; apologizes.
12. Recognizes worth and dignity of each person as demonstrated in the following manner:
 - a. Exhibits caring.
 - b. Maintains confidentiality.
 - c. Modifies response when appropriate.
 - d. Exhibits courtesy by using polite language, listening without interrupting.
13. Conveys empathy by recognizing and accepting others through tone of voice, body language and verbal expression.
14. Demonstrates flexibility by being cooperative in changing plans to meet the needs of peers, faculty, patients, and the institution.
15. Displays professional demeanor by supporting the institution in a positive way to peers, staff, and others.
16. Receives constructive feedback without defensiveness.
17. Maintains professionalism in all electronic or internet communications.
18. Maintains professionalism in all group discussions, respecting others viewpoints even if they are different from his/her own.

APPENDIX F: STUDENT APPEALS POLICY AND PROCEDURE

STUDENT GRADE APPEALS

Student Grade Appeals set forth in this document apply to all students enrolled in classes or programs in the Byrdine F. Lewis College of Nursing and Health Professions at Georgia State University. The appeals process provides for an impartial review of a grading decision that is alleged to be capricious, arbitrary or discriminatory. The appeals process may be used to appeal a final class grade, but is not intended for individual quiz or test grades. Students who have concerns about a quiz or test grade should discuss their concerns with the instructor. This document does not apply to petitions for a waiver of established policy or procedure from curricular and/or programmatic requirements. Information on such petitions is available in the Lewis College Office of Academic Assistance. All students may obtain assistance in interpretation of appeals policies and procedures in the Lewis College Office of Academic Assistance.

Step 1: Informal Instructor Review:

The appeal procedure must be initiated by the student, but only after the student has made every effort to resolve the complaint informally with the instructor who is party to the complaint. The student should begin the informal effort at resolution with the instructor as soon as the complaint arises, but no later than five (5) working days after the first day of classes in the term immediately following the term in which the disputed grade was awarded.

If the course in question has a course administrator/coordinator who is someone other than the instructor who is party to the complaint, the course administrator/coordinator should be involved in this initial step in the process.

Step 2: Informal Division Head/Assistant Dean Review

If the informal discussion with the instructor and, if applicable, the course administrator/coordinator, fail to reach a resolution satisfactory to the student, the student may seek resolution with the Unit Head of the instructor's Division no later than five (5) working days after the conference with the instructor. The Division Head/Assistant Dean will meet with all parties involved and will render a decision. If the decision is to uphold the grade, and such grade causes the student to be suspended from the program, the Unit Head will make a decision in accordance with Department/College policies regarding the student's continuation in the program.

Step 3: Formal College Review by Associate Dean

If the student continues to feel that he/she has been awarded a grade in an arbitrary, capricious or discriminatory manner, the student may appeal in writing to the Associate Dean of Academic Affairs of the Lewis College. The appeal must reach the Associate Dean within five (5) working days after the conclusion of the informal efforts at resolution. The written appeal must include the following documentation:

- A. A statement of the complaint, including specific details regarding the action(s) or event(s) leading to the appeal. The statement must also include evidence to support the student's allegations of discrimination and/or arbitrary or capricious action on the part of the instructor.

- B. A statement of the redress being sought;
- C. Steps already taken;
- D. Reason for dissatisfaction with the decision from the informal process;
- E. Include your name, current mailing address, phone number, and e-mail in your correspondence with the Associate Dean.

The Associate Dean will review the student's written appeal as well as request documentation from the instructor and Unit Head. After review, the Associate Dean will meet with all parties involved at his/her discretion, and will rule on whether or not there is sufficient basis for the appeal to be heard further in accordance with the following assumptions without ruling on the merits of the case:

- A. No student appeal of a grade by an instructor shall be heard by the Student Appeals Committee until the student has sought satisfaction of the complaint by conference with the instructor and the Division Head/Assistant Dean;
- B. An instructor shall not be required to answer to any authority concerning the basis of his/her professional or clinical judgment about the didactic, laboratory or clinical performance of a student, unless the petitioner is able to document clear evidence of arbitrariness, capriciousness, or discrimination.
- C. Any appeal on performance standards, grades, and grading system shall follow the procedures specified in this document, which is published as the official policy and procedures of the Lewis College at Georgia State University.

If the Associate Dean, in consultation with the Dean, determines there is no basis for the appeal to be heard further, all parties involved will be notified in writing.

Step 4: Formal College Review – Hearing Panel

If the Associate Dean determines there is basis for the appeal to heard further, the appeal will be forwarded to the Chair of the Student Appeals Committee within five (5) working days from receipt of the student's written appeal. The student and the instructor each have a right to strike one member of the Student Appeals Committee and the remaining committee members will comprise the Hearing Panel.

During periods of time when some members of the Student Appeals Committee are not under contract or not on campus (such as during summer semester), the Associate Dean will ask the student and faculty member to each submit the names of at least two students who are currently enrolled for classes and at least two faculty members in the College who are not members of the faculty in the division/college in which the complaint was initially filed. Additionally, the Associate Dean shall designate one faculty member who is from the department/college in which the complaint was initially filed. Both parties shall have the privilege of striking one name from the proposed lists. From the lists of names submitted by the student and faculty member, and after names have been stricken, the Associate Dean shall appoint a Hearing Panel of at least one student currently enrolled in classes and at least two faculty members. The Associate Dean shall appoint the Chair of the Hearing Panel from the membership of the Ad Hoc Committee.

The Student Appeals Committee Chair will arrange for a date and time for a formal hearing that is to be held within five (5) working days of receipt of the appeal from the Associate

Dean. All parties will be notified in writing as to the date, time and location of the hearing. The notification will include the Guidelines Governing the Conduct of a Hearing. The Chair of the Student Appeals Committee will also distribute all documentation to members of the Hearing Panel for the Panel to review three (3) working days prior to the hearing date.

The student Appeals Committee will consider all evidence and the Committee Chair shall report findings and make recommendations, in writing, to the Dean of the Lewis College within five (5) working days of the conclusion of the hearing.

Step 5: Formal College Review – Dean

The Dean will notify all parties of his/her decision within five (5) working days after receiving the Committee's recommendations. The Dean's decision is final within the College.

Step 6: Formal University Review – Provost and Vice President for Academic Affairs

If the student is dissatisfied with the decision of the Dean, he/she has the right to appeal the decision to the Provost and Vice President for Academic Affairs within ten (10) working days of the response from the Dean.

***Approved 12/5/02; Reviewed & Revised for Clarification 1/6/12.
Updated 1/24/19***

APPENDIX G: STUDENT PETITION FOR WAIVER POLICY AND PROCEDURES

PETITION FOR WAIVER

The Student Petition for Waiver set forth in this document apply to all students enrolled in classes or programs in the Lewis College at Georgia State University. The process provides students with the procedure to follow if they wish to petition for a waiver of established policy and procedure from curricular and/or programmatic requirements. All students may obtain assistance in interpretation of appeals policies and procedures in the Lewis College Office of Academic Assistance.

1. The student must submit a petition in writing to the Unit Head of the Department/School in which he/she is enrolled. The petition should include the following:
 - A. The policy or procedure from which the student is seeking a waiver and the deviation being sought;
 - B. The reason(s) why the exception to policy or procedure should be granted;
 - C. If desired, a request to meet with a faculty committee to present the petition.
 - D. Students must include their current mailing address, phone number, and email in the petition.
 - E. The Unit Head will meet with the student, the appropriate people in the academic unit, and others, as needed. The Unit head will notify the student in writing of the decision.
2. If the student is dissatisfied with the decision of the Unit Head, he/she may further appeal in writing to the Lewis College Dean within ten (10) working days. The written appeal should include the following:
 - A. A copy of the original written petition to the Unit Head;
 - B. A copy of Unit Head's decision letter;
 - C. The student's reason(s) for continuing the petition process.
3. The Dean will make a decision about the petition and notify the student in writing. The Dean's decision is final within the College.
4. If the student is dissatisfied with the Dean's decision, he/she may further appeal in writing to the Provost and Vice President for Academic Affairs within ten (10) working days from receipt of the Dean's decision.

**Approved 12/05/02; Reviewed and Revised 1/06/12
Updated 1/24/19**

APPENDIX H: AGREEMENT FORMS

GEORGIA STATE UNIVERSITY DEPARTMENT OF PHYSICAL THERAPY

HIPAA POLICY

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) creates national standards to protect individual's medical records and health information. As a student, you will have access to privileged and confidential information. Students must maintain the confidentiality of patient information obtained during clinical or instructional experiences. Students are required to comply with the policies regarding confidentiality and HIPAA and all applicable regulations promulgated thereunder while in a clinical facility in which the student is receiving experiential learning opportunities.

This information is also found in your Student Handbook under XXXVIII HIPAA Policy.

Signature of student

Student's name (please print)

Date

**GEORGIA STATE UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY**

OSHA POLICY

The OSHA (Occupational Safety and Health Administration) standards and guidelines regarding a safe work environment when handling hazardous chemicals and blood-borne pathogens have been explained.

I have been informed of my rights and responsibilities under these regulations.

Signature of student

Student's name (please print)

Date

**GEORGIA STATE UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY**

**INFORMED CONSENT FOR TREATMENT BY FELLOW
STUDENTS AND/OR FACULTY RELEASE FORM**

I understand that the training of a physical therapist requires practicing of physical assessments and treatment modalities. Such practice may require that I allow fellow students or faculty to perform such assessments or treatment modalities on me, and I consent to have these activities performed on my person. Neither Georgia State University, the Board of Regents of the University System of Georgia, nor employees of either, shall be responsible for any accident or injury that may occur, whether caused by their negligence or otherwise. I release the parties listed above from any liability that might arise out of any injuries that I might incur as a result of my participating as a subject for the practice of physical assessments and treatment modalities.

Signature of student/participant (or legal guardian if under 18)

Participant's name (please print)

Date

GEORGIA STATE UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY

Policy for Risk and Liability

I _____ acknowledge and have provided necessary documentation of both **professional liability** and **personal health insurance** to be maintained during my professional education with the Department of Physical Therapy at Georgia State University.

Signed: _____

Date: _____

**GEORGIA STATE UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY**

RECEIPT OF STUDENT HANDBOOK

I _____
Student
Name

on the _____ of _____, _____
Day Month Year

have received and reviewed the materials in Georgia State University's Department of Physical Therapy Student Handbook. I understand that I am responsible for all the information contained in the handbook and that I must comply with the policies that are described there in and follow any updates given. (Please initial all content below)

Student Signature

CLASS SCHEDULE POLICIES

(Please initial next to each line.)

_____ The schedule of classes for the Department of Physical Therapy has been explained to me.

_____ I understand that the classes will not always follow the University clock or calendar.

_____ I understand that classes may require observation experiences outside of normal classroom time.

_____ I understand that some classes may meet outside time scheduled, including weekends.

_____ I understand that some classes may require use of a computer and internet service and understand it is my responsibility to have access when necessary.

Essential Functions and Professional Behaviors (GSU Department of Physical Therapy)

(Please initial next to each line.)

_____ I understand the essential functions required to be a physical therapist and needed to participate in the GSU DPT program.

_____ I understand the professional behaviors that are expected of me to maintain good standing in the GSU DPT program.

CLINICAL EDUCATION REQUIREMENT POLICIES

(Please initial next to each line)

_____ I understand that each clinical affiliation may have different requirements, including, but not limited to, a background check, a recent physical form, and verification of vaccinations.

_____ I understand that it my responsibility to provide the DCE with the required documentation on or before the due date, which will be clearly identified on the Clinical Education iCollege web page.

_____ I understand that my failure to turn in required paperwork by the due date will result in me not being able to attend clinic, and not continue in the program.

_____ I understand that a clinical affiliation may occur during a University scheduled break (e.g. Spring break or Thanksgiving break) and that I am to follow the clinic's schedule versus the University schedule.

_____ I understand and have read the Student Manual for Clinical Education.

_____ I understand I may have to travel out of state to fulfill my clinical education requirements and that I am financially responsible for expenses.

**GEORGIA STATE UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY**

**RELEASE AND COVENANT NOT TO SUE AND
PERMISSION TO BE PHOTOGRAPHED**

(Read carefully before signing)

I, _____, hereby voluntarily grant the Board of Regents of the University System of Georgia by and on behalf of Georgia State University (“Georgia State University”) and the Board of Regents of the University System of Georgia the right to use, make, and own any and all sound recordings, photographs, film or video (or other formats now and hereinafter created) likenesses of me to use for educational, advertising, and promotional purposes, including, but not limited to, inclusion on Georgia State University websites, Facebook Live videos, and tangible or electronic promotional materials, and other similar uses now and in the future. I hereby renounce any claim to any payment for or royalty from these recordings, photographs or likenesses. I understand that Georgia State University, its faculty, staff, students, and any of its agents or contractors may use and edit these photographs or likenesses for any lawful purpose. Further, I hereby release and covenant not to sue Georgia State University, the Board of Regents of the University System of Georgia, or any of their employees, officers, members, or agents from any and all claims, rights, or causes of action of whatever kind or nature that I might have as a result of the use of these recordings, photographs and/or or likenesses.

I have read and agreed to all of the above this _____ day of _____, 20____.

Signature

Phone Number

Email Address

Address

Parent/Guardian Signature (if Individual is under 18)

Parent/Guardian Name

GEORGIA STATE UNIVERSITY
Department of Physical Therapy

Competency/Practical Performance Report – First Attempt Failure

Student Name: _____ **Date:** _____

Course: _____ **Faculty:** _____

Description of Competency/Practical:

Was there a safety issue? _____ Yes _____ No

Was there a professional behavior issue? _____ Yes _____ No

Summarize the student's performance and areas lacking proficiency:

Summarize the feedback/interaction with the student and any action plan:

Is a Critical Incident Report necessary? _____ Yes _____ No

Student's Faculty Advisor: _____

Attach any supporting documents, emails, etc: _____ Yes _____ No

Student signature

Faculty signature

Faculty – retain a copy for your records, send copy to Dr. Huggins, and place a copy in student file

**GEORGIA STATE UNIVERSITY
Department of Physical Therapy**

Comprehensive Exam – First Attempt Failure Report

Student Name: _____ **Date:** _____

Year in Program: _____ **Faculty:** _____

Has the student had a first-time failure in another year: ____ Yes ____ No

Summarize the student's performance and areas lacking proficiency:

Student to draft action plan for retake:

Student's Faculty Advisor: _____

Attach any supporting documents, emails, etc: ____ Yes ____ No

Student signature

Faculty signature

Faculty – retain a copy for your records and place a copy in student file

STUDENT PERSONAL DAY FORM

https://docs.google.com/forms/d/e/1FAIpQLSc_lfAwAQTINdnfhrKA7OueKaA6-cE8jp6pHreEYov8gUmpzw/viewform

LEWIS COLLEGE OF NURSING AND HEALTH PROFESSIONS

Critical Incident Report Form

Instructions: This form is to be used to report any event or situation that creates a significant risk of substantial or serious harm to the physical or mental health, safety or well-being of a student, faculty or staff member. Completed forms are to be forwarded to the Associate Dean for Academic Affairs within 24 hours of the incident.

Name of Student or Faculty/Staff: _____

Panther ID#: _____ Contact #: _____

Email address: _____

Today's Date: _____

Description of incident being reported (An attached written report is preferred):

LOCATION WHEN OCCURRED:

___ Clinical facility

___ Community health fair or other event

___ Georgia State University

Other (specify) _____

Lewis College Faculty/Staff Member

Date

Unit Head

Date

Date received to Dean's Office: _____