

**GRADUATE PROGRAM**

**IN**

**PHYSICAL THERAPY**

**STUDENT HANDBOOK**

**2009-2010**

# GRADUATE PROGRAM IN PHYSICAL THERAPY STUDENT HANDBOOK

2009 - 2010

## SCHOOL OF ALLIED MEDICAL PROFESSIONS COLLEGE OF MEDICINE AND PUBLIC HEALTH THE OHIO STATE UNIVERSITY

This School of Allied Medical Professions Graduate Program in Physical Therapy Student Handbook is designed to serve as a guide for students enrolled in the School of Allied Medical Professions. The contents of the handbook represent an official communication of the policies and procedures of the School from the faculty to the students. These policies and procedures are meant to be helpful, not restrictive. Students are expected to be familiar with policies relating to the School and the division in which they are enrolled.

Each student is encouraged to review policies and procedures pertaining to such matters as admission, scheduling, graduation and grading, which are found online at [www.gradsch.ohio-state.edu](http://www.gradsch.ohio-state.edu), under information for graduate students, faculty and staff (Forms & Publications). The Graduate Student Handbook can be downloaded from that sight and contains the Code of Student Rights and Responsibilities which should be reviewed annually. This School of Allied Medical Professions Graduate Program in Physical Therapy Student Handbook supplements other University publications.

The information on pp. 1-21 applies to all students enrolled in the School of Allied Medical Professions.

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# **MISSION OF THE SCHOOL OF ALLIED MEDICAL PROFESSIONS**

## **VISION**

The School of Allied Medical Professions will be nationally acknowledged as among the finest and most distinguished for its excellence in education, research, and service.

## **MISSION**

To improve the lives of people and create the future of the allied health professions through innovation, education, and service.

# THE OHIO STATE UNIVERSITY

## SCHOOL OF ALLIED MEDICAL PROFESSIONS

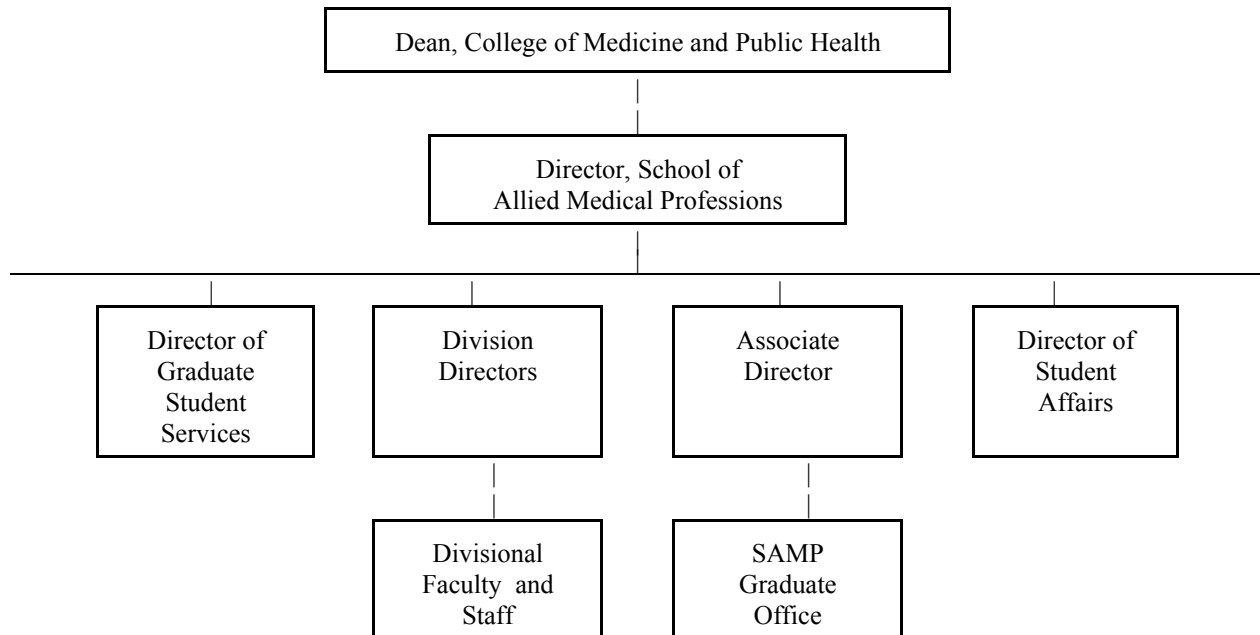
The School of Allied Medical Professions is a component of the College of Medicine and Public Health. The divisions of the School are:

1. Athletic Training
2. Biomedical Science\*
2. Circulation Technology
3. Health Information Management & Systems
4. Health Sciences Program\*
5. Medical Dietetics
6. Medical Technology
7. Occupational Therapy
8. Physical Therapy
9. Radiologic Technology
10. Respiratory Therapy

\* While technically, Health Sciences and Biomedical Sciences are not “divisions,” for purposes of this document they are included in references to “division.”

Each division is autonomous in curriculum, budget, student selection, admission and faculty employment. Each division director is administratively responsible to the Director of the School.

### ORGANIZATIONAL STRUCTURE



COLLEGE OF MEDICINE AND PUBLIC HEALTH

Dean

Wiley W. Souba, Sc.D., MBA

**SCHOOL OF ALLIED MEDICAL PROFESSIONS**

Director  
Associate Director  
Director of Graduate Student Services  
Graduate Office: Room 106, Atwell Hall, 292-9579  
Director of Student Affairs  
Student Affairs Office: Room 127, Atwell Hall, 292-1706

Deborah S. Larsen, Ph.D.  
Michele Basso, Ed.D  
Lisa Terek, M.S.

Kynthia Droesch

<b><u>DIVISIONS</u></b>	<b><u>ROOM NO.</u></b>	<b><u>TELEPHONE</u></b>
ATHLETIC TRAINING Mark A. Merrick, Ph.D., Director	228	292-3702
BIOMEDICAL SCIENCE Lori Martensen, M.S., Program Manager	1170 Graves Hall	247-8060
CIRCULATION TECHNOLOGY Allison Spiwak, PhD, Director	152	292-7261
HEALTH INFORMATION MANAGEMENT & SYSTEMS Melanie S. Brodnik, Ph.D., Director	543	292-0567
HEALTH SCIENCES Deborah S. Larsen, Ph.D., Interim Program Manager	306	292-8781
MEDICAL DIETETICS Kay Wolf, Ph.D., Director	306	292-5424
MEDICAL TECHNOLOGY Tammy Bannerman, Ph.D., Interim Director	535	292-7303
OCCUPATIONAL THERAPY Jane Case-Smith, Ed.D., Director	406	292-5824
PHYSICAL THERAPY Deborah L. Givens, Ph.D., Director	516	292-5922
RADIOLOGIC SCIENCES & THERAPY Kevin D. Evans, Ph.D., Director	340	292-0571
RESPIRATORY THERAPY F. Herbert Douce, M.S., Director	431	292-8445

## STUDENT CODE OF ETHICS

Established by  
Student Affairs Committee and Student Council  
School of Allied Medical Professions

**WHEREAS:** Guidelines for acceptable professional and personal behavior for all students enrolled in the School of Allied Medical Professions at The Ohio State University should be available to each student, and,

**WHEREAS:** Preparation of the student for future professional and personal conduct is part of the obligation of the educational process, and,

**WHEREAS:** The development of proper professional and personal behavior is necessary to perpetuate acceptable professional conduct required of the health professions, and,

**WHEREAS:** The development and improvement of health care can be fostered through the coordinated efforts of allied health professional groups,

**BE IT RESOLVED:** That all enrolled students and faculty members of the School of Allied Medical Professions of The Ohio State University shall abide by the principles encompassed by description or implication in this Code of Ethics.

1. The human dignity of each individual with whom the student associates should be respected, with primary concern being directed toward the welfare of the patient. In entering the health professions, the student assumes definite responsibilities toward his or her associates and commits him or herself to the upholding of professional ideals.
2. The student should respect the confidentiality of all privileged information and should voluntarily share such information only when it serves the welfare of the patient or fellow student.
3. Improper professional conduct is not to be condoned. Information concerning improper, illegal, or unethical conduct of fellow students or faculty should be given to the appropriate authority without fear or favor.
4. Each student should strive to improve and maintain acceptable standards of professional practice by continuing his or her intellectual and professional growth.
5. Each student should strive to uphold the dignity and respect of his or her chosen profession by his or her dress, personal appearance, conduct and conversation.
6. Each student should avoid the indiscriminate or overindulgent use of alcohol, tobacco, drugs, medications, and other similar items that may adversely affect the student's health or ability to function with adequate reason and judgment.
7. Each student should conduct his or her personal activities so that no patient is endangered by them, and so that no interference with the normal procedures of the medical complex occurs.

## **PROFESSIONAL BEHAVIOR**

Professionals have a moral responsibility to themselves, to their patients, to their associates, and to the institution with which they are affiliated, to provide the best service possible.

Personal ethics require certain inherent elements of character that include honesty, loyalty, understanding, and the ability to respect the rights and dignity of others. Personal ethics require conscientious preparation during one's academic years for eventual professional duties and responsibilities. A continuation of the development of professional efficiency should be accomplished by observation, study, and investigation during one's entire professional life.

Strength of character should enable one to rise above prejudice in regard to race, creed, or economic status in the interest of better professional service.

To maintain optimum professional performance, one should be personally responsible for maintaining proper physical and moral fitness.

Finally, it must be realized that no action of the individual can be entirely separated from the reputation of the individual or of his or her profession. Therefore, a serious and primary obligation of the individual is to uphold the dignity and honor of his or her chosen profession by thoughts, words and actions.

## **SAMP BUILDING REGULATIONS**

1. Under the OSU non-smoking policy, **SMOKING IS PROHIBITED IN ALL AREAS OF ATWELL HALL**. Smoking cessation programs are offered through the University Office of Human Resources and also through the Student Health Services.
2. Food and drinks are not permitted in classrooms and laboratories. Students are encouraged to use the vending area in the basement.
3. A faculty or senior staff member must be present for all student meetings held in the building after 5:00 p.m. and on weekends.
4. All signs posted in the School are subject to review by the Student Affairs Office.
5. Student organizations need to secure permission of the SAMP Student Affairs Office before scheduling a fund raiser in the building. (See section on "Student Fund Raisers.")
6. Any maintenance problems within the building should be reported to Judy Froling in the Undergraduate Student Affairs Office.

## **GENERAL INFORMATION**

### **STUDENT ACTIVITIES**

#### **Student Council**

The Student Council, composed of representatives from each division of the School, is the recognized student organization of the School of Allied Medical Professions. Together with the Student Affairs Committee, it is responsible for planning and promoting an exchange of ideas and activities among the divisions of the School. A president, vice-president, secretary and treasurer are elected by the AMP student body. No dues or fees are collected by the council.

Council members work on many areas of student interest. Some activities have been the Thanksgiving and Christmas food drives, volunteer projects at various community and health organizations, blood drives, representation on the Student Affairs Committee of the School and the Judicial Panel, and the SAMP precommencement ceremony. Watch the bulletin board in the lobby for announcements and reports of activities.

#### **Student Organizations**

Recognized student organizations are sponsored by seven divisions within the School. These organizations are: Medical Dietetics Club, Health Information Management Student Association, Scope (an organization for students in Medical Technology), the Radiologic Sciences Journal Club, Student Occupational Therapy Association, Physical Therapy Club, Health Sciences Club, and Geriatrics/Gerontology Club. Any student interested in learning more about these organizations should contact the appropriate division office.

#### **Student Fund Raisers**

The Student Affairs Office must approve all fund raising activities within the School. In case of conflicts, priority will be given to "standing" events that occur on an annual basis. Second priority will be given to Student Council events.

At the beginning of the quarter officers responsible for fund raising activities should submit in writing to the Student Affairs Office a brief description of the quarter's proposed fund raising events and the dates they are proposed to be held. Conflicts that cannot be resolved through the Student Affairs Office will be resolved through the Student Affairs Committee of the School. Use of the SAMP logo on products for sale must have the approval of the School director.

Use of the SAMP logo on products for sale must have the approval of the School director.

### **NEW STUDENT PROCEDURES**

## **Personal Appearance**

Each student enrolled in an allied health profession is expected to maintain proper personal appearance and to dress appropriately for the setting of the health area.

The style of clothing acceptable and/or appropriate for public wearing is not always acceptable or appropriate to the health areas. The health area buildings include: Dodd/Davis Hall, Means Hall, Neuropsychiatric Facility, Rhodes Hall, Doan Hall, Starling-Loving Hall, James Cancer Center, Wiseman Hall, Postle Hall, Meiling Hall, Ross Heart Hospital and the University Hospitals Clinic.

A student must assume responsibility for appropriate appearance and dress in lecture and in clinical areas. Each division may have specific personal appearance and uniform requirements. These may be found in the divisional sections. Good grooming is essential. In a memorandum to all medical students, former Vice-President Meiling stated:

"Remember the dignity of the person of your patient; he [or she] may feel threatened by extremes of difference. No matter what the ends of the spectrum may be, moderation in appearance and action will engender the most confidence and impart the most comfort to patients and their families."

## **Identification Badges**

All SAMP students are required to have an identification badge, available at no cost from the OSU Medical Center Safety and Security Office. The badge should be worn above the left breast pocket or on the left upper chest area and should be worn at all times in the hospitals and clinic areas. Badges now function in certain ways like the University's "BuckID" card. However, to take advantage of certain student discounts, you will also need to have a "BuckID" card. The BuckID Office is located in 219 Lincoln Tower. Check out the website for details: <https://buckid.osu.edu/>

## **HIPAA Compliance**

The "Privacy Rule" provisions of the Health Insurance Portability & Accountability Act (HIPAA) are the first federal regulations that protect confidentiality of patient information. The Rule requires health providers and other covered entities to educate all members of their workforce about the regulations. Certain divisions that place students in clinical assignments during Autumn Quarter may have earlier compliance requirements. Contact your faculty adviser or division office for information on compliance deadlines.

The four Computer-based Learning Modules (CBLs) address issues related to protecting patient information. HIPAA requires specific knowledge and behaviors to protect patients' rights, and to implement certain provisions. The modules cover both hospital and offices issues and are intended to help in everyday practice. Contents of the four modules include: a general overview of HIPAA; specific patient rights; administrative requirements and office practice issues; special situations, disclosures by law, marketing, and fundraising.

Questions about accessing the Learn for Life Online System should be directed to: Carole Mench at 293-

7551 or Prime Abiado at 293-2763. Questions about CBL content should be directed to: Meg Johnson, Privacy Manager at 293-4477. Most divisions will ask you to complete the modules, print off a confirmation page, and submit it to the division office early in your professional program.

### **School Patch (SAMP logo)**

Most students enrolling in the School as new students in the professional phase of their programs, wear a SAMP patch on lab coats or clinical uniforms. An additional divisional patch may also be worn.

When a divisional patch is not required, SAMP patches are worn as follows:

1. On short or long lab coats, the SAMP patch is worn centered on the left breast pocket.
2. On clinical uniform, other than lab coats, the patch is worn on the left shoulder one inch below the shoulder seam.

When a divisional patch is required, the division determines the appropriate placement of the divisional and SAMP patches.

Patches can be purchased at the Ohio State University Bookstore.

Requests to reproduce the SAMP logo/patch must have the approval of the School director. Further guidelines (use of colors, etc.) can be obtained from the Student Affairs Office.

## **COMPUTER RESOURCES**

The School has two computer labs available for student use—the larger of the two is located on the fourth floor in Room 435 and is used frequently for class by division faculty. It has 26 computers and two laser printers. The second-floor lab in Room 227 has ten computers and one laser printer. All SAMP computers have the Office 2007 suite of programs, Internet access, SPSS, and many specialized programs that are used by the various divisions.

### **Availability**

All SAMP students, faculty, and staff may use the SAMP computer labs. Hours of operation are 7:30 a.m. to 4:30 p.m. Monday through Friday. The fourth floor computer lab is closed to general use when computer classes are scheduled. Reserved times for Lab 435 will be posted on the outside door of Room 435. The second floor lab will remain open at all times and cannot be reserved or closed for group sessions.

### **SAMP Student Account:**

Students will need an account to access the labs in Atwell Hall. The on-line request form is at: <http://www.amp.osu.edu/current/infosys/accountreq/>

### Printer Paper

- ◆ Paper is provided in both computer labs. Bruce Noskowiak in Room 228 or Maureen Braughton in Room 406 will provide paper to you when necessary. If you do not feel comfortable in loading the printer please ask for assistance.
- ◆ Paper waste is a concern in both these labs. Please remember that paper is provided by SAMP as a privilege and will be discontinued if abused.

### Rules for Using Computer Labs

- ◆ Absolutely NO food or drink is allowed in the labs at any time.
- ◆ Students are not allowed under any circumstances to install any software to the computers.
- ◆ All computer lab areas are to be left clean and free of debris (paper, old disks, etc.).

Violations of the rules of use will result in suspension of the student's use of the computer lab facilities.

### Saving Data:

Students are responsible for saving their work on Memory Drive/Sticks (Jump Drives) which they must supply. Students may save data on their personal "User (U:)" network drive which only they have access. Students can also save data to the Shared Student (S:) drive, but this is a public domain and files can be copied, edited, deleted at anytime by anyone.

### Reporting Problems

Please report any problems to Bruce Noskowiak at 688-5487 or page him at 731-3817.

### Student E-mail

**Students are required to activate the OSU internet username with the Office of Information Technology (OIT) <http://www.oit.osu.edu>. Students can receive assistance by calling 688-HELP.**

Instructors will be e-mailing course materials and grades via this address, and the OSU Registrar's Office relies on e-mail as the primary communication medium for all students, so you will need to check your OSU e-mail on a daily basis.

The Physical Therapy Division is requesting that you not link your private e-mail (Yahoo, Road Runner, etc.) to your OSU account due to the inability of many of these servers to handle the size of attachments e-mailed the students by faculty. You are responsible for keeping your mailbox clean so as to accommodate class materials distributed by faculty.

OSU e-mail can also be received using the SAMP WebMail. If interested please contact Bruce Noskowiak at 688-5487 to activate your account. You can access the SAMP WebMail page at the

following URL using Internet Explorer: <http://webmail.amp.osu.edu/> or go to the SAMP home page at <http://amp.osu.edu> and click on the e-mail button.

### **Faculty/Staff E-mail**

Faculty and staff are happy to respond to student e-mail inquiries. However, please use common sense and courtesy in your e-mail messages. Be brief, polite, and be professional. Do not send unsolicited jokes, advertisements, or political material. Use professional titles and avoid shorthand.

### **Student Web Resources**

Students should become familiar with and use the various web-based resources available to them. Below is a list of useful sites.

1. Allied Med Homepage – [www.amp.osu.edu](http://www.amp.osu.edu)
2. Athletic Dept. schedule of games – [www.ohiostatebuckeyes.com](http://www.ohiostatebuckeyes.com)
3. Buckeye Link on the OSU homepage – <https://buckeyelink.osu.edu/>

This is your main menu page for all the student things you need to do such as: change your address, check on your grades and financial aid, register for classes, look at course availability, etc.

4. “Buck I.D.” - <https://buckid.osu.edu/>
5. HIPAA Compliance Modules – <http://medicalcenter.osu.edu/>
6. Privacy policies (FERPA) [http://www.ureg.ohio-state.edu/ourweb/more/ferpa\\_pg1.html](http://www.ureg.ohio-state.edu/ourweb/more/ferpa_pg1.html)
7. Prior Health Sciences Library – <http://library.med.ohio-state.edu/>
8. Student Health Center – <http://www.shc.ohio-state.edu/>
9. Student Health Insurance – <http://shi.osu.edu/index.asp>
10. Transportation and Parking Services – <http://www.tp.ohio-state.edu/>
11. Transfer Credit Equivalents (CAS system) – <http://osu.transfer.org/cas/index.jsp>
12. Transfer Credit Coordinators – [www.ureg.ohio-state.edu/ourweb/Transfer\\_Credit/TCC\\_List.html](http://www.ureg.ohio-state.edu/ourweb/Transfer_Credit/TCC_List.html)

## **HEALTH CARE**

### **Initial Health Procedures**

Located at 1875 Millikin Road, OSU Student Health Services serves the health needs of the student

body under the leadership of a director and medical staff of attending physicians, specialists, nurses and technicians. Moderate charges are made for diagnostic and supportive services.

The professional curricula of students enrolled in the School of Allied Medical Professions require assignment to patient care areas in hospitals and clinics. For their own protection and that of their patients, it is necessary for students to have a health evaluation and immunization update upon enrollment in the School.

Students are admitted provisionally, with the understanding that a satisfactory health evaluation must be on file in the Student Health Services Office prior to Autumn Quarter of their first year of professional coursework. Students MUST have their health evaluations on file before they can be assigned to clinical sites. Students admitted to Athletic Training, and to freshman or sophomore level Respiratory Therapy, and Medical Dietetics, Medical Technology, Health Information Management, and Health Sciences need to obtain required immunizations and complete their health requirement prior to the start of their professional coursework.

Failure of an admitted student to provide the required medical information may result in disapproval of scheduling in the professional courses and eventual disenrollment from the School. If a student has an objection to complying with this requirement for any reason, the student must seek advice from the director of his/her program to see if a waiver of this requirement is possible. (Currently, Health Sciences is the only program for which a waiver is possible.)

### **Annual Health Procedures**

Health care for students enrolled in the School is a continuing concern. The initial health evaluation must be followed up annually to ensure satisfactory health protection for students who have contact with patients. Because of minimal patient contact, students in Health Information Management & Systems are not required to have annual health reviews. The School will notify the division when students are due for follow-up reviews. Students are responsible for making their own appointments with the OSU Student Health Services so that the indicated tests may be obtained.

### **SAMP Immunization Requirements**

The following required vaccines and tests are all available through OSU Student Health Services. Contact the Student Health Services Business Office at 292-0113 for a current price list.

#### **Hepatitis B, Rubella, Rubeola**

During the professional program, virtually all SAMP students will be assigned clinical experiences in a health care facility. To encourage preventive measures to reduce potential practice-related exposures and injuries, all students beginning an academic program in the School of Allied Medical Professions are required to be immunized for Hepatitis B, Rubella, and Rubeola. Exceptions will be made for students in the academic programs of Medical Dietetics, and Health Information Management & Systems. However, students in these programs are encouraged to receive these immunizations. When agreements between the School of Allied Medical Professions and the clinical site stipulate such immunizations, these

will be required of students assigned to these sites.

Annual Tuberculosis Test (PPD)

Students from all divisions, except Health Information Management & Systems, are required to have annual skin tests for tuberculosis and will be so notified during the appropriate quarter. The one-step PPD is required of all students in Athletic Training, Medical Technology and Radiologic Technology. The two-step PPD is required of all students in the Health Sciences Program, Medical Dietetics, Occupational Therapy, Physical Therapy, and Respiratory Therapy.

Vaccines:

Measles, mumps and rubella vaccines may be given in any of the following combinations as needed:

(M-M-R) Measles, Mumps, Rubella

Rubella, Mumps (Biavax)

(M-R) Measles, Rubella

Measles Vaccine (Attenuvax)

Mumps Vaccine (Mumpsvox)

Rubella Vaccine (Meruvax)

Tetanus/Diphtheria booster

(needed every 10 years)

Chickenpox (Varicella)

OR Physician signature verifying past disease OR photocopy of blood titer indicating immunity or varicella vaccine.

Hepatitis B (Engerex B)

Series of three injections required

Titers (blood test for immunity):

\*Measles (Rubeola) Titer

\*Mumps Titer

\*Rubella Titer

\*Varicella Titer

Other:

CBC (includes WBC and Hgb)

PPD (TB skin test)

\*Requirements include documentation of measles, rubella, and chickenpox since 1980 OR a copy of a positive blood titer. For persons born after 1957, reimmunization for measles and rubella is strongly recommended and may prove more beneficial for future protection from these diseases. If measles and rubella vaccines are updated, an M-M-R is recommended (includes mumps vaccine).

Questions concerning these requirements? Contact your division or the Student Affairs Office.

### **Health Insurance**

All students enrolled in the School of Allied Medical Professions are required to subscribe to the OSU Student Accident & Sickness Plan if not already covered by other health insurance. The plan now includes various dental benefits in addition to hospitalization and medical coverage. The University is now requiring proof of health insurance for all enrolled students. See the Student Health Insurance website <http://shi.osu.edu/index.asp> for complete information. Questions regarding benefits and/or claim procedures should be directed to the Customer Service Representative, OSU Student Health Services, 292-4321.

### **Drug Testing**

Some clinical facilities require that all students to undergo drug testing in addition to the usual health screening procedures. If this is required in your clinical placement, it will be your responsibility to get the tests completed in a timely fashion at your own expense. Questions concerning these requirements should be directed to the clinical coordinator in your division.

### **Background Check**

Students are required to complete a criminal background check to receive an OSU Medical Center identification badge. Students who are not able to successfully complete a criminal background check should contact the Physical Therapy Office before professional coursework begins.

### **Pregnancy Policy**

In some divisions, enrollment of pregnant students may require careful planning of academic and clinical experiences in order to protect the health of mother and fetus. It is important, therefore, that the student who suspects she may be pregnant inform the division director or program manager immediately, and definitely by the time the pregnancy is medically confirmed. Maintaining communication with the division director or program manager throughout the pregnancy is important.

If she must withdraw from a program, a pregnant student in good academic standing will be eligible for reinstatement when she is no longer pregnant and has health clearance from her physician. The curriculum of many programs does not allow for program interruptions; therefore, withdrawal usually results in a student being unable to continue the program until the following year.

## **STUDENTS WITH DISABILITIES**

The OSU Office for Disability Services provides services and accommodations for a wide variety of students with disabilities. Any student who has a mobility, visual, or hearing impairment; head injury; diagnosed learning disability; or attention deficit hyperactivity disorder (ADHD) is eligible for services. Students with a chronic illness (such as AIDS, diabetes, seizure disorder, lupus, or a

psychiatric disability) are also eligible for services. The counselors at Disability Services determine who is eligible based upon a diagnosis and the student's assessment of specific needs. In addition, individuals with temporary disabilities may also receive services.

### **Eligibility for Services**

The staff members at Disability Services determine specific services and accommodations. To receive services, each student with a disability must provide appropriate documentation of his/her disability, which must meet set criteria.

### **Student Responsibilities in Regard to Disabilities**

1. It is the student's responsibility to provide written documentation of the diagnosis of the disability. All diagnoses must be confirmed by Disability Services before special arrangements can be made.
2. The student is responsible for all costs related to the diagnosis.
3. The student is strongly encouraged to disclose the disability to each instructor and to make his/her accommodation needs known during the first week of classes. Students are reminded that faculty are under no obligation to provide accommodations for students with disabilities who do not make this need for special accommodation known to them.

### **Responsibilities of the Faculty/School**

The faculty are required by law to provide reasonable accommodations to students who provide appropriate documentation of their need for services. It is the responsibility of the faculty to work with Disability Services to ensure that students with disabilities have equal access to quality educational experiences both in the classroom and in clinical settings.

The Director of Student Affairs of the School serves as liaison with the Office for Disability Services for all divisions and programs.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

The complete Code of Student Conduct is printed in the OSU Resource Guide for Students. Copies may be obtained from the OSU Office of Student Affairs, 600 Lincoln Tower. This office can also answer questions concerning the provisions contained in the code. The Code of Student Conduct is also available on line at: [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)

### **Felony or Misdemeanor Convictions**

Because many states, institutions and registration licensure boards impose severe restrictions on hiring or credentialing medical personnel who have felony or misdemeanor convictions, the student

having such a record must seek advice from the Student Affairs Office at the School of Allied Medical Professions before pursuing a course of study leading to a profession where such restrictions might preclude certification or employment in the desired profession.

### **Student Disciplinary Policy and Procedures**

The following policy and procedures were established by the Student Affairs Committee and Student Council of the School of Allied Medical Professions:

Any nonacademic disciplinary infraction that does not come under the jurisdiction of the University Code of Student Conduct will be handled within the division

A student who has been disciplined within the division has the right to have his or her case reviewed by a disciplinary review committee composed of the following:

1. Two faculty members from the Student Affairs Committee, excluding the faculty representative of the division involved,
2. A member from Administration, and
3. The student representative who serves on the Student Affairs Committee.

The review committee shall be convened at the written request of the student within one week of the division's decision. The student may be granted an extension of this one week period by means of a written request.

### **Family Education Rights and Privacy Act of 1974, (FERPA) as amended**

Ohio State's policies and procedures regarding FERPA can be found on line at: [http://www.ureg.ohio-state.edu/ourweb/more/ferpa\\_pg1.html](http://www.ureg.ohio-state.edu/ourweb/more/ferpa_pg1.html). FERPA creates certain problems for seniors and for all students who may be subjects of news stories. The School cannot release names and addresses or certain other data without prior student permission. We also cannot send credentials to prospective employers without a written request or permission.

### **Authorization for Release of Information**

Students who want to authorize release of information by faculty/staff members (for letters of recommendation, news releases, job references, etc.) should complete a "Consent for Release of Education Records" authorization form available on the School's website on the "Current Students" page. The form may be completed at any time, but the graduate who expects to have prospective employers or graduate schools request information should have this form on file on or before she/she files an application to graduate.

If you have questions about FERPA or completing release forms, consult the Student Affairs Office.

### **"Directory Information" Release (Y/N) on the Student Data Base**

Students should be aware that a “No” will restrict release of “directory information” (name, address, e-mail address, etc.) to anyone other than University faculty/staff (including you) and cannot be published in the OSU Student Directory. Consult the Student Affairs Office if you have questions about release of directory information.

### **Name/Address Changes**

Students should update his/her street address on the Student Center located at <http://buckeyelink.osu.edu/> and maintain any changes on that site.

## **FINANCIAL AID INFORMATION**

Financial aid for Allied Medical Professions students at Ohio State is administered by the Office of Student Financial Aid, 550 Lincoln Tower, (<http://sfa.osu.edu>). Students with financial needs must be prepared to fill out all application forms by the deadlines and become knowledgeable about various sources of financial aid. It is advisable to keep on-going financial records and plan a budget.

### **Scholarships and Loans**

Financial aid applications for regularly enrolled students are available in early January from the Student Financial Aid Office. Applications for loans or work-study have different due dates. Most aid to Allied Medical Professions students is based on need; therefore the appropriate paperwork should be submitted well before the stated deadlines. All questions concerning need-based aid and university scholarships should be directed to the Student Financial Aid Office. Students on university financial aid should be aware that eligibility for university scholarship aid is based on full-time enrollment (12 hours+); eligibility for loans is generally based on at least half time enrollment (6 hours+).

The costs associated with clinical experience and other expenses of a specific program are listed in the division/program Handbooks, available on the SAMP website: [www.amp.osu.edu/current](http://www.amp.osu.edu/current). Information financial aid specific to the division/program or profession is available through the division and may be listed on the professional website(s) associated with your program. These funds will probably not cover substantial needs.

**Students with a degree** may find their eligibility status changed. Degreed students enrolled halftime typically are eligible for loans, but not scholarships.

The School of Allied Medical Professions has an Undergraduate Research Scholarship for which students may apply when they apply to do a Senior Research Project. There are also other scholarships such students may qualify for. Click on the “Student Research Thesis” link on the SAMP “Current Students” website ([www.amp.osu.edu/current](http://www.amp.osu.edu/current)) for eligibility requirements and application deadlines.

Students who need short-term, emergency loans can apply for assistance through the Student Financial Aid Office: <http://sfa.osu.edu>

### **Student Employment**

If you plan to become employed, it is important to consult with a faculty advisor on how a working schedule may affect your performance in the program. While the faculty are sympathetic to the students' need for employment, employment schedules cannot take priority over the academic and clinical requirements of the program.

## **ACADEMIC PLANNING AND PROCEDURES**

All new students will be notified of their assigned faculty advisor and will receive information on planning the professional program before or during the first quarter of enrollment. Each student is responsible for ensuring that all graduation requirements will be completed by the expected quarter of graduation.

### **Registration**

Students are expected to access this information AND schedule on line through the Student Center. The University communicates with enrolled students exclusively through e-mail.

The registration and OSU e-mail systems are extremely user-friendly, but please contact the Student Affairs Office if you experience any difficulty receiving e-mail from the OSU Registrar's Office or have any difficulty with on-line scheduling. However, you are expected to take responsibility for scheduling your own classes each quarter.

Each division advises its students on appropriate classes to schedule (see individual division sections for quarter-by-quarter curriculum plans.) Students should follow the rules of their division and/or see their faculty advisors when scheduling.

Making schedule changes should be done with care. Students who wish to drop courses are advised to make sure their course of study or graduation date will not be jeopardized.

Continuing students are now assessed a penalty for late initial registration. This does not apply to add/drop transactions, but to the first time you request courses for the quarter. Please see the Master Schedule of Classes for further information on deadlines and penalties.

### **Adding/Dropping Courses**

During the initial BRUTUS registration period students may add/drop courses as many times as desired up to the deadline printed in the registration materials. After final schedules are mailed, students may add/drop through the first week of classes via the BRUTUS system. After that time,

add transactions must be completed through the Graduate Office. BRUTUS will remain open ONLY for drop transactions through the third week of the quarter. After that, all add/drop transactions must be completed through the Graduate Office.

Adds: Any open course may be added through the first week without permission; during the second week written permission of the instructor is required. From the third week on, written permission from the instructor AND the chair of the department involved is required.

Drops: Students may drop courses through the third week without any enrollment indication appearing on the transcript; from the third to the seventh week, a "W" will be entered on the transcript. No drops are permitted after the seventh week.

Note: Because Ohio State utilizes a "live" registration mode, it is essential that students register on a timely basis to assure that they give themselves the best chance to schedule any courses outside the division or School. Students are advised to pay careful attention to the deadlines printed in the Master Schedule of Classes.

### **Withdrawal from the University**

Students wishing to withdraw from the University during the quarter must notify their division director and file an official OSU withdrawal in the Graduate School to avoid being automatically marked as having failed in all courses for the quarter. No withdrawals are permitted past the seventh week of the quarter.

### **Petitioning to drop a course or withdraw from the University past the seventh week.**

Occasionally, dire extenuating circumstances such as accidents or serious illness may require a student to withdraw past the seventh week. In this case, the student needs to obtain a "Seventh Week Petition" form from the Graduate School. The form should be completed as soon as possible and submitted to the Graduate School. The Executive Committee of the School will review the petition and inform the student in writing of the outcome. Such petitions will generally NOT be approved for academic reasons.

### **Withdrawal from the School**

A student who wishes to withdraw from the School for one or two quarters must request permission from the division. At the discretion of the division director, a student who withdraws may be required to petition for reinstatement.

A student in good standing who wishes to withdraw from the School should notify in writing the director of his or her division.

## **ACADEMIC SANCTIONS**

### **Warning, Probation, Dismissal**

The academic standards controlling warning, probation and disenrollment of professional students will be established by rule of the faculties of the colleges in which the professional students are registered. (From Faculty Rule 3335-9-23) Each student must be familiar with the academic requirements of the individual division.

1. A student whose cumulative point-hour ratio is below 3.00 will be placed on probation. Conditions for removing probation will be specified at the time of probation and sent in writing to the student.
2. Each division has specified in the divisional section of this Student Handbook the grade level that must be achieved in required courses. A student who receives less than the required grade in a listed course shall be placed on probation. Conditions for removing probation will be specified at the time of probation and sent in writing to the student.

A student may be warned if he or she performs at a minimally acceptable level and shall be placed on probation if two or more causes of warning occur in two out of three quarters.

3. Probationary status shall continue until either the requirements for removing probation have been achieved, or the student has been disenrolled from the School or dismissed from the University. Generally, no student will be disenrolled for academic reasons unless he or she has been on academic probation at some time during enrollment in the School. However, a student who receives less than the minimum acceptable grade in two or more required courses in a single quarter may be recommended for disenrollment from the School whether or not he or she has been on probation previously. (See Graduate School Handbook for further details).

Students who voluntarily leave Allied Med while on academic probation and who are subsequently permitted to reenroll in their program will resume their probationary status when they return.

4. No student shall be subject to dismissal from the University unless he or she is currently on probation. (Faculty Rule 3335-9-25)

Please note: The School's policy on academic sanctions is under review at this time. Once a new policy is finalized students will receive a copy of the new policy. It will also be available on the School's web site: [www.amp.osu.edu](http://www.amp.osu.edu).

A student not permitted to continue in the School of Allied Medical Professions may be eligible under University rules to request transfer to another graduate college or school in the University. A disenrolled student may continue to be registered in AMP on a foreign schedule for one quarter while making arrangements for a transfer.

### **Reinstatement**

A student is ineligible for reinstatement to the School for three consecutive quarters following dismissal or disenrollment.

To apply for reinstatement, the student must petition the Graduate Studies Committee in writing for readmission to the division in which he or she wishes to re-enroll. (See Graduate School Handbook for further details).

### **Professional Probation**

Any student whose professional behavior or interpersonal skills are judged unsatisfactory may be placed on professional probation by the Executive Committee. This probation may be lifted by demonstration of behavior specified in the conditions of probation. Professional probation must be lifted behaviorally, not cognitively, and may constitute reason for disenrollment, just as does the traditional academic probation.

### **Appeal Process**

The student may appeal a specific grade or academic practice by following procedures outlined in the Code of Student Conduct. Responsible individuals in the School of Allied Medical Professions should be: first, the instructor; then, if necessary, the division director; and finally, director. . . in that order.

The student has the right to appeal professional probation to the director of the School.

## **GRADUATION INFORMATION**

### **Graduation Requirements**

The following requirements must be fulfilled to complete the curriculum leading to the Doctor of Physical Therapy degree:

A minimum of 156 credit hours

A cumulative point-hour ratio of not less than 3.00

Passing score on the comprehensive examination and terminal case study.

### **Graduation Procedures**

The application to graduate is filed with the Graduate Office by the student. The Physical Therapy Division will then review each student's cumulative record for eligibility for graduation before the application is approved and forwarded to the Graduate School.

The Graduate School mails graduation instructions to each candidate for graduation by approximately the 5<sup>th</sup> week of the quarter of graduation.

NOTE: The name on the diploma must match the name of the student on the University database. If you wish to make name adjustments, please do so in the Graduate School at the time you turn in your graduation application.

### **Career Planning and Placement**

For students enrolled in SAMP, the division and professional organizations offer information on career and job related questions. Divisions typically handle job information through their own offices.

In compliance with the Family Education Rights and Privacy Act of 1974, as amended, students may inspect faculty and professional references unless they waive their right to do so. Reference forms and associated waivers with a full explanation of what they cover are included on the Allied Med webpage: [www.amp.osu.edu/current](http://www.amp.osu.edu/current).

### **SAMP Alumni Society**

Graduates and former students in the School of Allied Medical Professions (both BS. and Master's graduates) may become members of its Alumni Society. Annual membership is \$20. Usually a football brunch or tailgate party is scheduled in the fall and other social functions in the winter and spring. News and information on events sponsored by the SAMP Alumni Society can be found on the SAMP Alumni website: <http://amp.osu.edu/alumni/>. Graduates and former students are also eligible for continuing membership in the Ohio State University Alumni Association.

An increasing number of alumni are electing to support the School of Allied Medical Professions by gifts to The Ohio State University Development Fund that are designated for their professional division. A special SAMP scholarship fund is also being created. Gifts to the SAMP scholarship fund will help insure that worthy students receive financial as well as moral support from SAMP Alumni and friends.

The SAMP Alumni Society welcomes input from current SAMP students and is interested in collaborative efforts with both undergraduate and graduate students. The SAMP Alumni Society has partnered with SAMP Student Council to host tailgate parties during OSU home football games. Look for announcements in the SAMP lobby and e-mail reminders. SAMP Alumni are also involved in School functions such as Pre-commencement and in the AMP Learning Community.

Members of the SAMP Alumni Board would like to know your thoughts and comments on these activities as well as other issues of concern to you. Students are encouraged to e-mail Alumni Society officers. Their names and e-mail addresses are available on the SAMP Alumni website: <http://amp.osu.edu/alumni/>

SAMP graduates are encouraged to share information about families and careers for possible publication in the SAMP "Alumni News," published periodically. At all times, alumni are encouraged to share insights that might contribute to the betterment of the School or one of its

divisions.

A special listserv on the SAMP website helps SAMP alumni locate each other and keep in touch with the School. Once you give the Society permission to include your e-mail address on its listserv, the Society WILL NOT publish or sell your information to any individual or organization. It will be used only to communicate with you and other SAMP alumni.

The Alumni Society is genuinely interested in the whereabouts, personal and professional achievements, and employment changes of graduates. You can share such information through a handy on-line form available on the SAMP Alumni website. If you don't have easy access to the web, send information to:

Alumni Society c/o SAMP Student Affairs  
127 Atwell Hall  
453 West 10<sup>th</sup> Avenue  
Columbus, Ohio 43210  
(614) 292-1706

If requested, we will inform The Ohio State University Alumni Association of these changes.

## **MASTER OF SCIENCE PROGRAM (Advanced Practice Master's)**

A graduate program leading to the degree Master of Science is administered through the School of Allied Medical Professions. It is designed for students who are health professionals and wish to increase their knowledge base in areas related to their basic professional discipline with an emphasis on allied health education, administration or research, or advanced professional practice in the allied medical professions.

**Graduates of the School's MS program are prepared for leadership roles in health care delivery or further studies at the doctoral level. Clinical specializations have been developed in advanced professional practice, health informatics, geriatrics, education, and management. Students who have completed the bachelor's degree in either Physical Therapy or Occupational Therapy and who go on to become licensed may apply to the advanced practice Master's.**

Candidates for the degree must meet the general requirements for minimum residence, standard of work, time limit, admission to candidacy, and final examination established by the Graduate School for the Master of Science degree at The Ohio State University. Further information is available in the Graduate Office, 106G Atwell Hall (292-9579).

### **Medical Dietetics Graduate Track**

Students with a bachelor's degree in a field other than Medical Dietetics or Human Nutrition may complete a three-year program culminating in a Master's Degree in Medical Dietetics. Graduates of this program also qualify to take the exam required to become Registered Dietitians. These students apply to the undergraduate Medical Dietetics program and complete one year of undergraduate coursework.. They then apply to Graduate School where they complete the final two years at the graduate level.

### **Combined Graduate/Undergraduate programs in Circulation Technology and Health Information Management & Systems**

These two programs are offering the option of combining the Certificate of Study or B.S. program in their discipline (Circ. Tech or HIMS) with graduate-level courses toward the Master of Science in Allied Health (Advanced Practice) degree. To be eligible, students must have a bachelor's degree and meet GPA, GRE and other eligibility criteria for both the undergraduate and graduate portions of their combined program.

### **Ph.D in Health and Rehabilitation Sciences**

In the summer of 2004 the Ohio Board of Regents approved a new doctoral program in the School of Allied Medicine Professions in response to the increasing need for allied health professionals with an advanced degree. In Autumn of 2005 the first students in this program began core coursework in allied health leadership and evidence-based practice, teaching in the college setting, research methodologies,

and a teaching practicum. Later in the program, they take a series of seminars on topics such as grant writing, rehabilitation outcomes research, neuroscience studies, and others. Each student will select a specialized research focus area, such as musculoskeletal rehabilitation, pediatrics, and neurological rehabilitation.

**INDIVIDUAL  
REQUIREMENTS OF THE  
PHYSICAL THERAPY  
DIVISION**

**2009-2010**

**PREPARED BY THE PHYSICAL THERAPY FACULTY  
May 2009**

## INTRODUCTION

The profession of physical therapy is based on specialized information, skills, and arts which encompass a definite scope and function.

The educational program of the Physical Therapy Division is oriented toward fundamental problems of physical, medical and social sciences which are significant to health care and its appropriate delivery to the consumer. The concept of inter-disciplinary collaboration in the provision of health care is a basic component of the educational philosophy of the faculty.

The curriculum is planned and administered to provide the student with understanding, appreciation and skill of professional activities so the student may attain effective growth, knowledge, experience, and competence. The content of the total program is governed, reviewed and revised by responses to historical, political and social forces as they relate to health care.

It is each student's responsibility to become familiar with and to comply with the various University and School requirements and regulations outlined in the Handbook. By carefully reading the entire Handbook, you should be able to avoid difficulties related to class scheduling, petitions, disciplinary action and graduation. The Physical Therapy faculty support the "Student Code of Ethics" contained in this Handbook and will utilize the Code to address problems created when the Code is not adhered to by a student. The faculty also supports and utilizes the concepts and procedures outlined in the "Code of Student Rights and Responsibilities" published by The Ohio State University. Each student should obtain and read a copy of this Code.

Student questions or concerns which are not responded to in this Handbook should be referred to the Division Director or Student-Faculty Committee for review, discussion and possible action. Students are encouraged to maintain frequent contact with division advisors for assistance with academic, personal or career matters.

The Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education, 1111 North Fairfax Street, Alexandria, VA 22314-1488

<b>II. FACULTY - Academic</b>	<b><u>Room Number</u></b>	<b><u>e-mail</u></b>	<b><u>Telephone</u></b>
Dr. Deborah L. Givens Director, Physical Therapy Division Associate Professor B.S. (Medical College of Virginia) M.S. and DPT (M.G.H. Institute of Health Professions) Ph.D. (University of Iowa)	516-E Atwell Hall	Givens.72@osu.edu	292-0380
Dr. Tonya Norris Apke Director of Clinical Education B.A. (Miami University) MPT (Hahnemann University) DPT (Arizona School of the Health Sciences)	516 D Atwell Hall	Tonya.apke@osumc.edu	292-2410
Dr. John D. Borstad Assistant Professor B.A. (St. Olaf College) B.S. (University of Minnesota) PhD (University of Minnesota)	516-K Atwell Hall	borstad.1.osu.edu	688-8131
Dr. John A. Buford Assistant Professor B.S. (University of Wisconsin) Ph.D. (University of California, LA)	516-G Atwell Hall	buford.5@osu.edu	292-1520
Ms. Dale Deubler Lecturer B.S. (The Ohio State University) M.S. (The Ohio State University)	516-V Atwell Hall	deubler.1@osu.edu	292-2196
Dr. John DeWitt Clinical Assistant Professor B.S. (Ohio University) DPT (Belmont University)	516-W	John.Dewitt@osumc.edu	247-6406

Dr. Jill C. Heathcock Assistant Professor B.S. (University of Dayton) MPT (University of Delaware) Ph.D. (University of Delaware)	516-N Atwell Hall	Jill.heathcock@osumc.edu	292-2397
Ms. Vicky Humphrey Lecturer B.S. (The Ohio State University) M.S. (The Ohio State University)	516-X Atwell Hall	Vicky.Humphrey@osumc.edu	292-5922
Dr. Deborah Kegelmeyer Associate Professor of Clinical Allied Medicine B.S. (The Ohio State University) M.S. (The Ohio State University) DPT (M.G.H. Institute of Health Professions)	516-L Atwell Hall	kegelmeyer.1@osu.edu	292-0610
Dr. Anne Kloos Assistant Professor of Clinical Allied Medicine B.S. (University of Wisconsin) Ph.D. (Cleveland State)	516-W Atwell Hall	kloos.4@osu.edu	688-5942
Dr. Amelia Siles Assistant ACCE, Clinical Instructor DPT (Creighton University) B.S. (John Carroll University)	516-W Atwell Hall	Amelia.Siles@osumc.edu	292-9007

<b>ADMINISTRATIVE SUPPORT</b>	
Mrs. Rebecca Roby Office Associate	516 SAMP Building 292-5922 robby.77@osu.edu
Ms. Staci Brown Administrative Assistant	516 SAMP 688-8181 Brown.35@osu.edu

<b>EMERITUS FACULTY</b>	
Mr. John V. Chidley Assistant Professor, Emeritus B.S. (Bowling Green State Univ) M.S. (The Ohio State University) P.T. Certificate (The Ohio State University)	516-H Atwell Hall
Ms. Lynn A. Colby Assistant Professor, Emeritus	lacolbyosu.aol.com
Mr. Frank M. Pierson Assistant Professor, Emeritus	

The Ohio State University  
School of Allied Medical Professions  
Physical Therapy Division

## **MISSION AND PHILOSOPHY OF THE PROGRAM**

### **Mission Statement:**

The faculty, staff, students, and alumni share a great sense of pride in the 50+ year history and accomplishments of the Physical Therapy Program of The Ohio State University. The program is energized by its location within a vibrant and diverse University whose slogan is to “**Do Something Great.**” The school spirit, the traditions, and loyal alumni enrich the academic and clinical practice environment of the Physical Therapy Division within the Ohio State University Medical Center.

It is with this sense of "Buckeye Pride" that we assert that **the mission of the Physical Therapy Division of The Ohio State University is to create the future of physical therapy through discovery, leadership, and education.**

Our vision is that **the Physical Therapy Division of The Ohio State University will be among the nation's truly great physical therapy programs.**

### **Our Core Values**

#### **Excellence**

We pursue and expect excellence in what we do and how we do it.

#### **Discovery**

The prevention, diagnosis, and treatment of movement dysfunctions are pursued through our cutting-edge research.

#### **Professionalism**

Integrity, teamwork, diversity, and respect are integral to being part of the physical therapy program at The Ohio State University.

#### **Evidence-based practice**

We expect that our students use the best available evidence, combined with critical thinking, problem solving skills and patient values, when making physical therapy practice decisions.

#### **Lifelong learning**

We strive to instill in our students a lifelong love of learning.

#### **Service**

We are dedicated to, and enriched by, the outreach mission of Ohio State as a land-grant university. Our service takes a variety of forms and approaches to provide education and hands-on assistance to benefit our local community, the people of Ohio, and ultimately the people of

the world.

### **Philosophy**

Graduates from our entry-level physical therapist educational program should be equipped to serve as the provider of choice for the diagnosis and management of movement dysfunction. The program graduate must demonstrate 1) mastery of the profession's theoretical and scientific foundations, 2) the clinical skills required to manage a comprehensive plan of care for their patients, and 3) the professional behaviors necessary to advance the profession and develop as physical therapists.

The division believes that professional education in physical therapy should include a strong emphasis on foundational sciences, to include Anatomy, Physiology, Pathology, Human Development, Biomechanics and Kinesiology, Neuroscience, and Pharmacology. Mastery of the foundational content is critical to the integration and application of the clinical science that is unique to physical therapy. The clinical science content will be integrated throughout the curriculum by emphasizing problem solving and case studies. This provides the opportunity for students to take responsibility for their learning and to develop clinical reasoning and independent decision making skills.

Professional physical therapy education must also develop the entry level clinical skills necessary for examination, evaluation, diagnosis, prognosis, and intervention. Skill development must be integrated into the academic curriculum and reinforced through high quality clinical experiences. The learning of clinical skills should be based on sound scientific principles, investigations of clinical efficacy, and clinical reasoning based on critical analysis of the scientific literature and with consideration of individual differences. Scientific investigation and application of evidence should be taught as standard physical therapy practice. To emphasize this belief, the principles and interpretation of research will be taught throughout the curriculum. In addition, graduates will understand teaching and learning styles and their impact on communication with patients/clients. All education regarding clinical skills and behaviors will be focused on preparing graduates for self-directed practice across all settings.

Graduates of the physical therapy program will have the professional behaviors consistent with a normative model of physical therapist professional education. Teaching professional behaviors such as altruism, accountability, compassion, duty, and social responsibility will be integrated throughout the didactic curriculum and reinforced with service learning projects. Each graduate will exhibit a dedication to the promotion of optimal health and physical function in patients/clients of all ages, regardless of race, religion, age, gender, sexual orientation or socioeconomic status.

## **ENTERING STUDENT INFORMATION**

These materials are provided to assist you to complete several necessary activities. Please read these items carefully and follow instructions contained in them.

### **MATERIALS NEEDED**

#### **Student Handbook.**

Each of you has received a copy; it is expected that you will read it within the first week of classes. You are responsible for the information contained in it. Please sign the statement at the back of the handbook, indicating that you have read this material and return it at the orientation meeting on the 1<sup>st</sup> Friday of summer quarter.

#### **Student Vita**

1. Complete the form accurately, including the authorization waiver at the bottom of the page. **Notify us of future name or address changes.**
2. Sign and return it to the secretary, Room 516 no later than the 1<sup>st</sup> Friday of summer quarter.

#### **APTA Membership (American Physical Therapy Assn).**

1. We expect you to join so that you will be able to take advantage of educational publications, meetings and other professionally-related activities.
2. Complete the form accurately. See sample posted.
  - a. Use your permanent home address and telephone number rather than your temporary campus address.
  - b. Sign the application.
  - c. Designate any special interest section you wish to join and include payment for that section with your APTA dues; complete the appropriate card or area on the application.
  - d. Staple your check or money order to the application or indicate your plan to pay by credit card.
  - e. Return the completed application and payment to the secretary in Room 516, no later than the 1<sup>st</sup> Friday in July.

### **DO NOT MAIL THE APPLICATION; RETURN IT TO THE OFFICE.**

#### **Liability Insurance**

1. Enrollment in the Physical Therapy Division's professional liability insurance is mandatory for all students.
2. The policy will be purchased by the Physical Therapy Division.
3. The policy will be kept by the division secretary and a copy of the cover sheet will be put in the students file and provided to the clinical site. Students may obtain a copy upon request. **YOU WILL NOT BE PERMITTED TO**

## PARTICIPATE IN CLINICAL EDUCATION EXPERIENCES WITHOUT COVERAGE.

### **Criminal Background Check**

The Joint Commission on the Accreditation of Healthcare Organizations (JCAHO) has mandated that all students working in hospitals and clinic settings must have a criminal background check. To comply with this mandate, the Ohio State University Medical Center (OSUMC) requires that all incoming students have a background check prior to first quarter enrollment. The background check must also be conducted annually thereafter to ensure continued compliance with the program policies. Your enrollment and continued status in the Physical Therapy Graduate program is contingent on satisfactorily passing all criminal background checks.

## **REGISTRATION AND SCHEDULING**

After the student has been accepted into the School of Allied Medical Professions, all registration, class scheduling and counseling procedures will be provided by the Physical Therapy Division or by the Student Affairs Office. Registration information will be sent from the Registrar's Office at the appropriate time during the quarter. It is the responsibility of each student to review all academic requirements of the curriculum and the University so they can be properly scheduled and completed prior to the end of the curriculum.

Matters which pertain to individual problems (scheduling, petitions, personal matters, etc.) should be discussed with the student's divisional advisor or the School counselor. Each student is assigned a faculty advisor prior to Summer Quarter each year. A list of advisors is posted for your information. When you have determined your advisor, you should schedule an appointment to discuss your academic program by the 3<sup>rd</sup> week of Summer Quarter. Faculty office hours are posted on each office door; list your name for the time and date you prefer to meet.

All students must satisfactorily complete at least 156 credit hours of approved coursework to meet the minimum requirement for the awarding of the Doctor of Physical Therapy degree. These credit hours must be completed prior to the end of Summer Quarter of the fourth professional year of the curriculum and include the two twelve week terminal clinical experiences and the final practicum.

## **CORE PERFORMANCE STANDARDS**

The philosophy of the physical therapy educational program at The Ohio State University is to prepare students competent for practice as entry-level generalists, employable in any state in the United States of America. It is also the expectation of the program that every student who graduates from this curriculum will be prepared to actually practice as a physical therapist, pending passage of the appropriate examination for state licensure. Therefore, in accordance with the requirements of this career and the philosophy and expectations of this program, the

faculty of the physical therapy division have developed a list of core performance standards for admission and progression.

Before a student will be permitted to enter upon a clinical affiliation as a student physical therapist, they must attain a satisfactory level of performance in these areas. Performance in Critical Thinking, Interpersonal Skills, and Communication Skills will be assessed through the Division's application of the Generic Abilities Policy. Performance in the remainder of these abilities will be assessed through examinations (written and practical), incorporated within the courses in the curriculum. In each course, a notice of performance standards to be assessed and the level of performance required will be written into the syllabus. These tests will be designed as screening tools, such that successful performance of tests indicates to the faculty that the student probably possesses the core performance abilities required of a physical therapist. These tests may be reassessed if there is a change in student status. A student who does not achieve satisfactory performance of these core abilities may not be permitted to begin their clinical affiliation until satisfactory performance is demonstrated. During the clinical education phase of the program, students must also be able to meet clinical site core performance standards.

Reasonable accommodation may be made to enable individuals with disabilities to achieve the standards of performance. Students who wish to receive such accommodation must follow established procedures to register and work with the University's Office of Disability Services (O.D.S.) before faculty can make such accommodations. Students who are unable to perform these functions but who do not seek accommodation through O.D.S. cannot expect any accommodation. The program seeks to be supportive of individuals who can, through reasonable accommodation, meet the core performance standards expected of a physical therapist.

Procedure:

- 1) The core performance standards statement of Understanding and the Core Performance Standards will be mailed to students after they have accepted the offer of admission to the program.
- 2) The student will read the statement and send the Core Performance Standards Statement of Understanding page back to the Physical Therapy Division within one month of receipt.
- 3) If a student requests reasonable accommodations to meet the Core Performance Standards, the Physical Therapy program will work with the student, the Office of Disability Services (O.D.S.), and the Americans with Disabilities Act (ADA) Coordinator as needed to determine reasonable accommodations for both classroom and clinical education needs. Students are encouraged to report any condition that may need attention as early in the curriculum as possible. This means during the first week of each didactic quarter for needs in the classroom and during the first autumn quarter for clinical education needs. This will ensure ample time to identify resources for accommodation needs.
  - a. The place to start is with the office of disability services (O.D.S.).  
<http://www.ods.ohio-state.edu/prospective.asp>

Office: (614) 292-3307

FAX: (614) 292-4190

TDD: (614) 292-0901

- b. The ADA coordinator at OSU can be contacted as follows:  
<http://ada.osu.edu/>  
(Office): 614-292-6207  
(FAX) 614-688-3665  
(TTY) 614-688-8605
  - c. The Director of Clinical Education in the OSU PT program may be reached at.  
(Office): 614-292-5922  
(FAX) 614-292-0210
- 4) After the consultative process (referenced in 3 above) between the student, the faculty, and O.D.S., the student will receive a written explanation of how the requested accommodations can or cannot be reasonably met by the didactic and clinical program.
  - 5) Students who cannot meet the Core Performance Standards but who have not followed the procedure outlined above to request accommodation may not expect to receive any accommodation.
  - 6) Failure to satisfactorily demonstrate the core performance standards may prevent the student from entering the clinical education component of the curriculum or from progressing to more demanding aspects of the academic program. If in the professional judgment of the faculty, no reasonable accommodation can be made to allow successful performance, continued progression in the program may not be allowed.

## **COMPREHENSIVE CURRICULUM PLAN**

### **for**

### **Entry-Level Program in Physical Therapy**

#### **OVERVIEW**

The curriculum plan for the entry-level physical therapy program at The Ohio State University is designed to provide a sequence of diverse educational experiences that support the mission, philosophy and educational goals of the professional program. The professional curriculum, which prepares graduates for competent and contemporary practice as physical therapists in the continually changing and diverse arena of health care, is built upon a foundation of physical, biological and social sciences as well as a general liberal arts education. The professional curriculum spans 3.25 years (13 quarters) and culminates in a Doctor of Physical Therapy degree. The curriculum involves a sequence of integrated learning experiences designed to develop the knowledge, skills, attitudes and values set forth in the program's educational goals and necessary for entry-level competence in evidence-based and reflective practice within the profession of physical therapy.

The professional curriculum is a problem-focused curriculum, combining traditional teaching/learning methods with those of problem-based learning such that the coursework and learning experiences are organized into a series of instructional units that involve the three primary learning domains: cognitive, affective and psychomotor. The instructional units of the professional curriculum are: 1) foundational sciences (i.e. gross anatomy, neuroscience, pathology, physiology, and pharmacology); 2) clinical sciences (i.e. kinesiology, child development, physiology of aging), 3) clinical applications (i.e. comprehensive screening, examination, evaluation, intervention and management procedures, health promotion); 4) professional development (i.e. professional behavior/ethics, practice settings, legal issues, documentation/billing); 5) critical reading/research (an introduction to research methodologies within the profession, the development of critical reading skills, and participation in basic and clinical research); and 6) clinical education.

These functional units are organized in an integrative manner within and between quarters. The core quarters, except for the first and last, center around a content area of practice (i.e. the upper quarter, pediatrics, adult neurology) with courses presenting typical and pathological function (clinical science), evaluation and treatment techniques (clinical applications), issues related to practice and practice settings (professional development), and current research methods (research seminar) related to the quarter's topic. Although each quarter allows for a composite picture of an area of practice, the information contained therein is integrated into subsequent quarters. For example, the second quarter centers on the clinical science, principles and foundations of examination, evaluation, and interventions for problems involving the musculoskeletal system. These concepts are integrated at the end of the quarter through a focus on issues involving the shoulder region. Concepts presented in this quarter are then continued as students learn developmental kinesiology, evaluation of the hemiplegic shoulder and post-mastectomy changes in shoulder function in later quarters. The first quarter includes foundational courses for the rest of the curriculum with courses in gross anatomy, neuroscience,

and pharmacology serving as the building blocks for all subsequent clinical science and clinical application courses. The 8<sup>th</sup> quarter is an integration of all of the preceding courses, involving complex case studies and a management class. Students then spend 2 quarters in the clinic applying what they have learned. Students then return for 2 didactic quarters covering material related to the skills necessary for autonomous practice, complete an 8 week advanced clinical practicum and graduate with a Doctor of Physical Therapy degree.

The curriculum also has several transcurricular threads, which are infused within the professional courses. These are:

1. To develop competence in critical thinking, problem solving, and independent decision making to integrate knowledge of foundational and clinical sciences for effective treatment of patients/clients
2. To develop competence in critical examination and application of the professional literature necessary to provide evidence-based practice
3. To develop an understanding of the impact of gender, race, ethnicity, religious/spiritual views, sexual orientation, age, and socioeconomic status on health, health care, and the practice of physical therapy
4. To develop an understanding of teaching / learning theory and styles and the impact they have on interactions with patients, their families/caregivers, and professionals.
5. To develop the professional behaviors necessary for safe, legal, ethical, efficient and self-directed practice across clinical setting.

Within each quarter, the curriculum plan structures the content from basic to complex, moving from lower to higher order cognitive, psychomotor and affective abilities by the end of each quarter. Topic areas are integrated across courses to develop competence within an area of practice by the end of each quarter. Clinical education experiences are embedded in the curriculum to serve as culminating experiences for the didactic curriculum, allowing students to immediately practice skills just learned. The curriculum plan also assures that subsequent courses reinforce and build upon earlier content.

The curriculum plan promotes and facilitates problem solving and the clinical decision making process as the basis of reflective practice in physical therapy by incorporating these concepts and principles into learning experiences throughout the curriculum. The plan places significant value on development of appropriate professional behaviors and effective oral and written communication by introducing these areas early and continuing them throughout the curriculum. The plan also places importance on preparation of general practitioners, who possess the knowledge and skills to manage persons of all ages with musculoskeletal, neuromuscular or cardiopulmonary disorders.

The curriculum plan promotes active, life-long learning and reflective, evidence-based practice. During the course of the curriculum the student is expected to develop into an active learner and critical, reflective thinker, who seeks out, questions and analyzes information. The learning experiences of the first quarter within the foundational sciences (gross anatomy and neuroscience) introduce the problem solving nature of the curriculum, although from more of a traditional teaching format. Learning experiences rapidly progress to a more active learning

mode through critical thinking, application of the problem-solving/decision-making process and increasingly complex discussion and analysis of the scientific literature in most courses in the professional curriculum. The 8<sup>th</sup> quarter of the didactic curriculum is focused on integrating the program's content to that point, exposing the students to the impact of multiple diagnoses and complex psychosocial issues on physical therapy practice, using a series of complex case studies and a true problem-based learning format.

A variety of learning experiences and teaching methods are used in the curriculum: large group lectures; laboratory demonstrations and practice; small group discussion and collaboration; use of patient presentations and case studies; role playing and case simulations; writing assignments; student presentations and peer teaching and assessment; independent learning contracts and individual studies; and clinical practice. The nature of the content of the course or course objectives, the enrollment in a course and physical facilities help faculty determine which learning experiences and teaching methods are most appropriate for each course in the curriculum.

## **ACADEMIC REQUIREMENTS**

### **Professional and Major Courses**

#### **Required Courses**

- Physical Therapy 630.01, 630.02, 631, 740, 741, 750, 751, 752, 753, 754, 755, 760.01, 760.02, 761.01, 761.02, 762.01, 762.02, 763.01, 763.02, 764.01, 764.02, 765.01, 765.02, 766.01, 766.02, 770, 771, 772, 773, 774, 775, 785.01-.04, 860, 889, 689.01-.05, 720/730, 851, 861, 863, 865, 871, 999.
- AMI 600, Pharmacology 600

Note: PT 889 is a research practicum that must be taken during one quarter of the program. PT 999 is a research practicum that must be taken during the Winter (1 credit hour) and Spring (2 credit hours) quarters in the 3<sup>rd</sup> year of the program. PT 889, 999 and 689.01-.05 (Clinical Affiliations) are graded on an S/U basis; no letter grades are assigned. PT 862 is an elective course offered during the third year of the program.

#### **Required Clinical Education Courses**

All students must enroll in and satisfactorily complete all clinical education experiences to fulfill the curriculum requirements. These courses are PT 689.01 (Integrative Clinical Experience during winter quarter of 1<sup>st</sup> year), PT 689.02 (4-week affiliations during the 1<sup>st</sup> Spring quarter), 689.03 (6 week affiliation during the 2<sup>nd</sup> year winter quarter), and PT 689.04 and 689.05 (two, 12-week affiliations at the end of the didactic curriculum, spanning the third summer and autumn quarters). During summer year 4 students will enroll in PT889; an 8 week clinical practicum. They will also take PT 999 (1 credit) for completion of their thesis project.

To enroll in PT 689, the clinical education courses, the student must have satisfactorily completed all other required professional and University course requirements. Placement or scheduling students in clinical facilities is done in collaboration with the Clinical Coordinator of the Division. The facilities used will be those with which the Division has ongoing agreements or contracts. Detailed information is available from the Director of Clinical Education.

The clinical and academic faculty, clinical supervisors, and clinicians are responsible for the observation, evaluation and appraisal of nonacademic traits, behaviors and performance of students throughout all quarters of the student's enrollment. The faculty will review and discuss episodes of behavior or performance considered to be improper, inadequate or inappropriate followed by counseling with the student. Disenrollment from the program may be recommended by the faculty if the behavior persists or is unmodified following counseling. Disenrollment may also be recommended if behaviors are observed that are considered to be dangerous to the student or to other students, faculty, patients or other persons with whom the student interacts.

Each student is required to satisfactorily complete PT 689 to graduate and to be eligible to sit for the licensure examination. Students must also satisfactorily complete the PT 889 practicum. Since many facilities available as clinical affiliation sites are located in various cities and states outside of Columbus and Ohio, it will be necessary for the student to have personal financial resources for travel, lodging, food and elective personal activities. Students will be required to show evidence of completion of special health-related procedures (appropriate inoculations, evaluation of communicable diseases, etc.) and evidence of liability and health insurance prior to assignment into clinical facilities or in other patient contact environments. These requirements are designed to protect the student as well as to protect the patient and other personnel with whom the student may have contact. Clinical assignments may be delayed or cancelled if these requirements are not fulfilled.

### **Service Learning:**

A component of the educational program is service learning, which is “a method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs, that are integrated into the student’s academic curriculum or provide structured time for reflection, and that enhance what is taught in school by extending student learning beyond the classroom and into the community”(Cauley K, et al. Service learning : integrating student learning and community service. *Education for Health*; 2001;14(2):173-181.). Students will be assigned a service learning activity during six quarters of their didactic program. Within the portfolio, students will reflect upon this experience and its impact on their professional behavior and clinical skill development.

### **Cardiopulmonary Resuscitation (CPR).**

Each student is required to show proof of completion of an approved Cardiopulmonary Resuscitation (CPR) course prior to the end of the Autumn Quarter or be enrolled in AM 200 for Winter Quarter of the first year. The period of certification must include the student's full-time clinical education assignment time period. A copy of the certification must be given to a secretary of the division as soon as the student has received the certification card.

It is the responsibility of the student to arrange and complete the training program. Any and all costs associated with this activity will be paid by the student. The student may receive the training through AM 200 or other certification programs; however, the program must comply with the standards for CPR training established by the American Red Cross or the American Heart Association. Approximate cost is \$10.00 for certification materials.

**STUDENTS WILL NOT BE PERMITTED TO START A FULL-TIME CLINICAL EDUCATION AFFILIATION WITHOUT CURRENT CPR CERTIFICATION**

## REQUIRED COURSES GRID

	SUMMER	AUTUMN	WINTER	SPRING
<b>Year 1</b>	AMI 600      5	PT 740      1	PT 741      1	PT 689.02    3
	PT 630.01    2	PT 750      4	PT 751      4	PT 752      3
	PT 630.02    1	PT 760.01    5	PT 761.01    5	PT 762.01    3
	PT 770       2	PT 760.02    3	PT 761.02    3	PT 762.02    2
	Pharm 600    3	PT 771      1	PT 772      1	PT 631      3
		PT 785.01    1	PT 785.02    1	*4 week clinical
		*any Qtr 889 1	PT 689.01    1	*6 week didactic quarter
	Total      13	Total      16	Total      16	Total      14
	*889 Practicum	1 Credit Year one	any quarter	
<b>Year 2</b>	PT 753      4	PT 754      4	PT 755      3	PT 860      5
	PT 763.01    4	PT 764.01    5	PT 765.01    3	PT 865      3
	PT 763.02    3	PT 764.02    3	PT 765.02    2	PT 766.01-.02 2
	PT 773      2	PT 774      2	PT 775      1	PT 785/05    1
		PT 785.04    1	PT 689.03    4	
	*any Qtr 670 1	*4 week clinical	*2 week clinical	
		*6 week didactic	*8 week didactic	
	Total 13	Total      16	Total      13	Total      12
<b>Year 3</b>	PT 689.04    9	PT 689.05    9	PT 999      1	PT 999      2
			PT 851      3	PT 861      6
			PT 863      3	PT 870      5
	Full Time Clinical Quarter	Full Time Clinical Quarter	<i>Take 2 from list:</i>	PT 871      4
			PT 862      3	
		PT 720      3		
		PT 730      3		
		PT 825      3		
	Total      9	Total      9	Total      13	Total      17
<b>Year 4</b>	PT 889      4			
	Full Time Practicum			
	Total      4			

\* PT 889 (1 credit) will be arranged during one quarter of the program.

# Pharm600 may be waived if the student has taken this course as an undergraduate

## REQUIRED COURSES DESCRIPTIONS

\* PT 889 (1 credit), Research Practicum, will be arranged during one quarter of the program.

### Year 1

#### Summer Quarter

*AMI 600: Gross Anatomy (5 credits)*

Neuromuscular anatomy of the human body

*PT 630 (630.01 lecture and .02 laboratory): Neuroscientific Basis of Rehabilitation in Physical Therapy (3 credits)*

The neuroanatomical and physiological basis of sensorimotor function, providing a foundation in motor control and motor learning for the analysis of motor dysfunction.

*PT 770: Foundations of Physical Therapy Practice (2 credits)*

Introduction to the profession of physical therapy and the behaviors consistent with that profession.

*Pharm 600: General Pharmacology (3 credits)*

Introduction to the general principles of pharmacology, drug classification, and the sites and mechanisms of drug action.

#### Autumn Quarter

*PT 740: Upper Quarter Palpation, Manual Muscle Testing & Goniometry (1 credit)*

Principles of palpation, manual muscle testing & goniometry of the spine and upper extremity.

*PT 750: Clinical Science I: Upper Quarter (4 credits)*

Principles of biomechanics, normal and pathological movement involving the musculoskeletal system, in general, culminating in a focus on the shoulder region

*PT 760 (760.01- lecture, 760.02-laboratory): Clinical Applications: Upper Quarter (8 credits)*

Foundations, analysis and application of the concepts and principles of evaluation, examination, diagnosis, and treatment of problems of the musculoskeletal system and shoulder.

*PT 771: Decision Making in Physical Therapy Practice (1 credits)*

Clinical decision making and documentation related to evaluation, goal setting, and treatment of the patient with musculoskeletal conditions.

*PT 785.01: Research Seminar: Introduction to Research (1 credit)*

Introduction to evidence-based practice in physical therapy. Research methods, statistics, and critically analyzed topics of research involving diagnostic tests and procedures.

#### Winter Quarter

*PT 741: Lower Quarter Palpation, Manual Muscle Testing & Goniometry (1 credit)*

Principles of palpation, manual muscle testing and goniometry of the spine and lower extremity.

*PT 751: Clinical Science II: Lower Quarter (4 credits)*

- Principles of biomechanics, normal and pathological movement of the upper extremity, lower extremity and spine regions and gait.
- PT 761 (761.01-lecture, 761.02-laboratory): Clinical Applications: Lower Quarter (8 credits)*  
 Concepts and principles of musculoskeletal evaluation, examination, diagnosis, and treatment of the upper extremity, lower extremity and spine regions and gait.
- PT 772: Physical Therapy in a Health Care System (1 credits)*  
 Health care delivery systems and critical issues in orthopedic physical therapy.
- PT 785.02: Research Seminar: Research Methods in PT (1 credit)*  
 Research methods, statistics, and critically analyzed topics of physical therapy intervention research.
- PT 689.01: Clinical Practica I (1 credit)* Integrative clinical experiences in local clinics.

**Spring Quarter** This is a 4 week clinical and 6 week didactic quarter.

- PT 689.02: Clinical Practica II (3 credits)*  
 First full-time clinical practicum. First four weeks of quarter. Focuses on orthopedic practice.
- PT 752: Clinical Science III: General Pathology (3 credits)*  
 Principles of disease of the organ systems.
- PT 762 (762.01 - lecture, 762.02 - lab): Clinical Applications: Special Topics in Physical Therapy (5 credits)*  
 Concepts and principles of evaluation, diagnosis of patients with wounds, burns, pain syndromes and neoplasms.
- PT 631 (631.01-lecture, 631.02-laboratory): Neuroscience (3 credits)*  
 Advanced concepts in neuroscience and the control of movement

## Year 2:

### **Summer Quarter**

- PT 753: Clinical Science IV: Pediatric (4 credits)*  
 Normal development and the effects of damage to the developing nervous, musculoskeletal and cardiopulmonary systems.
- PT 763 (763.01-lecture, 763.02-laboratory): Clinical Applications: Pediatric Physical Therapy (7 credits)*  
 Principles of developmental evaluation, diagnosis and treatment of disorders of childhood, including neurological, musculoskeletal and cardiopulmonary.
- PT 773: Physical Therapy Management of the Child (2 credits)*  
 Introduction to health care delivery in pediatric practice, critical issues in pediatric physical therapy, the role of family and culture in the therapeutic program of the child.
- PT 785.03: Research Seminar: Research Methods in PT (1 credit)*  
 Research design and methods in physical therapy research with emphasis on case studies and qualitative research involving pediatric patients.

**Autumn Quarter**

*PT 754: Clinical Science V: Adult/ Geriatric (4 credits)*

The effects of damage to the central nervous system and cardiopulmonary system associated with adults.

*PT 764 (764.01-lecture, 764.02 laboratory): Clinical Applications: Adult / Geriatric (8 credits)*

Principles of neurologic evaluation, exercise testing, diagnosis, and treatment of the patient with neurological (neuropathy, spinal cord injury, motor neuron disease) and cardiopulmonary pathologies.

*PT 774: PT Management of the Adult with Chronic Disability (2 credits)*

Health care delivery systems and issues in rehabilitation/geriatrics and resources available for the patient with a chronic disability.

*PT 785.04: Research Seminar: Advanced Topics in Research (1 credit)*

An in-depth analysis of physical therapy and related research to promote evidence-based practice.

**Winter Quarter** This is a 6 week didactic quarter, followed by a 6 week full-time clinical practica.

*PT 755: Clinical Science VI: Adult Neurology (3 credit)*

Effects of damage to the central nervous system on sensorimotor function, building on a foundation of anatomy, neuroanatomy and physiology.

*PT 765 (765.01-lecture, 765.02-laboratory): Clinical Applications: Adult Neurology (5 credits)*

Principles of neurologic evaluation, diagnosis, and treatment of the patient with stroke, traumatic brain injury and other neurologic disorders.

*PT 775: PT Management of the Adult in Long Term Care (1 credit)*

Health care delivery systems and critical issues in rehabilitation and geriatrics as well as the resources available for the patient in long term care.

*PT 689.03: Clinical Practica III (3 credits)*

Six week, full-time practicum, neurologic emphasis (pediatric, adult or geriatric).

**Spring Quarter:**

*PT 860: Advanced Case Studies in PT Practice (Capstone) - (5 credits)*

Designed to promote synthesis of the curriculum, and the practice of physical therapy by integrating the content through case studies of patients with complex diagnoses.

*PT 865: Clinical Reasoning in Pt Practice (3 credits)*

Learner will examine theories of clinical reasoning and apply them to a clinical case scenario. Students develop their own model of clinical reasoning.

*PT 766: Therapeutic Interventions for the Amputee and Advanced Topics in Assistive Devices (2 credits)* Principles of evaluation and care of patients after amputation, those with orthotics and prescription of custom wheelchairs.

**Year 3:** Two - twelve week long clinical practicums, overlapping 2 quarters.

**Summer Quarter:**

*PT 689.04: Clinical Practica IV (9 credits)*

**Autumn Quarter**

*PT 689.05: Clinical Practica V (9 credits)*

**Winter Quarter**

*PT 999: Research (1 credit)*

Research for terminal project only

*PT 863: Clinical Diagnostic Testing II (3 credits)*

Develop a foundation in radiology and imaging. Gain entry level competence in interpreting findings from radiologic and imaging testing.

*PT 851: Cellular Biology in PT (3 credits)*

The student will compare and contrast the role of cellular components in the development and treatment of diseases and conditions relevant to physical therapy

*Advanced Practice Course:*

*PT 720: Advanced Concepts in Evaluation and Treatment of the Spine*

Analysis and application of concepts of manual therapy, motor control, and exercise in managing spinal disorders

*OR*

*PT 730: Advanced Concepts in Neuromotor Control*

Critical analysis of neuromotor systems, motor control, and mechanisms of dysfunction and recovery related to physical therapy intervention in neurological disorders.

*OR (based on student's interest area)*

*PT 825: Advanced Topics in Physical Therapy: Sports Rehabilitation*

An overview of the concepts involved in rehabilitation of the injured athlete.

And, one of the following electives:

*AM 850: Issues in Allied Health*

Discussion and critical examination of current issues in the allied health field and their impact on the health professions.

*AM 660: Healthcare Finance Managements*

*Overview of major financial issues in healthcare delivery including assessment of financial environment, financial statements, ratio analysis, managed care, payment systems, and capital project analysis.*

*AM 635: Clinical Interviewing*

Emphasis on interviewing/counseling techniques and communication skills in health

care with major emphasis on current techniques including readiness to learn, motivational interviewing, and listening skills.

*PT 862: Clinical Diagnostic Testing I*

A foundation in clinical electromyography to support the development of a more comprehensive physical therapy evaluation and screening of the patient.

Or, courses approved by advisor for IMPACTS, Research, or Global Health Specialization.

**Spring Quarter**

*PT 861: Differential Diagnosis (6 credits)*

Clinical reasoning of understanding of the disease etiology, risk factors, pathogenesis, pain behavior, and medical or surgical treatment of systemic diseases

*PT 870: Advanced Issues in Physical Therapy Practice(3 credits)*

Designed to integrate the previously discussed information on health care delivery systems and critical issues in physical therapy practice.

*PT 871: Health Care in America and its Impact on Physical therapy Past, Present, Future (4 credits)*

Describes the healthcare system in America and how working within this system impacts the practice of Physical Therapy. Healthcare is undergoing a paradigm shift.

*PT 999: Research (2 credit)*

Research for terminal project only

**Summer Quarter**

*PT 889: Clinical Practicum (4 credits)*

## **Graduate Interdisciplinary Specialization**

### **Early Intervention**

### **Global Health**

### **Research**

Specialization is available to DPT students in three areas: Early Intervention, Global Health and Research. DPT students pursuing specialization receive recognition on their transcripts and gain valuable experience in an area of interest to them. To obtain specialization the student completes both required and elective coursework that exceeds the requirements needed for the DPT degree. Each specialization includes didactic and practicum courses.

**Interdisciplinary Graduate Specialization in Early Intervention** is offered through the Graduate School. The coursework focuses on the strengths and needs of infants and young children with special needs and their families. Recognition of completion is noted with a statement on the student's transcript following graduation.

**Interdisciplinary Graduate Specialization in Global Health** is offered through the Graduate School. The coursework emphasizes developing the knowledge and skills needed to work with underserved populations. Recognition of completion is noted with a statement on the student's transcript following graduation.

**Research in Allied Medicine Specialization** is offered through The School of Allied Medical Professions. Students participate in an ongoing research project with a faculty mentor and complete additional coursework in research methods. Recognition of completion is noted with a statement on the student's transcript following graduation.

If you are interested in additional information about the specific coursework and additional requirements, please contact one of these faculty members.

Early Intervention  
Dale Deubler, PT, MS  
Deubler.1@osu.edu

Global Health  
Anne Kloos, PT, PhD, NCS  
Kloos.4@osu.edu

Research  
Deb Kegelmeyer, PT, DPT, MS, GCS  
Kegelmeyer.1@osu.edu

## **INTERDISCIPLINARY SPECIALIZATION IN EARLY INTERVENTION/EARLY CHILDHOOD**

**School of Allied Medical Professions  
Department of Physical Activity and Educational Services  
Department of Speech and Hearing  
College of Nursing**

### **Intended Audience**

The Graduate Interdisciplinary Specialization in Early Intervention/Early Childhood is intended to those graduate students who have a strong interest in careers focusing on young children and their families. Doctorate of Physical Therapy students are encouraged to contact Dale Deubler, MS,PT to additional information about the specialization and course planning.

### **Purpose**

The purpose of the Graduate Interdisciplinary Specialization in Early Intervention/Early Childhood is to prepare students for professional roles in early childhood programs (those serving young children and their families). This project provides training that supports best practice models and offers students opportunities to gain an in-depth understanding of child development, family systems, and interdisciplinary teamwork. The students completing the program will be able to apply theories and models of early intervention practice and to analyze efficacy research that supports those theories and models. Graduates will understand the roles of professionals of early childhood and will value teamwork while understanding the complexity of interdisciplinary models of practice.

### **Program Requirements**

Students must complete 21 credits of the courses listed below including 6 hours of practicum. Students will complete two quarters of Early Childhood/ Family Practicum (6 credit hours total) and select five additional courses in any of the content areas: family systems and dynamics, child development, early intervention theories and practice, and models of service delivery. Of the 21 total hours, at least 14 hours must be outside the home graduate program and may include cross-listed courses.

### **Planning Notes for DPT students**

Categories I-VI are used to designate courses that have similar themes. Courses from any areas apply toward the total number of hours. It is recommended that students try to take courses from several areas, rather than concentrate in one area.

Family Practicum hours are not PT clinical ed. hours. Families are selected by Dale Deubler with faculty supervision coming from a faculty with pediatric expertise from outside of the PT Division using a course number from that faculty member's department.

A sample of the EI specialization plan for a DPT student:

Required: total credit hour needed: 21, with at least 14 outside of PT		
Family practicum		6 cr hours
2 quarters with 3 cr each quarter		
EI electives		9 cr hours
Select 3 courses from the list		
	Subtotal =	15 hours
Required PT PT coursework	PT 763.01	4 cr hours
	PT 773	2 cr hours
	Total hours=	21cr hours

DPT students tend to select similar courses from the list to meet the EI elective requirement of a minimum of 9 credits from outside the home department. Some of the more common selections have been:

- Nurs 853 (WI Qtr yr 3, everyone should take this)
- Nurs 721 (SU Qtr yr 2)
- AM 717.01, or .02, or .03 (varies)
- Special Education Law (WI qtr)
- Allied Med 780
- Speech and Hearing Science 714

It is the responsibility of each student to select courses that work within the PT Division coursework.

Each student must file a plan with the Graduate School at least once prior to completing the EI specialization coursework and again upon completion of the EI specialization coursework. The form will be on the PT Foundations section of CARMEN. The form should be completed by the student, returned to Dale Deubler who will sign in and obtain the Graduate Studies Chair signature prior to submitting it to the Graduate School. A copy of the final plan will be given to the student's academic advisor for inclusion in the student's permanent record file.

### **I. Content Area: Family systems and family dynamics**

Objectives of courses under this requirement include ability to work with families of young children with disabilities, supporting family function, and promoting family interrelationships. The goal is that students analyze family dynamics in a variety of cultural and socioeconomic contexts.

#### **Course options include:**

<b>Course Number</b>	<b>Course Title</b>	<b>Quarter</b>
HDFS 771	Cultural Diversity in American Families	WI
EDU PAES 677	Parent/Professional Partnerships	WI, SP
HDFS 764	Foundations and Issues in Family Science	AU
HDFS 820	Family Theory	WI, SP
NURS 653	Nursing-Child Assessment	SU

NURS 721*	Theories, Concepts & Issues in Advanced	AU.
	* FOR 2009, NURS 721 will be on-line	SU

## II. Content Area: Child Development, Disability, and Health

Objectives in this content area include analysis of child development and the effects of developmental disabilities. Students apply current research of child development, including development of play, language, cognition, motor function, and pre-academic skills to care-giving and intervention practices.

### Course options include:

Course Number	Course Title	Quarter
HDFS 765	Advanced Child Development	WI
SPH/HRNG 725	Language Acquisition	AU
AM 717.03	Developmental Disabilities	AU
HDFS 663	Infant Development	WI
ED T&L 848	Understanding Preschool Play	SU
NURS 859*	Advanced Practice Nursing	ALL

\*859: 3<sup>rd</sup> year DPT students will contact Dr. Mary Gottesman (gottesman.1) during fall quarter for permission to take this course for the DPT elective WI Quarter

## III. Required Content Area: Early Intervention Theories and Practice

Objectives for this content area include application of current models of practice used in early intervention and early childhood. Theory based models are evaluated, analyzed, and critiqued using results of efficacy studies.

### Course options include.

Course Number	Course Title	Quarter
EDU PAES 712	Early Intervention for Children with Disabilities	AU
EDU PAES 812	Educational Assessment for Children with Disabilities	AU
OT 701	Occupational Therapy in Early Intervention	AU or SP
PT 760 (763.01)	Clinical Science IV: Pediatrics 4 cr.	SU
HDFS 669	Comparing Program Philosophies for Young Children	WI
SPH/HRNG 714	Introduction to Sign Language Systems	All
SPH/HRNG 716	Intermediate Sign language Systems	All
SPH/HRNG 727	Child Language Disorders: Remediation	SP
SPH/HRNG 728	Early Intervention; Language and Communication Disorders of Preconversational Children with Developmental Disabilities	Arranged

AM780 Introduction to Neonates AU

**IV. Content Area: Early Intervention Service Delivery Models/ Current Issues in Practice (3-5 credit hours)**

Objectives include application and evaluation of current models of service delivery. Research supporting best practice models will be reviewed and analyzed. Inclusion, consultation, and home-based models will be discussed. Courses that explore the role of assistive technology with young children are included with this objective.

**Course options include:**

<b>Course Number</b>	<b>Course Title</b>	<b>Quarter</b>
EDU PAES 813	Instructional Programming in Early Childhood Special Education	WI
EDU PAES 814	Inclusion for Young Children with Disabilities	SP
AM 802 /AKA EDU PAES 826	New and Emerging Assistive Technologies for Individuals with Disabilities	AU, SP
EDU T & L 830	Early Childhood Education: Multi-Cultural Influences	WI
OT 702	Theoretical Approaches in Occupational Therapy with Children	WI
(ALT) PT 773	Management of the Child 3 credits	SU

**V. Special Topics**

**Special Education Advocacy**

This course is arranged through the College of Law. For additional information contact the College registrar, Kelly Bott Smith at [smith.4941@osu.edu](mailto:smith.4941@osu.edu)

This is taught in Winter Quarter on 2 afternoons a week and continues the first four weeks of spring quarter.

Arrangements may be made to accommodate clinical education pending the clinic location.

ADVANCED PLANNING, including permission from law school registrar is mandatory. This course fills to capacity usually 9 months ahead of time. Contact Kelly Bott Smith as soon as you think you might be interested.

This course has received excellent reviews from DPT students.

Additional course offerings will be periodically announced

**VI. Early Childhood/ Family Practicum (6 credit hours)**

Students are required to register for two quarters of practicum (3 credit hours each). This course is an intensive experience in early childhood services and/or with families of children with

significant disabilities. Students can register in one of the participating departments other than their own.

**Course Options**

OT	889.02
PT	889
SP&HRNG	793
NURS	793
PAES	884

## **RESEARCH SPECIALIZATION IN PHYSICAL THERAPY OR OCCUPATIONAL THERAPY**

The goal of the Research Specialization in Physical Therapy or Occupational Therapy is to enable Master of Occupational Therapy (MOT) or Doctor of Physical Therapy (DPT) students to gain skills in research beyond those of their professional degree. Although both the DPT and MOT program require a series of research coursework, the programs do not require practical experience in research (e.g. participation in a research lab). The specialization will allow students who are interested in a PhD program to explore those interests in performing research. It will enable students to develop foundational research skills for future collaboration with independent researchers.

To enter the Research Specialization track, students must apply and be approved by the Division faculty. Students who successfully complete the requirements are awarded a Research Specialization in Occupational Therapy or Physical Therapy by the University Graduate School. This document defines the criteria for entrance into the track and the requirements for completion of the Research Specialization.

### **Criteria and Process to Apply**

Students eligible for the Research Specialization must have a GPA of 3.5 or higher. He or she must also have a letter of support from a faculty member indicating willingness to advise him or her.

Candidates are highly encouraged to work with a prospective advisor in his/her research program for the quarter prior to application. The student can take an independent study course with the prospective advisor or complete volunteer hours in research activities. This experience prior to application will allow the student to assess their interest in pursuing the specialization and the professor to assess the student's performance in a research environment. The advisor may **require** a research-focused independent study with him or her prior to application.

Candidates must submit their advising report and a statement of intent that explains their goals in the research specialization and indicates how the specialization will assist them in obtaining specific long term goals.

### **Requirements**

**To achieve the Research Specialization, students are required to complete a minimum of 10 credit hours of research courses as defined below.**

1. Complete a minimal of two courses in research methods. The MOT student will complete, OT 751, Research in Occupational Therapy, and OT 789, Occupational Therapy Research Practicum. The DPT student will take a series of four research courses, PT 785.01, PT 785.02, PT 785.03 and PT 785.04. These courses provide comprehensive content on research design and methods. They provide examples of research and require that the student analyze research studies; however, they do not include hands on experience in research methods other than literature searching, study analysis, and limited data entry and analysis. These courses emphasize application of research to the practice of occupational therapy or physical therapy.

2. Complete research practica, AM 885.01, Allied Medicine Research Practicum, with their advisors for at least **three quarters, enrolling in at least a total of 5 and no more than 3 credit hours per quarter**. This course is structured as a contact in which the student and advisor establish specific learning objectives, a defined scope of work, and specific products to be completed by the quarter's end. Therefore, each quarter the student will complete a product as evidence of his or her learning for the quarter. The course syllabus for AM 885.01 is attached. This course is graded S/U and we believe given the multiple types of activities and products that would result, S/U, is the most appropriate grading scheme. That said, the objectives established by the adviser and student will be highly specific and will include qualitative evaluation of the student's learning.

Some research projects will require a greater time commitment; however, the project must be completed within the normal time-to-degree for the program. The advisor is authorized to require more than 5 credits as long as the 3 credit per quarter maximum is observed. The letter of support supplied by the faculty advisor with the application shall specify the anticipated number of credits hours expected each quarter during the specialization. During these quarters, it is expected that the student review and analyze the literature, participate in data collection and/or experimental procedures and complete a written research project.

3. Submit the project in completed form to the advisor a minimum of three weeks prior to graduation. The project is reviewed by the advisor and a minimum of one other Division faculty member. The project must be deemed to be of satisfactory quality and to demonstrate a passing knowledge of all elements of the research process including: literature review, data collection, data analysis and interpretation of results. In the event either the advisor or secondary reviewer does not believe the project to be satisfactory the student may request a review by an additional faculty member to be appointed by the division director.
4. Make an oral presentation or poster presentation of the research project that will be peer reviewed. Currently there are three forums for presenting the project: 1) The Hayes Forum for Graduate Student Research, 2) The College of Medicine Graduate Student Research Forum, and 3) a professional peer reviewed forum (e.g., the Annual Ohio Physical Therapy conference or Annual Ohio Occupational Therapy conference). Presentation in at least one of these forums is required. Many students will present the project in two of these forums. In addition, the students are expected to present their project at the School's Student Scholarship Forum. Because the School's Student Scholarship Forum is not peer reviewed, it cannot stand as the only outcome for the project. Submission of a manuscript for publication would also be acceptable and considered to be exceeding the requirements.

#### **Process for Completion of the Research Specialization**

- The advisor determines whether or not the student has met the requirements and merits the Research Specialization. This determination is based on the student's completing all

research course work, making an oral or poster presentation or submitting a manuscript for publication, and satisfactorily passing the project.

- The student submits to present the research at the Haynes Research Forum, the College of Medicine Research Forum, or a professional conference.
- The Division Faculty members confirm the award by a vote of approval.
- Students who successfully complete these requirements and receive the approval of their advisors with confirmation by the Division faculty receive a Research Specialization in Occupational Therapy or Physical Therapy that is noted on their transcript by the Graduate School.
- In the quarter of their graduation, they also receive a certificate from the School Director stating that they successfully completed the Research Specialization in Occupational Therapy or Physical Therapy.

### **Outcome of the Research Specialization**

The faculty of Physical Therapy and Occupational Therapy view the Research Specialization as a means and not necessarily an end. We hope that this opportunity will enhance students' enthusiasm for research and encourage them to consider a PhD degree.

The specialization should improve a student's application into a PhD program. With the Research Specialization on their curriculum vitae, the graduate may be better prepared to enter a job that involves participating in program evaluation or outcome research.

## GRADUATE INTERDISCIPLINARY SPECIALIZATION IN GLOBAL HEALTH

### *Specialization Guidelines*

- Students must be enrolled in a graduate or professional program at OSU
- Hours needed to complete the GISGH vary by college but require at least 4 courses and 16 credit hours
- At least 14 hours of coursework must come from outside the student's major program
- Requirements can include work already required as part of the student's degree program

### *Sample Curriculum for SAMP Students*

#### **Recommended Courses for PT/OT students:**

PUBH-HLTH 850 (2 credits; required)  
 PT670S /OT 725 (1 credit; field experience)  
 AM 760 (3 credits; field experience)  
 International Studies 535 OR 615 (5 credits; elective)  
 Nursing 609 (3 credits; elective)  
 Topics in Pharmacy (2 credits; elective)

#### **Recommended Courses for Medical Dietetic Students:**

PUBH-HLTH 850 (2 credits; required)  
 AM 889 (3-4 credits; field experience)  
 International Studies 532 (5 credits; elective)  
 CVM VETPREV 722 (4 credits; elective)  
 Nursing 609 (3 credits; elective)

#### **Required Core Coursework across all disciplines (1 course)**

<b>Course name</b>	<b>Quarter</b>	<b>Faculty</b>	<b>Description</b>
PUBH-HLTH 850: Introduction to Global Health (2 credits)	AU, W 3:30-5:18 PM	Mary Ellen Wewers	Survey of global public health issues from the perspective of the developing world.

#### **Required Field Experience (1-2 courses)**

Students are required to participate in a mentored practicum that involves working with individuals from disadvantaged and underserved populations at an international site. These activities will be structured by the student and program faculty mentor to include on-site participation in research, clinical care (treatment or prevention) or outreach. Course offerings

that students can sign up for are:

<b>Course name</b>	<b>Quarter</b>	<b>Faculty</b>	<b>Description</b>
PT 670S/ OT 725 Service Learning at the Physicians Free Clinic (1 credit)	AU, W, SP	Anne Kloos Melinda Rybski	This course is an interdisciplinary course consisting of 4-6 hours of classroom instruction and 6-8 hours of service at the Physicians Free Clinic (PFC). The PFC is a community clinic located in downtown Columbus that serves the medical needs of uninsured and underinsured individuals living in Franklin County. Many of the individuals who attend the PFC are foreign immigrants and come from diverse ethnic and cultural backgrounds. (MOT and DPT students are required to take this class and either AM 760 or AM 889.)
AM 760 Service Learning in Global Health (3 credits)	WI, 10- day trip in early Dec.	Anne Kloos Dale Deubler	This seminar is designed as a service learning course that provides allied medical students with the opportunity to participate in organized health care experiences in the city of Merida within the state of Yucatan in Mexico. Students under the supervision of allied medical professionals will provide health services in a variety of settings in Yucatan, Mexico.
AM 889 Clinical Practicum (3-4 credits)	AU, WI, SP, SU	All graduate faculty	Mentored international experiences designed by the student and a faculty member

### Elective Courses (3-4 courses)

<b>Course name</b>	<b>Quarter</b>	<b>Faculty</b>	<b>Description</b>
Pharmacy (formerly 694 but being changed) Topics in International Pharmacy (2 credits)	WI, Th 3:30- 5:30 PM	TBA	
PUBH-EPI 718 - Infectious Disease in the Developing World (2 credit hours)	WI M 8:30- 10:18 AM	Kurt B. Stevenson	This course is designed to provide students with an overview of the field of infectious diseases in the developing world. The course will focus on epidemiology and clinical aspects of infectious diseases common to these areas of the world and will review the impact

			of poverty, malnutrition, access to healthcare, social unrest, and environmental health on the risk for acquiring these infections. The control of communicable diseases from a public health perspective will be emphasized.
PUBH-EPI 710 Principles of Epidemiology (4 credit hours)	AU, WI Tu, Th 10:30-12:18 AM	Jay Fisher (AU MW), Amy Ferketich (AU T TH), Courtney Lynch (WI)	Introduction to the nature and scope of epidemiology; survey of basic epidemiological methods and their application to selected acute and chronic health problems. Prereq: Grad standing in Public Health or permission of instructor.
CVM VETPREV 722 – Food-Borne Diseases, Food Animal Production Systems, and Food Safety (4 credit hours)	WI M W 2:00-3:48 PM	TBA	This course focuses on integrating and applying epidemiological principles and methods for surveillance, monitoring, and study of foodborne diseases in humans.
Nursing 609- Interdisciplinary Healthcare in the Global Community (3 credit hours)	AU, WI, SP	Elizabeth Russell Barker	
International Studies 532 – Food Security and Globalization (5 credit hours)	AU, T R 1:30-3:18 PM	Michael Betz	This course addresses the conditions that enable or prevent people from having constant access to food. We examine who is hungry, where they are located, and how trends in hunger and extreme poverty have changed over time. In addition to causes, we examine consequences of food insecurity for individuals and societies. The course pays particular attention to food security problems in Sub-Saharan Africa and South Asia, the global regions where hunger is most prevalent. But hunger is not limited to the developing world, and we also study food insecurity in industrialized countries, such as the United States. Ending global hunger would require only a small fraction of world GDP, and in the latter half of the course, we examine the resources and altered priorities that would

			make it possible to end hunger in our lifetime. <b>Prerequisites: Econ 200 or Ag Econ 200, or permission of instructor.</b>
International Studies 535 – Economic Development Processes in Developing Countries (5 credit hours)	WI, SP M W 1:30- 3:18 PM	Douglas Southgate	This course is designed to introduce students to the major problems of the Third World and to analyze them using the principles and concepts of development economics. It is aimed at students who want to develop an understanding of real world problems but have limited formal training in economics. Initially it will focus on problems of poverty, inequality, unemployment, rapid population growth, and rural development. Later the course will explore issues surrounding the globalization of trade and finance, the transition from former communist to market economies and the interface between sustainability of the environment and economic development. <b>Prerequisites: Econ 200 or Ag Econ 200, or permission of instructor</b>
International Studies 615- Children and War (5 credits)	AU, WI, SP M W 3:30- 5:18 PM	Sharon Houseknecht	At the present time, hundreds of thousands of children around the globe are suffering from war. An increasing awareness of the many negative consequences that war has for young people is needed if the situations of child victims are to be changed. This course, Children and War, will explore some of the many ways that children are affected by war. The use of children as soldiers is a common and growing pattern around the world. The child soldier phenomenon will be explored. Important goals of this course will be to raise awareness and stimulate critical thinking about the consequences of war for children. We also will consider what might be done to help alleviate the difficult challenges that war-affected children face.
AM 889 Teaching Practicum (1-4 credits)	AU, WI, SP, SU	All graduate faculty	MS and PhD allied medical students would teach students enrolled in the Physicians Free Clinic and Global Health service learning courses

**Recommended Courses Per Quarter**

<b>Autumn 2009</b>	<b>Winter 2009</b>	<b>Spring 2009/2010</b>	<b>Summer 2009/2010</b>
*PUBH-HLTH 850 (2 credits; required by all)	CVM VETPREV 722 (4 credits)	PUBH-EPI 718 (2 credits)	AM 889 (Clinical or Teaching Practicum; 3-4 credits)
PUBH-EPI 710 (4 credits)	PUBH-EPI 710 (4 credits)	International Studies 535 (5 credits)	
International Studies 532 (5 credits)	International Studies 535 (5 credits)	Nursing 609 (3 credits)	
International Studies 615 (5 credits)	International Studies 615 (5 credits)	AM 889 (Clinical or Teaching Practicum; 3-4 credits)	
Nursing 609 (3 credits)	Topics in Pharmacy (2 credits)	PT 670S/OT 725 (1 credit)	
AM 889 (Clinical or Teaching Practicum; 3-4 credits)	Nursing 609 (3 credits)		
PT 670S/OT 725	AM 760 (3 credits)		
	AM 889 (Clinical or Teaching Practicum; 3-4 credits)		
	PT 670S/OT 725		

## **POLICIES AND PROCEDURES**

### **Physical Therapy Division Standard Course Policies**

#### **Make-Up Exams:**

Make-up exams will be given only at the discretion of the instructor and with prior approval. Exams missed due to illness require a physician's excuse prior to make-up.

#### **Reasonable Accommodations:**

It is the responsibility of any student needing an accommodation to inform the instructor of their disability, how it creates a learning impediment, and the type of accommodation needed. This must occur the first week of the quarter. The instructor and the student will work with the Office for Disability Services to determine the intervention needed. The student need not identify the disability to the instructor, however, no accommodation can then be expected.

#### **Academic misconduct:**

Faculty rule 3335-5-54 will be followed which requires that "Each instructor shall report to the committee on academic misconduct all instances of what he/she believes may be academic misconduct."

#### **Generic Abilities:**

Performance in this class contributes to the quarterly evaluation of the generic abilities. Therefore, each student is expected to demonstrate professional behavior in all aspects of the course.

#### **Remediation:**

A student who fails a course may be provided with one opportunity to remediate. The form of the remediation is at the discretion of the course instructor. A learning contract will be written and signed by both parties. Failure to pass the remediation as defined by the learning contract will result in failure of the course. The remediation contract must consist of two components, first a learning component and then a testing component. The learning component involves the student participating in a learning activity designed to facilitate acquiring comprehension of the failed material. The testing component assesses whether or not the material has been mastered at the minimum passing level. Remediation of more than one course as a professional student will be based on approval of the faculty of the Division of Physical Therapy.

#### **Plagiarism:**

Submitting plagiarized work for an academic requirement constitutes academic misconduct. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. The Division of Physical Therapy Faculty will review instances of suspected plagiarism. Confirmed instances of plagiarism will result in automatic failure in the course, and the

student will be placed on professional probation. The student must repeat the course, in which the plagiarism occurred, and may not be allowed to enroll in subsequent quarters until satisfactorily passing the course. Conditions for removing professional probation will be specified in writing at the time the student is placed on probation. The student may appeal the decision to the Director of the School or to the Committee on Academic Misconduct. (Details of Rule 3335-5-487 of the Administrative Code, which defines the committee on academic misconduct and committee procedures, are available from the office of the vice president for Academic Affairs and provost).

### **Student Leave Policy:**

A student may request leave from the program to attend to urgent personal matters. There are two types of leave. *Emergency leave* can be requested due to (1) death or critical injury of an immediate family member (grandparent, parent, spouse, partner/significant other, sibling, child), (2) catastrophic personal loss due to fire, tornado, etc., (3) birth of a child when the student is the parent, or (4) other unforeseen events. *Voluntary leave* can be requested for other special circumstances such as death or critical injury of a person not listed in (1) above, a wedding of a family member or as a member of the wedding party, participation in PT-related professional meetings, intercollegiate athletics, or other special events.

In consideration of the request for leave, the following principles will apply.

1. The duration of the leave should always be as short as possible. School must take priority over anything competing for time in the handling of the emergency. Specifically, a student is expected to take time away from work before taking time away from school.
2. A request for leave form must be completed and approved by the director of the PT Division (or designee) before any accommodation can be made. In emergency leave, this form can be completed upon return. For voluntary leave, this must be completed and approved by a vote of the entire PT Division faculty before the leave begins.
3. Verification will always be required. Acceptable forms of verification will be a funeral program, a wedding invitation, a birth certificate, or other official notice or record of the event that was the cause of the request for leave.
4. In cases of emergency leave for reasons (1), (2), or (3) above, the student should contact the program as soon as possible. Simply calling the physical therapy program at 292-5922 and leaving a message explaining the reason for and expected duration of the leave will suffice.
5. If some other event not included in (1), (2), or (3) above occurs that the student believes should qualify for emergency leave, they should seek from the director of the PT Division (or designee) approval of the event as qualifying for emergency leave before taking leave.

6. In cases of voluntary leave (prearranged due to planned event), the student must give notice as soon as the event is scheduled, or at the latest by Wednesday the week before the leave is to begin.
7. For both emergency and voluntary leave, assignments, exams, etc., that occur or come due before the leave begins must be completed on time.
8. Assignments, exams, etc., that come due during the leave should be completed before the leave begins if possible; otherwise, the work must be completed as soon as possible after return, with the amended due date assigned by the instructor.
9. In cases of voluntary leave, the standing of the student in the program may be considered as the faculty decides whether to grant the leave and how to handle make-up work. A student with a strong academic record and a history of completing assignments on time may be given greater latitude than a student with a poor academic record and a history of turning assignments that are late or in need of remediation.

### **Instructions for completing the request for student leave.**

A request for leave form is on the following page. Additional copies of this form will be available in the PT division office in 516 Atwell Hall.

The student should complete the top section of the form, including a remediation plan arranged with the instructors of courses where material will be missed or made up. Instructions follow.

1. The student should identify the requested designation of the leave as emergency or voluntary by checking the appropriate box. A brief description of the reason for the leave should then be provided.
2. Indicate the date and time when you will first be absent from the program and the date and time when you will return.
3. Complete a plan for remediation of the work by filling in the lines.

An example for an emergency leave might look like this:

PT750, Chidley, Exam I scheduled 10/15 to be taken 10/18. *JC*  
 PT760.02, Williams, Lab on Elbow scheduled 10/15, to be made up through  
 self study and one-on-one time with TA, competency check by 10/19. *MW*

Each item to be remediated must be arranged with the instructor and approved as indicated by the instructor's initials.

4. The student must sign and date the form and turn it in to the Director of the PT Division.

For *Voluntary Leave*, the form should be completed and turned in as soon as possible when the date of the conflicting event is known, or at the latest, the form must be turned in by the Wednesday preceding the week in which the leave is to begin.

For *Emergency Leave*, the form should be completed as soon as possible after the student returns, and at the latest, within one week of return.

The completed forms will be treated as a student record and kept confidential in the student's advising folder.



## ACADEMIC SANCTIONS

The academic standards controlling warning, probation and disenrollment of the Physical Therapy Division are developed in accordance with the policies outlined by the faculty of the Division, School and in accordance with the Council on Research and Graduate Studies. The Graduate School Handbook of The Ohio State University states that “local Graduate Studies Committees are charged with the responsibility of conducting specific graduate programs within the context of the policies and rules established by the Council on Research and Graduate Studies. The Council’s policies and rules are the *minimum* standards within which local Graduate Studies Committees formulate, publish, and enforce their own graduate program policies, rules, and procedures.

**Physical Therapy Division Academic Requirements, Probation and Dismissal (Also refer to the information on warning, probation and dismissal printed in the general school section of the School Handbook and the Professional Doctoral Programs II.6.17 in the Graduate School Handbook.)**

### **Physical Therapy Academic Requirements**

Students must enroll in all required courses and satisfactorily complete all required coursework.

1. Each student must maintain a minimum of a 3.0 cumulative point hour.
2. A minimum grade of "C" or "S" is required in all required courses. If a "D", "E" or "U" is received in any required professional or major course, the course must be repeated prior to graduation and a minimum grade of "C" or "S" attained.
3. If a student does not complete any required physical therapy course with a grade of "C" or better, or "S", the student may be restricted from enrolling in any succeeding required physical therapy courses until the course has been repeated and a grade of "C" or better, or "S" has been attained. Physical therapy courses are offered one quarter per year; therefore, completion of the curriculum is likely to be delayed one year.
4. In rare instances, it may be necessary for a student to withdraw from the curriculum and subsequently petition for reinstatement. The faculty must receive a written rationale for the request to withdraw and the student must also request reinstatement in writing before action will be taken by the faculty. Specific conditions for reinstatement will be established by the faculty. This process does not apply to students who have been disenrolled from the division.

### **Physical Therapy Probationary Status**

The student will be notified in writing at the time of probation

1. A student whose cumulative point-hour ratio is below 3.00 will be placed on probation in graduate program of Physical Therapy; a student whose GPA is below 3.0 after 15 graduate credit hours will also be placed on academic probation in the Graduate School
2. A student on probation may be prohibited from beginning a full time clinical experience (PT689 series) or practicum (PT889)
3. Probationary status shall continue until the requirements for removing probation have been achieved.
4. A student may be warned if he or she performs at a minimally acceptable level and shall

be placed on probation if two or more causes of warning occur in two out of three quarters. The status of failure to maintain reasonable progress will be communicated to the Graduate School and the student shall receive a warning with conditions specified to return to good standing. The student who experiences academic difficulties should communicate frequently with his/her advisor or the division director. It is more effective to provide assistance while the difficulty is current rather than after an unacceptable grade has been received.

5. Students who voluntarily leave the Physical Therapy Graduate Program and who are subsequently permitted to reenroll in their program will resume their probationary status when he or she returns.
6. A student on probation shall not graduate in that quarter. Students must first fulfill all requirements to be removed from probationary status in order to graduate. This may require adding additional quarters of study to the student's program.

### **Disenrollment from the Physical Therapy Graduate Program**

The student will be notified in writing at the time of probation

1. A student who does not meet the requirements for removal from probation upon completion of the next quarter of enrollment will be recommended for disenrollment from the Physical Therapy Graduate Program. This recommendation will be sent to the Graduate School and the student will be denied further registration in the graduate program of Physical Therapy.
2. A student may appeal the decision for disenrollment to the Executive Committee of SAMP

### **Professional Probation and Generic Abilities Policy**

Any student whose professional behavior or interpersonal skills are judged to be unsatisfactory may be placed on professional probation. This probation may be lifted by demonstration of behavior specified in the conditions of probation. Professional probation may constitute a reason for disenrollment if the conditions for removal of probation are not met.

The competent practice of physical therapy relies not only on technical competence but also on professional behavior. Because of this fact, the Physical Therapy Division faculty at The Ohio State University are compelled to formally assess, on a regular basis, student's professional behavior while in the academic program. To this end, the faculty have selected a tool, the Generic Abilities, which has been researched and used in other physical therapy academic programs with success.

Procedures:

- Students will be formally assessed by the faculty each quarter during each year of the didactic portion of the program. Professional behavior is also assessed on a separate form during the full time clinical affiliations.
- During the third week of each quarter of each school year, students will perform a self-assessment on themselves utilizing the Generic Abilities form. Each quarter, in the comments section, the student will also identify two specific examples of areas of strength and two specific examples of areas to be developed. Then, during the seventh

week of each quarter, the faculty members involved in teaching the students that quarter will complete an evaluation of the student. Each quarter, in the comments section, the faculty will also reinforce positive growth experiences through their comments. During the first and second week of the following quarter, the student will meet with his/her advisor to discuss the evaluation.

- The first year student must meet a minimum criteria of 60% of the ten behaviors rated at the beginning level by the end of autumn quarter, 80% of the ten behaviors rated at the beginning level by the end of winter quarter, and 100% of the ten behaviors rated at the beginning level by the end of spring quarter.
- The second year student must meet a minimum criteria of 60% of the ten behaviors rated at the developing level by the end of autumn quarter, 80% of the ten behaviors rated at the developing level by the end of winter quarter, and 100% of the ten behaviors rated at the developing level by the end of spring quarter.
- The third year students must maintain performance of professional behaviors at 100% level.
- If the student in the first, second or third year, fails to meet the above minimum criteria, the student will be placed on probation for the following quarter. If minimum criteria for the following quarter are not met, the student may be disenrolled from the program.

### **CLASS ATTENDANCE:**

All students are expected to attend all special and regularly scheduled lectures, laboratories and clinical sessions unless illness or a similar reason makes it inadvisable or impossible to be present. The student is asked to inform the division secretary and the clinical facility of any illness or emergency which will prevent attendance at regularly scheduled academic or clinical assignments. Prolonged illness will be handled on an individual basis according to University policy and procedure. Repeated absence from classes or clinical assignment without a proper reason will be reviewed by the faculty and may result in disciplinary action.

## **FINANCIAL INFORMATION**

### **Related Costs**

Related costs beyond stated and required University fees for instruction and tuition and individual housing arrangements include:

1. Required textbooks and supplies (approximately \$200-500/quarter).
2. Clinical clothing is required for both men and women. Costs are variable.
3. All costs associated with PT 689 (clinical experiences), including University fees, travel, food, lodging, liability insurance, health insurance, uniforms, postage and the like, are the responsibility of each student. The student is also responsible for any other costs that may occur during the affiliation period (field

trips, visits to "home", recreational activities, meetings, continuing education programs, etc.).

The Physical Therapy Division will be financially responsible for site visits by a faculty member to assist with extraordinary student problems during an affiliation.

4. Professional dues: Students are expected to join the American Physical Therapy Assoc. (\$90.00 annually). See "professional activities" in Section IX of the handbook.

### **Financial Assistance**

The procedure for application for financial assistance can be obtained from the Student Financial Aid Office in Lincoln Tower or at <http://sfa.osu.edu>. The deadline for requests for most grant, loan or scholarship funds is March 1 prior to the academic year of financial need.

Each year, during Spring Quarter, awards from University scholarships are made to a limited number of physical therapy students. These scholarships provide partial support for tuition costs during the professional program and are based on merit, financial need and specific endowment criteria. Students will be given information about these scholarships by the Division Director during the acceptance process. Physical Therapy students may also be eligible for scholarships or grants compiled in the Scholarship/ Financial Aid Information Packet provided by the American Physical Therapy Association. This brochure is available from the Division Director.

## **PERSONAL CLOTHING AND STORAGE**

### **STORAGE**

Full length lockers are available in Room 332 for females and Room 249 for males. It may be necessary to share locker space, especially for females. You may select any empty locker and secure it with a COMBINATION type lock; do not use a key lock. List the locker number and combination on the Student Vita form. The half size lockers in the third floor hallway can be used by following the same procedure described previously.

Each student is responsible for all items stored in the locker and must remove all items at the termination of Spring Quarter. Items left in lockers will be removed and disposed of by the Division.

### **DRESS CODE**

Students in the physical therapy program are expected to dress as professionals, which may be different than their typical casual attire. In order to respect the values of patients, professionals and peers, the clothes that are worn in class when guests or patients are present and in clinical situations are expected to be consistent with professional dress standards.

**Laboratory**

1. General.  
Appropriate dress in the health area will be expected as stated in the School section of the Handbook. Exceptions will be made during the academic or clinical sessions which require special dress.  
It is advisable to have at least two complete sets of lab clothes to provide for adequate washing. Lab coats must be worn over regular street clothes during anatomy labs.
2. Men.
  - a. T-shirt with short sleeves.
  - b. Boxer-type shorts or trunks. Jeans will not be permitted.
  - c. Bathing trunks for hydrotherapy and aquatic labs; no bikinis, thong suits, etc.
  - d. Socks and tennis or gym shoes. No sandals permitted.
3. Women.
  - a. T-shirt, short sleeve blouse, or short sleeve sweatshirt (no tank tops or low cut shirts).
  - b. Shorts (not too short). Jeans will not be permitted.
  - c. A halter top, sport bra, or top of a two-piece bathing suit will be needed for some labs; must be able to expose back from neck to pelvis.
  - d. Bathing suit for hydrotherapy; no bikinis, thong suits, etc.
  - e. Socks and tennis or gym shoes. No sandals permitted.

**Clinical/Professional Class Attire.**

1. General.  
These dress standards are recommended by the Physical Therapy Division and are subject to change upon the discretion of the clinical supervisor of each clinical facility.
  - a. Care should be taken so students wearing clinical clothing will reflect a professional appearance.
  - b. Discretion should be used to wear clinical clothing only in the clinical setting.
  - c. All students will wear a short lab coat with the School insignia (patch) sewn on the left breast pocket in any clinical or laboratory facilities outside the SAMP Building unless otherwise specified by instructor or site (this is not required for professional attire for in-class activities). Refer to instructions in the School section of this Handbook for proper placement on uniforms, lab coats, etc.
  - d. All students will be required to have an OSU Physical Therapy Division shirt (arrangements for purchase will be made by the Division) to wear for designated activities.
  - d. Name pins are to be worn on the left side of the uniforms. Identification badges may be required to be worn by many clinical facilities.

- e. It is advisable to have a minimum of two complete clothing changes (with the exception of shoes) prior to starting the clinical education courses.
2. Men.
- a. Dress slacks and dress shirt (No jeans, unpressed cords, sweat/wind or cargo pants; no shorts). A white lab coat is required unless otherwise stated by the facility (for all class-related clinical activities the lab coat is required); a tie may be required. Shirt is to have a close fitting collar with all buttons except the top button of the shirt buttoned.
  - b. Sandals, tennis shoes, boots or clogs are not to be worn (some facilities may allow tennis shoes but this should not be assumed).
3. Women.
- a. Dress blouse that tucks in slacks or is long enough that it will not ride up when bending over and has sleeves (no tank tops or low cut tops are permitted). No cleavage or midriff skin should show when bending over or raising arms overhead. The shirt should have a close fitting collar and may only have the top button unbuttoned. Dress slacks (no jeans, sweat/wind, or cargo pants; no shorts) are allowed. A good quality, no-iron material is recommended. A white lab coat is required unless otherwise stated by the facility (for all class-related clinical activities the lab coat is required).
  - b. Undergarments should be appropriate in style, color and fit; skirts and slacks should allow unrestricted movements. Clothing fabric should be thick enough to conceal undergarments.
  - c. Socks or hose and comfortable shoes are suggested. Sandals, tennis shoes, boots or clogs may not be permitted in clinical settings.
4. Men and Women.
- a. Small rings and engagement or wedding rings are usually acceptable; however, elevated stones in rings may scratch patients.
  - b. Watches with sweep second hands or digital display are recommended.
  - c. Avoid jewelry which is apt to scratch patients, snag clothing or interfere with clinical activities.
  - d. No jewelry in piercings, other than the earlobes, is permitted.

## **PERSONAL APPEARANCE AND HABITS**

- A. General.

1. Smoking is not permitted in any buildings of the OSU Health Sciences complex. Eating is not permitted in classrooms or laboratories.
2. Evidence of abuse of alcohol or other chemical agents may result in immediate disenrollment.
3. Clothing that is soiled, dirty, in disrepair or unacceptable to the academic or clinical faculty may cause the student to be denied entrance to classrooms or clinical facilities. Since many class activities involve area clinicians, patients and family members, students are expected to dress in a manner consistent with the professional setting for these activities.
4. Body cleanliness is important in all academic and clinical settings. Improper personal hygiene may result in dismissal of the student from classroom or clinical facilities. Use of deodorant is recommended. Perfumes, colognes and aftershave lotions should be used with discretion.

B. Men.

1. Hair groomed or styled; extreme styles may be unacceptable.
2. Clean shaven face preferred. Students with beards may not be permitted to enter some clinical facilities.
3. Fingernails clean and trimmed.

C. Women.

1. Hair appropriately groomed or styled (tied back) to avoid interference with treatment procedures.
2. Facial make-up should be moderate.
3. Fingernails clean, trimmed; a colored polish may not be acceptable in the clinical setting.

## **PROFESSIONAL ACTIVITIES**

### **Student Organizations:**

1. Student-Faculty Committee.
  - a. This committee shall consist of five selected student members and two appointed faculty members. The student representatives will be comprised of two junior, one second degree or certificate and two senior students.
  - b. The responsibilities of the Committee are:
    - 1) to establish further communication between students, elected class officers, and faculty of the Division.
    - 2) to examine opinions, attitudes, concerns and interests of students and faculty.
    - 3) to be aware of and alert to methods of improving educational opportunities, physical facilities, and student-faculty relationships.
    - 4) to discuss any and all complaints or infractions which pertain to the policies listed in this Handbook. A complaint may be

presented in writing to the Committee at any time and action will be taken at the discretion of the committee.

- a) possible disciplinary action for first infraction complaint will be a written warning. If the infraction or complaint is repeated, the possible disciplinary action will be at the discretion of the committee. Subsequent infractions will mean an appearance before the Executive Committee of the Physical Therapy faculty and the course of action will be at their discretion.
  - b) any problems which cannot be satisfactorily resolved by the divisional committee shall be referred to the proper School or University committee or council for further action.
  - c) all infractions and complaints will be treated in confidence. If more than one individual is involved, all persons will be asked to appear collectively and individually.
2. Student Offices and Duties (First and Second Year Classes). Nominations and elections will take place during a class meeting to be held early in each Summer Quarter.
- a. Class President
    - 1) organizes and presides over all class meetings.
    - 2) appoints committees.
    - 3) assumes responsibility to act as coordinator with student-faculty groups and organizations to develop class relationships with these groups.
  - b. Class Vice-President
    - 1) assumes president's duties in his/her absence or by request.
    - 2) assists in all class functions, committee activities, and other assigned responsibilities.
  - c. Class Secretary-Treasurer
    - 1) records minutes of all meetings.
    - 2) is responsible for class correspondence and other assigned clerical duties.
    - 3) maintains accurate accounting of class funds.
  - d. Student Liaison to Ohio Physical Therapy Association
3. S.A.M.P. Student Council
- The Council is composed of representatives from each of the School's divisions. In physical therapy, the 1<sup>st</sup> year representatives will continue to serve as 2<sup>nd</sup> year representatives and may be appointed or elected. The purpose of the Council is to explore and relate to School and divisional concerns and activities which are inter-professionally related.

## **Professional Organizations**

1. The American Physical Therapy Association (APTA). The APTA makes provision within its by-laws for student membership for individuals who are enrolled in approved curricula of physical therapy in the United States and Puerto Rico. The faculty of the Physical Therapy Division at The Ohio State University expects that all students will be members of this organization.

Student membership in the APTA currently costs \$90.00 per year and provides the student with a year's subscription to Physical Therapy and other professional privileges. Upon completion of the academic and clinical program, the student becomes eligible for active membership in the APTA. The student must notify the APTA of any address changes; it is recommended the student use a home address for the mailing address for Physical Therapy, Journal of the American Physical Therapy Association.

Students are invited to attend scheduled APTA District meetings and special workshops. Students are encouraged to take advantage of these meetings and to attend as many as possible since they are means by which the student can become better acquainted with the profession. An annual state APTA Chapter meeting is also open to student attendance and participation for a fee established by the Ohio Chapter, Inc.

There is an organization to provide liaison between the Ohio Chapter, Inc., APTA and students enrolled in the entry-level physical therapy programs in Ohio. This group elects officers at each institution and has an organizational structure at the state level. The group meets approximately twice a year and provides at least one educational program for students as needed. First and second year students may be involved with this organization.

2. Professional Licensure-Registration Requirements. All states in the United States require licensure or registration for qualified physical therapists that is based on satisfactory completion of an accredited Physical Therapy Program and a national written examination. The procedures for each state vary and the student should contact the licensure or examining board of the state in which he or she wishes to become employed for complete information. A composite list of these boards can be found in selected issues of Physical Therapy and on the APTA web site ([www.apta.org](http://www.apta.org)). The student should not attempt to relate procedures, policies, or regulations of one state (i.e., Ohio) to any other state. All states require the satisfactory completion of the national comprehensive written examination by the applicant in order to become licensed/registered in that state. A fee is charged for the licensing or registering of the individual.

At present, students in the academic or clinical education portion of the physical therapy program are not eligible for licensure or registration in most states until the total professional education and National Physical Therapy Licensure

Examination have been successfully completed. Definitive information about licensure procedures and requirements for Ohio will be provided to each student prior to completion of the academic program or may be obtained from the Occupational Therapy-Physical Therapy and Athletic Trainers Board, 77 South High Street, 16th Floor, Columbus, 43266-0317; telephone number (614) 466-3774 or online at [www.otptat.ohio.gov](http://www.otptat.ohio.gov). Directions for registering for the national exam are also available at that site. For students planning on obtaining an Ohio license, the program will offer the Ohio Laws and Rules Examination during Spring Quarter of the 2<sup>nd</sup> year.

## **GENERAL INFORMATION**

### **Pregnancy**

In addition to the School policy for students who become pregnant, the Division has established these policies:

1. The student will be expected to maintain a satisfactory level of academic and clinical performance as determined by the regular and auxiliary faculty or clinical supervisors. Limitations in the performance of lifting, stooping, bending, and other rigorous activities in laboratory and clinical work will be established as necessary. Permission from a licensed physician for the student to continue in the program will be requested.
2. The student will receive individual counseling to best prepare the student for all didactic and clinical requirements.
3. Should it be necessary for the student to withdraw from the program due to her pregnancy, re-enrollment in the Division will be possible providing the student's didactic and clinical performance was satisfactory prior to the time of the withdrawal. A health report or statement from a licensed physician or the University Health Service will be requested from the student at the time of re-enrollment. This statement should indicate any limitations or restrictions of activities which the physician believes necessary and an estimate of the length of time those restrictions would be effective.

### **Illness or Injury**

If a student becomes ill or injured during the professional program and must be absent from a substantial number of classes or cannot safely perform laboratory or clinical activities, an approval from a physician at the Student Health Center or the student's physician will be required to resume clinical and laboratory activities.

### **Review and Retention of Student Examinations, Papers, Projects**

Students will have the opportunity to review the correct responses to all quizzes and examinations and to compare their responses with the instructor's "key". Students will be able to review written instructor comments on term papers, case reports, projects and the like and discuss these items with the instructor. However, the instructor may require that all student papers, including examinations, be returned to the instructor for retention. Each instructor shall set the policy on the review and retention of student work for his or her particular class or activity.

### **Evaluation of Curriculum**

Students will be requested to assist with the evaluation of the curriculum at the end of the didactic program, at the end of the terminal clinical experience, and one year following graduation from the program. It is important for each student to participate in this activity. Suggestions, comments or recommendations about the curriculum or specific courses can be made by any student at any time during the curriculum. The student should communicate directly with the instructor of a specific course, his/her faculty advisor or the division director.

### **Certification In Early Intervention and Developmental Disabilities**

Students should be aware that many states require "certification" for therapists working in early intervention for young children with developmental disabilities. If you plan to seek employment after graduation in this area, you may need additional coursework for employment. Speak with Dale Deubler if you need additional information.

### **Faculty Expectations of Students Include:**

1. communication with a course instructor when the student has questions, concerns, suggestions or problems related to that course; the sooner you communicate your difficulties the more benefits you can receive.
2. attentiveness in lecture and laboratory sessions; students are expected to behave in a mature and professional way during lecture and laboratory sessions. A student may be asked to leave a lecture if his or her behavior is disruptive.
3. completion of assignments on or prior to the date they are due to be submitted; students must request from the instructor permission to submit an assignment later than the due date. Failure to submit an assignment on or before the date it is due may adversely affect the grade on the assignment and may affect the student's course grade.
4. preparation of written assignments in proper form as designated by the instructor; the product may receive a lower grade if it is untidy; has multiple typo-graphical or spelling errors; has multiple grammatical errors; or is illegible.

5. appropriate dress and personal hygiene in lecture and laboratory sessions; your appearance reflects upon you and the profession of physical therapy.
6. use of individual effort on examinations, projects, or other assignments unless otherwise indicated by the instructor. Faculty rules require that an instructor report even suspected academic misconduct to the University for review and disposition.
7. use of appropriate communications and channels (e.g., faculty advisor, division director, Student-Faculty Committee) to express concerns and resolve conflicts. Complaining to or sharing concerns with classmates usually will not satisfactorily solve problems.
8. respecting classmates, patients, other students and faculty for their worth and value as persons and recognizing each of us has different attitudes, values and abilities.
9. developing an understanding that students and faculty should not be adversaries but rather should assist each other to learn and develop personally and professionally.
10. recognition that divisional faculty may not always be available at the precise time a student would like them to be; however, each faculty has posted office hours or can be contacted by telephone or by note quite easily.
11. understanding the professional curriculum is designed to provide technical (patient care oriented) and non-technical learning and that each has importance and relevance to the student's learning and the development of physical therapy as a profession.
12. Access and appropriate use of e-mail, which includes managing your mailbox so that educational materials that are sent will not be rejected.

**Faculty Responsibilities to Students Include:**

1. provision of a course syllabus for each class taught; distribute copy to each student; syllabus should indicate required textbooks or other necessary course materials; reading assignments; learning objectives (course objectives); projects, papers or other course requirements; grading and evaluation system; content of course with lecture and laboratory schedules; and access to instructor.
2. checking all of class rosters and notification of any student who may have signed up incorrectly or may have failed to sign up for a required course.
3. being prepared for each classroom and laboratory presentation; assure that guest presenters are qualified and prepared for their presentations.
4. starting and ending classroom and laboratory sessions promptly according to the class schedule and University policy.

5. treating each student fairly, equitably and impartially.
6. respecting each student as an individual; recognize each person has a set of personal values, attitudes or opinions which may differ from the instructor's; and recognize that each student has worth and value as a person.
7. assisting students to learn through discussions, readings, demonstrations, clinical experiences and other methods; provide an environment to challenge and motivate the student to improve his/her knowledge, skill, competence and ability.
8. providing academic counseling to assist students to attain individual and curricular academic objectives; assist with individual student difficulties within the extent of one's competence; referral of student to appropriate health or counseling service or practitioner.
9. compliance with University, College, School and Division policies and procedures.
10. providing sufficient and appropriate office hours for student appointments or provision of other means to communicate with students.
11. assisting students to develop their personal and professional abilities and attributes; to develop and use problem-solving skills, and to further develop their "thinking" processes.

### **Employment Opportunities**

The division maintains listings of employment opportunities for students and graduates in notebooks located in Room 516. Students may review these notices at their convenience. Old notices are removed approximately every 4-6 months and new ones are added. Other sources of employment information are: *The Physical Therapy Bulletin*, which is online, and *Physical Therapy*. This publication is available in the division. The division does not have a placement service nor does the School; however, job announcements will be e-mailed to students and posted in a notebook in the Division office.

An annual student organized and coordinated Career Day is available to first and second year students. Approximately 90-100 facilities or organizations participate in this event.

All students should plan to attend. Specific information about the event will be provided prior to the scheduled date.

### **Miscellaneous Information**

1. You are requested to refrain from congregating in the main office to reduce noise and confusion. The secretaries are not permitted to provide supplies or support (typing, etc.) to students. Please do not request these services of them. The division address may not be used as your personal mailing address. Telephones for personal use are located in the main lobby of the building. Division telephones are not available for student personal use.
2. Books and theses located in the division may be used by students, but may not be removed from the division.

3. Rooms 316 and 328 may be used for study or practice sessions when no class is scheduled. The doors will be locked when they are not in use; faculty and the secretaries have a key. **NO FOOD OR DRINK PERMITTED IN EITHER ROOM.**
4. Vending machines are located in the basement. Please do not bring food or drink into any classroom.
5. The building is accessible from 7:30 a.m. to 5:30 p.m., Monday through Friday. It is not accessible in the evening, on the weekend, or on a holiday unless special arrangements are made through the division director.

5/09  
DG/RR/DAK

**HANDBOOK STATEMENT OF UNDERSTANDING**

Physical Therapy Division  
The Ohio State University

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

I have read and understand the expectations, policies and procedures as outlined in the Doctor of Physical Therapy Handbook for the Physical Therapy Division at The Ohio State University.

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

\_\_\_\_\_  
Date