



Ivester College of Health Sciences



DEPARTMENT OF PHYSICAL THERAPY STUDENT HANDBOOK

2023-2024

Welcome to Brenau!

Congratulations on your acceptance into the Brenau University Physical Therapy Program. We take this opportunity with great pleasure to welcome you as you embark on your journey to becoming a physical therapist. We wish you every success both during your time here, and for your future.

Message from the Chair:

Dear DPT Students,

Welcome to the Department of Physical Therapy at Brenau University. We are so glad you have chosen our program for your doctoral studies in physical therapy. Our department is part of the Ivester College of Health Sciences, where you will interact with a diverse group of interprofessional peers and future colleagues. It is truly an exciting time to enter our dynamic field, currently full of many opportunities for professional and personal growth and fulfillment. Our program has persisted through the challenging times presented to us in the past three years, and we remain deeply dedicated to you and your education. We simply cannot wait to welcome you into our Brenau DPT family.

As a member of our department, you will find a committed group of faculty, staff and students who share a strong vision for experiential and lifelong learning, excellence in teaching and scholarship, and service and leadership in our profession, community and around the globe. Together, we will work hard to build your individual future, and that of the growing Brenau DPT footprint in our community and beyond. Even as you begin your journey, we look forward to a time when you become a part of our network of alumni and colleagues.

One of my favorite things about Brenau University is the Brenau Ideal, penned by H.J. Pearce who served as Brenau's president from 1900-1943. These powerful words just so happen to capture the essence of what we value. Just as they inspire me, I hope they inspire you to pursue excellence and integrity now and in the future:

To find satisfaction in being rather than in seeming;
To find joy in doing rather than in dreaming;
To be prepared for service thereby earning the right to be served;
To be pure in heart; vigorous in mind, discreet in action;
To love deeply, fear nothing, hate never;
To enjoy that freedom which comes from knowledge of the "Truth";
To be modestly conscious of the limitations of human knowledge and serenely confident of the limitless reaches of human endeavor;
This is the ideal of Brenau.
-H.J. Pearce

Heather Ross, MPT, PhD
Program Director and Chair

DPT Student Handbook

Purpose

The purpose of the Brenau DPT Student Handbook is twofold. First, it provides you with an easy reference for frequently asked questions that often come up when you are new to a place. Secondly, the Student Handbook provides you with information regarding your rights and responsibilities as a student in our program. As burgeoning professionals, you are held responsible for knowing your rights and responsibilities described herein and in the Brenau University's Student Handbook. University, College, and Department procedures, regulations and services are mentioned in this handbook, with directions to full policy documentation on the University website and in other relevant University publications. We reserve the right to make changes to policies and as necessitated by governing authorities or administrative needs. If any rule is changed after publication of this handbook, you will be notified of the change by e-mail. Brenau University and the Department of Physical Therapy is committed to a partnership with its students in which both sides acknowledge their responsibilities for achieving a fulfilling a successful academic experience. Welcome aboard!

Equal Opportunity Message

Brenau University is committed to the principles of equal education and employment opportunities without regard to race, color, marital status, gender, sexual orientation, religion, national origin, disability, or age. These principles are applied in the conduct of University programs and activities and the provision of facilities and services.

SACS Accreditation Statement

Brenau University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the baccalaureate, masters, and doctoral levels.

CAPTE Accreditation Statement

Graduation from a physical therapist education program accredited by [Commission on Accreditation in Physical Therapy Education](http://www.capteonline.org/home.aspx) (<http://www.capteonline.org/home.aspx>). [Accreditation by the American Physical Therapy Association](http://www.apta.org) (<http://www.apta.org>) is required for eligibility to sit for the licensure examination, which is required in all states.

The Department of Physical Therapy at Brenau University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 678-971-1832 or email hross@brenau.edu.

Table of Contents

| | | |
|-------------------------|---|-----------|
| Welcome Page | | 2 |
| Handbook Purpose | | 2 |
| Section 1 | Tenets of the University..... | 5 |
| | Mission Congruence | 6 |
| | The Pillars..... | 7 |
| | Program, Faculty & Student Goals | 8 |
| Section 2 | General Information..... | 9 |
| | Organization..... | 10 |
| | Main Campus Frequently Called Numbers | 12 |
| | Safety..... | 13 |
| | Emergency Procedures..... | 14 |
| | Campus Places | 15 |
| | Library | 15 |
| | Bookstore..... | 16 |
| | Dining Facilities..... | 16 |
| | Counseling & Psychological Services..... | 17 |
| | Student Health Services..... | 17 |
| Section 3 | Values..... | 18 |
| | Brenau Honor Code..... | 18 |
| | Academic Honesty..... | 18 |
| | Academic Rights..... | 21 |
| | Right to Privacy..... | 21 |
| | DPT Student and Faculty Responsibilities..... | 22 |
| | Professionalism..... | 23 |
| | APTA – Core Values..... | 23 |
| | Professional Behaviors – Expectations..... | 24 |

| | | |
|------------------|---|-----------|
| Section 4 | DPT Requirements, Policies, & Procedures | 26 |
| | Registration..... | 29 |
| | Class and Lab Attendance..... | 30 |
| | Additional Expenses | 30 |
| | Immunizations..... | 32 |
| | University Policies | 34 |
| | Classroom Recording & Social Media Policies..... | 34 |
| | Essential Functions | 35 |
| | Seeking Accommodations..... | 38 |
| | Academic Requirements... Grading Scale..... | 39 |
| | Rounding Rule | 40 |
| | Remediation | 41 |
| | Academic Progression..... | 41 |
| | Academic Probation..... | 42 |
| | Program Requirements for Service | 43 |
| | Program Attire Recommendations..... | 44 |
| Section 5 | Curriculum..... | 46 |
| | DPT Curriculum Sequence..... | 47 |
| | Course Descriptions..... | 48 |
| Section 6 | Appendix..... | 57 |
| | Absence Request Form..... | 58 |
| | University Policy on Recording of Classroom Activities..... | 59 |
| | University Policy on Social Media..... | 62 |
| | Statement of Informed Consent..... | 65 |
| | Acknowledgement of Essential Functions..... | 66 |

Section

1

Tenets of the University

Approaching 2030

Brenau University Mission

Brenau University challenges students to live extraordinary lives of personal and professional fulfillment. As students pursue undergraduate and graduate degrees or non-degree programs at Brenau campuses and online, each prepares for a lifetime of intellectual accomplishment and appreciation of artistic expression through a curriculum enriched by the liberal arts, scientific inquiry and global awareness (see Brenau University Mission URL: <https://www.brenau.edu/about/>).

Ivester College of Health Sciences Mission

In the Ivester College of Health Sciences, we are thoughtful, intentional and strategic as we prepare doctoral, masters and baccalaureate graduates to live extraordinary lives. Incorporating the values of liberal education throughout their education, our graduates prepare for their careers and professions through the college's four pillars: evidence-based and reflective practice, contemporary scientific inquiry, clinical proficiency, and humanitarian altruism. Our graduates exemplify the highest level of personal integrity, professional ethics and well-being. Consistent with the university's mission, the Ivester College of Health Sciences is committed to service to our community, region and across the globe.

Doctor of Physical Therapy Program Mission

The mission of the Brenau University Department of Physical Therapy is to challenge our students to live extraordinary lives through the implementation of our college's motto: "Thoughtful, Intentional, Strategic". We ready our students for success in today's healthcare arena through the application of an experiential learning approach that integrates clinical and didactic learning. Our students will be prepared to consistently practice with integrity and competence in a variety of settings, and in service in our community, region and across the globe. We will provide students with learning environments and opportunities dedicated to the

student's individual development as well as the advancement of physical therapy practice. Our culture will engender excellence, scholarship, altruism, integrity, interdependence, and a sense of purpose in each of our students.

Vision Statement

The DPT program will develop extraordinary clinical practitioners who will serve, lead and inspire (see PT Mission, Vision, and Goals URL: <https://www.brenau.edu/academics/health-sciences/physical-therapy/pt-vision-mission-and-goals/>).

Mission Congruence

We find that our missions, even through evolution and a change in leadership, are cohesive and consistent. Below, we indicate four themes that demonstrate such congruence.

Extraordinary Lives of Personal and Professional Fulfillment: The central idea that is clearly stated in all unit missions is to prepare all Brenau students to live extraordinary lives, purposefully inclusive of both professional and personal transformational educational experiences. Further, the Brenau graduate will seek to change the lives of others, through the adherence to elements such as the three themes that follow.

Thoughtful, Intentional, Strategic: As allied health educators, we are dedicated to leading student-centric programs designed to integrate clinical and didactic learning immediately using integrative and collaborative learning theory. The main construct of this adult learning approach is to intentionally and strategically close the gap between theory and practice. The program's primary goal is to thoughtfully prepare our students to be well equipped and proactive when entering the profession as they meet the needs of the individual and society.

Integrity: Brenau University and our program inspire professional integrity throughout a student's educational experiences. The APTA holds integrity in its core values stating "Integrity is steadfast adherence to high ethical principles or standards, being truthful, ensuring fairness, following through on commitments, and verbalizing to others the rationale for actions." Our steadfast adherence to this value makes Brenau an exceptional place to train our future peers. For example, our program holds professional behaviors, which we believe to be a core academic metric of integrity, to a very high standard. Our program learning contract process demonstrates this commitment to integrity.

Global Awareness: Brenau is dedicated to global engagement whether serving international populations in our local communities or in their native communities. A recent example is the establishment of the Miller Institute for Global Learning. The Institute will support DPT program initiatives at home and abroad toward international educational exposures, such as the Farm Worker Family Health Program which we participate in annually.

Contemporary Professional Expectations

When considering contemporary professional expectations for the preparation of physical therapists and evaluating those against our mission, we turned to foundational documents from the APTA as well as landmark publications (e.g. Deusinger et al., 2014; Jensen et al., 2014) to ensure we have considered the contemporary topics pursuant to truly serving today's society. The recent APTA publication "A Vision of Excellence in Physical Therapy Education 2021" has provoked us to further examine and compare ourselves against the six pillars of its vision. We provide examples of our efforts in each of these pillars.

The Pillars

1. **Accessibility of Education:** We expose students to financial planning and literacy training before they graduate to help guide their student debt repayment and other financial decisions.
2. **Collaboration and Networks:** We meet annually with our clinical education advisory board to take in information that informs our entire program: from our classroom curriculum to our integrated and full time clinical education practices. In addition, we have clinical training partnerships with Northeast Georgia Medical System and Good News Clinic.
3. **Competency-Based Education:** We are integrating in-course and end of semester SIM/OSCE level experiences where we are designing and assessing competencies specific to the course or semester at hand.
4. **Diversity, Equity and Inclusion:** We educate cohorts in which ~28% of students identify as a minority. We also consider military service and first generation students in our admissions practices and hope to learn how to welcome even more aspects of diversity as a strong program thread.
5. **Education Research and Data Management:** Our faculty have engaged in formal research or class projects examining social networking, diversity and student efficacy. We seek to add information into the field with a developing theme of student support in a culturally sensitive manner, that prepares students for high-need practice areas such as complex medical environments and care directed to those in urban and rural settings.
6. **Infrastructure, Capacity and Faculty Development:** Almost all of our faculty have completed or are on schedule to complete a certification course, fellowship, or terminal degree during the past 7 years.

Physical Therapy Department Goals

Program Goals

1. The Program will provide DPT students with early and intentional integrated learning experiences that will prepare them to consistently practice with integrity and competence in a variety of settings.
2. The Program will challenge students to live extraordinary lives of personal and professional development through an innovative, strategic, experiential, collaborative, and evidence-based educational approach.
3. The Program will promote an educational environment that supports diversity, inclusion, and belongingness.

Faculty Goals

1. Faculty will pursue excellence in the classroom by promoting integrated and innovative experiential learning experiences throughout the curriculum.
2. Faculty will demonstrate a strong commitment to university, community, and professional service.
3. Faculty will engage in at least one scholarly area each year and will promote evidence-based practice in the classroom.
4. Faculty will professionally and effectively manage the program.

Student Expected Learning Outcomes and Graduate Goals

1. Students/Graduates will be highly competent in the evidence-based diagnosis and treatment of movement disorders and poised to move forward as autonomous practitioners and professionals of choice for movement disorders.
2. Students/Graduates will approach each patient compassionately and holistically, assessing and integrating the unique characteristics of every client they encounter, including the clients' physical and psychosocial status, values, preferences, and needs.
3. Students/Graduates will practice in a safe, legal and ethical physical manner consistent with established professional standards and ethics.
4. Students/Graduates will be independent problem-solvers and critical thinkers, evidenced in the classroom, clinical internships and routine delivery of care.
5. Students/Graduates will employ proficient interpersonal and communication skills necessary to be a caring and effective professional practitioner and leader.
6. Students/Graduates will function regularly and competently in service to the program and community.

Section

2

General Information

Organization – Academic Administration

President

Executive Vice President & Chief Financial Officer

Interim Vice President, Student Services

Interim Vice President, Enrollment Management

Provost and Vice President, Academic Affairs

Vice President, University Advancement

Vice President, Financial Services

Vice President, Information Technology

Athletics Director

Dr. Anne Skleder

Dr. David L. Barnett

Dr. Debra Dobkins

Dr. Laura Oliveira

Dr. Jim Eck

Matt Thomas

Toby Hinton

Chip Andrews

Mike Lochstampfor

Organization – Ivester College of Health Sciences

Brenau University is comprised of four colleges: College of Business & Mass Communication, College of Education, College of Fine Arts & Humanities, and the Ivester College of Health Sciences. The Ivester College of Health Sciences houses five programs. The Dean and Chairpersons of these departments are:

Dean's Office

Dean of the Ivester College of Health Sciences

Department of Physical Therapy

School of Nursing

School of Occupational Therapy

Department of Physicians Assistant Studies

Department of Psychology

Department of Mathematics & Science

678.707.5016

Dr. Gale H. Starich

Dr. Heather Ross

Dr. Troy Heidesch

Dr. Kathleen Foley

Dr. Julie Keena

Dr. Julie V. Battle

Jessi Shrout

Organization – Department of Physical Therapy

Faculty

| | |
|--|---|
| <p>Heather H Ross MPT, PhD Professor Program Director and Chair</p> | <p>B.A. Exercise & Sport Science – UNC at Chapel Hill MPT Physical Therapy – East Carolina University Ph.D. Anatomy & Neurobiology – Virginia Commonwealth U</p> |
| <p>Tammy Buck, PT, DPT, PCS Associate Professor Director of Clinical Education</p> | <p>B.S. Physical Therapy – Northeastern University DPT – Rocky Mountain University of Health Professions Enrolled: PhD, RMU of Health Professions</p> |
| <p>Christy Brimmer PT, DPT, NCS Associate Professor Asst. DCE</p> | <p>B.S. Biology – Berry College MPT – Medical College of Georgia DPT – Alabama State University</p> |
| <p>Karen Burgbacher, PT, DPT, GCS, NCS Assistant Professor</p> | <p>B.H.S. - University of KY M.P.T. Physical Therapy - University of KY DPT Shenandoah University</p> |
| <p>Robert Cantu, MPT, MBA, EdD, M.T.C. Associate Professor Service Coord.</p> | <p>B.S. Physical Therapy – University of Texas Medical Branch M.M.Sc. Physical Therapy – Emory University M.B.A. Kennesaw State University Ed.D. Health Care Education and Organizational Leadership – Nova Southeastern University</p> |
| <p>Stacey J Hoffman, PhD Clinical Psychologist Assistant Professor Life Enrichment Coord.</p> | <p>B.S. Physical Therapy – Medical College of Georgia Ph.D. Clinical and Health Psychology – University of Florida</p> |
| <p>James E Lewis PT, DPT, ATC Professor Assessment Coord.</p> | <p>B.S. Exercise & Health Science – University of Georgia B.S. Physical Therapy – Georgia State University DPT – Boston University</p> |

| | |
|--|--|
| Daniel Maddox, PT, DPT, OCS, FAAOMPT Associate Professor Assist. Director of Clinical Education | B.S. Kinesiology – Georgia Southern University DPT – Medical College of Georgia DSc Physical Therapy – Bellin College |
| Mary T Thigpen PT, PhD Professor Curriculum Coord. | B.S. Physical Therapy – Medical College of Georgia M.H.S. Health Science – University of Florida Ph.D. Motor Behavior – University of Florida |
| Ashley E McCall, MPT, PhD Assistant Professor | B.S. Biochemistry – North Carolina State University M.P.T. Physical Therapy – East Carolina University Ph.D. Biochemistry – Virginia Commonwealth University |
| Katelyn Whitlock, PT, DPT, MSED Assistant Professor | B.S. Kinesiology – University of Virginia M.S.Ed. Kinesiology – University of Virginia DPT – Emory University |
| Tiffany Wilson | Director of Operations/ Admissions Advisor |
| Heidi Neal | Clinical Education Specialist/ Pre-PT Advisor |
| Carly Esford | Office Manager |

Main Campus Frequently Called Numbers

| | |
|---|-----------------------|
| GENERAL INFORMATION NUMBER | (770) 534-6299 |
| Academic Assessment Office | (770) 538-4712 |
| Academic Matters, Provost and Vice President for Academic Affairs | (770) 534-6119 |
| Bookstore (Barnes and Noble) | (770) 534-6208 |
| Box Office (ticket information) | (770) 297-5902 |
| Business & Mass Communication | (770) 538-4700 |
| Counseling Services | (770) 297-5959 |
| Financial Aid/Scholarships | (770) 534-6152 |
| Fitness Center | (770) 538-4687 |
| Health Services | (770) 534-6135 |
| Information, Campus Receptionist | (770) 534-6299 |
| Institutional Research and Effectiveness | (770) 538-4749 |
| Library | (770) 534-6113 |
| Occupational Therapy | (770) 534-6139 |
| Physical Therapy | (678) 971-1832 |
| Post Office | (770) 534-6128 |
| Registration | (770) 534-6203 |
| Security, Campus | |
| Days | (678) 617-5625 |
| Downtown Center | (678) 283-9074 |
| Off Campus/Nights & Weekends | (770) 534-6202 |
| Gainesville Police (Non-Emergency) | (770) 534-6251 |
| Student Accounts, Accounting Office | (770) 534-6150 |
| Student Loan Disbursement | (770) 534-6152 |
| Student Services | (770) 534-6130 |
| Student Records and Transcripts | (770) 534-6130 |
| Swimming Pool | (770) 534-6279 |
| Ticket Information (Pearce Cultural Events) | (770) 538-4764 |
| Transcripts, Registrar | (770) 534-6203 |
| Veterans Educational Benefits | (770) 534-6152 |
| Writing Center | (770)-538-4795 |

Your Safety

Brenau University Security

Campus Security is provided at all campus locations through the Brenau Security Department.

Security Escort

Remember that security is here to help 24 hours a day, so if it's late or dark and you feel a little uneasy, give Security a call. Security provides either a vehicle or walking escort anywhere on campus.

Brenau Security Main Campus Office 678-617-5625

Brenau Downtown Center Security..... 678-283-9074

Brenau East Campus Security 678-677-6556

E2Campus Emergency Alert System

- All students, at all instructional sites, are ***strongly encouraged*** to register for the **e2Campus Emergency Alert System**.
- This service can be personalized so that students only receive alerts relevant to their location(s). To register, go to <http://e2campus.com/my/brenau>. Click on "I need to create an account" link.
- Students should select the campus group where they attend classes to receive messages created specifically for their geographic area. PT Department is located in Downtown Center.
- There is no charge for registration; however, standard text messaging fees may apply.

EMERGENCIES DIAL 911

Emergency Procedures

Criminal Activity

1. **Do NOT pursue or attempt to detain suspects.**
2. **Do** Attempt to remove yourself from any danger.
3. Notify Campus Safety and Security by calling **x1234** from any campus phone or **770-534-6202**.
4. Additionally, **911** may need to be called.
5. Try to call from a safe location if possible.
6. **If possible, provide the following information:**
 - * Location of crime
 - *Any injuries
 - *Description of suspect(s)
 - *Direction of travel of suspects
 - *Nature of crime
 - *Description of vehicle(s)
 - *Number of people involved
 - *Any known weapons

Ice Storm

This region is subject to ice storms throughout the winter months. When the weather channel is predicting such a storm, please use good judgment when venturing out. Regularly check the **Campus Alert Line (770-534-6772 or x6772)** or the intranet if possible. Do NOT call Security to find out about closings.

- Charge cell phones.
- Keep a flashlight and radio accessible with extra batteries (in home and car).
- Have extra blankets (in home and car).
- Once storm has hit - Do not travel. Conditions are hazardous and emergency services often cannot reach you if you become stranded on the road.
- In the event of a power outage on campus, follow the directions of any authority figure.
- It is recommended that you try not to leave campus. If you feel it is necessary, please inform staff or any Brenau authority figure.
- If someone is stranded on-campus, refer them to any Brenau authority figure.

Building Evacuation

- Building evacuations should occur when a building alarm sounds continuously and/or upon notification by Security or any staff/faculty member.
- Be aware of all marked exits from your room and building. Be aware of all shelter locations.
- Walk quickly to the nearest exit and ask others to do the same.
- Be aware of any individuals with disabilities exiting the building and assist.
- Use the stairwells in case of fire. In case of a non-fire emergency, elevators are reserved for disabled persons' use only.
- As you evacuate the building, close doors once room is emptied.
- Once outside, meet at the designated area or move to a safe area away from the building.

- Remember to keep streets and walkways clear for emergency vehicles and personnel.
- Do not return to the evacuated building unless you are told to do so by Security or other.

Campus Places

Brenau Downtown Center: Department of Physical Therapy

- **Monday – Friday**, 7:00am – 10:00pm
- **Saturday & Sunday**, 9:00am – 6:00pm
Building access is available 24/7*. Call the main security number at 678-617-5625 and a security guard will meet you at the Main Entrance. The doors will remain locked with the alarm deactivated and no security on duty. You can exit the building anytime during this access, but if you leave you will have to call security again for re-entrance.

* Hours are subject to change depending on the semester and university mandate.

Need to have ID Card

Your photo I.D. card must be carried at all times while on campus and must be presented when eating in the dining hall, using the library, or fitness center. ID's should be with you when attending any University function: class, convocations, sporting events, or student organization events.

The Trustee Library

While the Brenau Trustee Library is physically located on the Gainesville campus, the library is mindful of its mission to support all students regardless of their location. To that end, the library is actively collecting electronic resources and developing a variety of online support tools. The growth of these e-resources is evidenced in the fact that the number of ebooks in the collection has recently surpassed the number of circulating print volumes. The Trustee Library has a staff of five professional librarians and three paraprofessionals. It is open 84 hours, seven days a week. Professional staff is available to respond to students' calls (an 800 number is available for distance and online students) and email requests during those hours. Students have the opportunity to contact the library through strategically placed **Ask-A-Librarian** icons located on the online catalog

page, on search aid pages and on Blackboard and Canvas sites.

Hours

Fall and Spring Semesters

- **Monday – Thursday**, 7:45am – 10:00pm
(11:00pm during Final Exams)
- **Friday**, 7:45am – 6:00pm
- **Saturday**, closed
- **Sunday**, 1:00pm – 10:00pm (11:00pm during Final Exams)

Summer Term

- **Monday – Thursday**, 8:30am – 6:00pm
- **Friday**, 8:30am – 5:00pm
- **Saturday**, closed
- **Sunday**, closed

Between Semesters (Regular Business Hours)

- **Monday – Friday**, 8:30am – 5:00pm
- **Saturday**, closed
- **Sunday**, closed

Bookstore

Barnes & Noble @ Brenau 770-534-6208

<https://brenau.bncollege.com/shop/brenau/home>

Books for your classes may be found and purchased at the Barnes & Noble bookstore on Main Campus and also on Campus Web. The Bookstore is located in the Feldman House adjacent to the front lawn and Office of Admissions.

The Barnes & Noble Bookstore primarily provides textbooks and other class and lab-related materials to students and faculty. Although that remains the central mission, the new operation will also offer a selection of current fiction and nonfiction titles, plus an expanded array of top-quality Brenau- and Golden Tigers-branded merchandise. In addition to the walk-in store operations, Barnes & Noble College Booksellers employs extensive interactive online and logistics capabilities for ordering and managing inventories and quickly acquiring needed items.

Dining Facilities

Meal plans may be purchased in advance. These plans provide cost savings and provide the convenience of not needing a credit card or cash with you. See the Intranet for further details.

Hopkins Dining Hall is located on Main Campus in Wilkes Hall, 204 Boulevard.

Monday - Friday

7:00 am – 9:00 pm -**Breakfast**

9:00 am – 11:00 am -**Continental Breakfast**

11:00 am – 2:00 pm - **Lunch**

2:00 pm – 5:00 pm - **Lite Bites**

5:00 pm – 7:30 pm – **Dinner (Closes at 7:00 pm on Friday)**

Saturday & Sunday

11:00am – 1:30 pm **Brunch**

5:00 pm – 6:00 pm **Dinner**

The Tea Room located on Main Campus between Sorority Circle and the Trustee Library.

Monday – Thursday 7:30 am - 10:00 pm

Friday 11:00 am – 3:00 pm

Saturday Closed

Sunday 4:00 pm – 10:00 pm

Counseling & Psychological Services

770-297-5959

<https://www.brenau.edu/healthsciences/psychology/bccps/>

The Brenau Center for Counseling and Psychological Services (BCCPS) provides the following services to students as well as individuals in the community: Individual counseling, Family counseling, Couples counseling, Child counseling. Psychological assessment and testing for all ages.

How the BCCPS works: Anyone interested in counseling services can contact the clinic at 770-2975959. After providing some basic information at the initial phone call, your assigned counselor will call to set up an appointment. Sessions are typically scheduled for 50 minutes, once a week. You can reschedule or cancel appointments with 24-hours' notice.

Costs: Brenau students – \$5 for first intake appointment; \$5 each session
 Faculty & alumni – \$25 for first intake appointment; \$15 each session
 Community members – \$25 for first intake appointment; \$20 each session
 **Sliding fee scale based on income is available. Call to inquire.

Student Health Services

770-534-6135

healthservices@brenau.edu

Hours:

Monday –Friday7:30 AM – 5 PM

Closed for Lunch.....12:00 PM– 1:00 PM

Student Health Services advocates a holistic approach toward health, which includes the student's physical, mental, and emotional well-being. Extensive use of the resources offered in the Gainesville community augment the services provided on campus. Medical care is available to enrolled students and employees. Located @ 205 Boulevard, Gainesville Campus.

Walk-in Services include (First come, first served but appointments are welcomed):

- Examination by the NP when ill or injured
- Assessment, diagnosis and treatment
- Assistance with referral for further medical treatment
- Physical exams (appointment required)
- Testing available for Flu, Mono, Pregnancy, Strep, Anemia and UTI

Section

3

Our Values

Brenau Honor Code

"I promise to uphold the Brenau University honor code by refraining from every form of dishonesty and cheating in university life, and will strive to create a spirit of honesty and honor. Failure to do so is considered a breach of trust toward the faculty and student body. I accept this commitment as a personal responsibility to refrain from and to report all forms of dishonesty and cheating."

Academic Honesty Guidelines

Academic integrity is highly valued and seriously regarded by Brenau University and the Department of Physical Therapy. More specifically, you and your classmates are expected to maintain absolute integrity and a high standard of individual honor in scholastic and clinical work undertaken at Brenau and in the clinic.

All of the violations below relate to: on-line assignments, papers, and exams and assignments papers, and exams that are handwritten or typed.

Violations of Academic Honesty

Taking of Information - copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the instructor; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text, notes, phone, computer during an examination when not permitted.

Tendering of Information - giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; informing another person of questions that appear or have appeared on a previous exam; giving or selling a paper or other written materials to another student. Revealing information to others regarding events during a practical exam.

Plagiarism - copying homework answers from your text to hand in for a grade; quoting text or other written materials submitted to a teacher when requested by the teacher to present your own work; handing in a paper as your own work which was purchased from a term paper service; retyping a friend's paper and handing it in as your own work; taking a paper from fraternity/sorority files and handing it in as your own work; copying sentences directly from a book without giving the author credit, cutting and pasting from the internet.

Conspiracy - planning with one or more persons to commit any form of academic dishonesty, including but not limited to, giving your work to another student who you know will plagiarize it.

Misrepresentation - having another student do your class assignment and handing it in as your own work; lying to a teacher to increase your grade; or any other act or omission with intent to deceive a teacher as to the authorship of oral or written materials submitted or presented to a teacher which would affect your grade.

Bribery - offering, giving, receiving, or soliciting money or any item or service to any other person so as to gain academic advantage for yourself or another.

Consequences of Academic Honesty

Academic honesty a basic but essential expectation required for your success at Brenau. As members of this community, you are expected to recognize and honor standards of academic and intellectual integrity. Brenau supports the ideals of scholarship and fairness by rejecting all dishonest work when it is submitted for academic credit. Brenau University encourages students to be responsible and accountable for their decisions and actions. It is Brenau's hope that its students will uphold the honor of the university by refraining from every form of dishonesty in the community. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty.

University Sanctions:

This includes plagiarism, cheating and dishonesty, in classroom or in class-related activities. The following sanctions represent the **minimum action** that will be taken.

It is the prerogative of the Provost and Vice President for Academic Affairs to impose stronger sanctions if deemed appropriate.

a. 1st offense: "0" on the assignment; which may result in a "F" in the course, depending on the assignment.

- Students will be required to enroll in AS 120, a zero-credit P/F course, Academic Honesty in Context, and complete the course with a P.

b. 2nd offense: an automatic "F" in the course in which the offense took place.

c. Expulsion from the university.

University Disciplinary Rights

Students shall have the right to a hearing when accused of any violation of Brenau regulations or rules of conduct. The right to a hearing shall include the following:

1. right to notice of any charges;
2. right to admit or deny the alleged violation, waive a hearing and accept Brenau's action;
3. right to admit the alleged violation but request a hearing;
4. right to deny the alleged violation and request a hearing;
5. right to a fair hearing;
6. right to appear in person at a hearing or not to appear with assurance the failure to appear shall not be construed as an admission of guilt;
7. right to select a university advisor;
8. right to call witnesses and present evidence in one's behalf;
9. right to request a list of witnesses;
10. right to confront and cross examine witnesses and accusers;
11. right to request a record of the hearing if the offense involves possible suspension or expulsion.

Grievance Process

Brenau University affords two grievance procedures, depending on the nature of the grievance. The Formal Grievance procedure is for non-academic concerns, and the Academic Grievance procedure is for concerns related to classroom issues other than grade appeals. These procedures should be enacted once the Informal Grievance Resolution options have failed to bring about a solution. Refer to the Brenau Student Handbook for the procedures.

Rights and Responsibilities

Academic Rights

Recognizing the mutual rights and responsibilities of faculty and students to each other is essential to the higher education community. The following statement reflects Brenau policies and procedures regarding those rights and responsibilities.

1. Academic freedom includes both the freedom to teach and the freedom to learn; students should exercise their freedom with responsibility.
2. As citizens and members of an academic community, students are subject to the policies and regulations of the institution and responsible for preserving high standards of conduct and scholarship.
3. Students are encouraged to engage in a sustained independent search for truth and to develop the capacity for critical judgment. This is the responsibility of everyone in a community of scholars.
4. Students may take exception to points of view offered in any course and reserve judgment about opinions expressed, but they are responsible for learning the content of any course in which they are enrolled.
5. Students are protected through established procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
6. Students have the right to request review of grading systems with faculty for clarification; such review is to be conducted responsibly and should promote better student faculty understanding.
7. Confidential information about students which instructors acquire in the course of their professional association is to be maintained in accordance with the Family Educational Rights and Privacy Act of 1974. (See Student Records section of University catalog).
8. Students have the right to belong to any university organization if they meet membership requirements.
9. Students have the right and responsibility to participate in determining their courses of study within the guidelines of the discipline and must assume responsibility for meeting degree requirements as set forth in their major programs of study.
10. Students have the right to examine and discuss in a responsible manner questions of interest to them and to express opinions publicly and privately in a like manner.

Student's Right to Privacy

Brenau University complies with the Family Education Rights and Privacy Act (FERPA) of 1974 (amended in January 1975 and appearing in its final form in June 1976). **FERPA** defines requirements that are designed to protect the privacy of the students concerning their records maintained by the University. The law requires that:

1. Students be provided access to official records directly related to the student. This does not include private records maintained by instructional, supervisory or administrative personnel.

Students who wish to see their records may make an appointment with the Student Services.

2. Students be given the opportunity for a hearing before the Academic Committee to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as calculated by the instructor.
3. The student's written consent must be received prior to the releasing to anyone of identifiable data from the records.
4. The University is authorized under the Act to release public directory information concerning students. Directory information may include the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, degrees and awards received and most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Office of Student Services has received prior written request from the student specifying that the information may not be released.
5. Brenau University is authorized to provide access to student records to Brenau University officials and employees who have legitimate educational interests in such access. These are persons who have responsibilities in the academic, administrative or service functions of the University.

DPT Student and DPT Faculty Responsibilities

Maintaining a culture of respect and collegiality will be the ultimate responsibility for both students and faculty. Faculty will be open to sharing their knowledge with students and will actively include the student in the learning process. In addition, teachers will strive to challenge their students while providing them the support and resources to be successful.

Students will be receptive to learning and appropriately value the time and effort afforded them by their teachers. They will be willing to apply themselves to the learning process, and will actively participate in the learning process and take ownership of their education.

1. **Nondiscrimination.** Students, faculty and staff will not discriminate based on race, gender, sexual orientation, age, religion, or disability.
2. **Professionalism.** The student will be thoughtful and professional when interacting with faculty members, staff, or other students. Faculty members and staff will treat the student as a future peer in an appropriate professional manner. Under pressure, fatigue, professional stress or personal problems, students, faculty and staff should maintain composure and seek support as needed.
3. **Honesty.** Students will not cheat, plagiarize, or assist others in the commission of these acts. Students and teachers must be willing to admit errors and not knowingly mislead others.
4. **Sexual Misconduct.** Students and teachers will not engage in romantic, sexual, or other nonprofessional relationships during the context of their teacher/learner relationship.
5. **Mistreatment.** Students are never to be mistreated by faculty, nor faculty by students. Inappropriate remarks, indifference, biting sarcasm, offensive language, personal attacks, or language with sexual overtones are not professional and are considered inappropriate as well.
6. **Evaluation.** Students, faculty and staff are encouraged to be open to constructive criticism and to avoid defensiveness, seeking the truth. During evaluations, constructive comments are

expected. Evaluations will not include disparaging remarks, offensive language, or personal attacks and will maintain a professional and considerate tone at all times.

CAPTE—Filing a complaint

DPT students may file a formal complaint against a physical therapy program with CAPTE if they feel a program is not in compliance with CAPTE Evaluative Criteria, or if CAPTE expectations related to academic integrity have been violated. For more information on this process please go to <http://www.capteonline.org/Complaints/>.

Professionalism

In 2000, the American Physical Therapy Association's House of Delegates adopted Vision 2020 and the Strategic Plan for Transitioning to A Doctoring Profession (RC 37-01). This Plan included six elements: Doctor of Physical Therapy, Evidenced-based Practice, Autonomous Practice, Direct Access, Practitioner of Choice, and Professionalism, and describes how these elements relate to and interface with the vision of a doctoring profession.

In assisting the profession in its transition to a doctoring profession, one of the initiatives was to define and describe the concept of **professionalism** by explicitly articulating what the graduate of a physical therapist program ought to demonstrate with respect to professionalism. As a byproduct of this work, it was believed that practitioner behaviors could be articulated that would describe what the individual practitioner would be doing in their daily practice that would reflect professionalism.

APTA Definition of Professionalism (2000)

Physical therapists and physical therapist assistants consistently demonstrate core values by aspiring to and wisely applying principles of altruism, excellence, caring, ethics, respect, communication and accountability, and by working together with other professionals to achieve optimal health and wellness in individuals and communities.

American Physical Therapy Association – Core Values

As your faculty, and as proud members of the Physical Therapy profession, we will be asking you to incorporate and portray the attitudes and behaviors that define professionalism. The American Physical Therapy Association has identified seven core values defined as critical elements that comprise professionalism (January 2011). The Brenau Physical Therapy Department embraces these core values and considers them **as important** in your development and success as a physical therapist as the scientific knowledge and clinical skills you will acquire. These core values include:

- 1) **Accountability:** Active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist including self-regulation

and other behaviors that positively influence patient/client outcomes, the profession, and the health needs of society.

- 2) **Altruism:** The primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist's self-interest.
- 3) **Compassion/Caring:** The desire to identify with or sense something of another's experience; a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.
- 4) **Excellence:** Physical therapy practice that consistently uses currently knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, embraces advancement, challenges mediocrity, and works toward development of new knowledge.
- 5) **Integrity:** Steadfast adherence to high ethical principles or professional standards; truthfulness, fairness, doing what you say you will do, and "speaking forth" about why do you do what you do.
- 6) **Professional Duty:** The commitment to meeting one's obligations to provide effective physical therapy services to individual patients/clients, to serve the profession, and to positively influence the health of society.
- 7) **Social Responsibility:** The promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

Professional Behaviors – Expectations

The expectations of your professional behavior will be assessed using the Professional Behaviors Assessment Tool, an evidence-based tool developed by Warren May et al, 2009. The tool is designed to assess attributes consistent with the professional behavior required to be a successful physical therapist. Assessment will begin your first semester here and follow you through your last semester. Four behavioral criteria levels will be used as you move through the curriculum: beginning level, intermediate level, entry level, and post-entry level. The ten behaviors that will be expected of you are:

- 1) **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
- 2) **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
- 3) **Problem-solving** - The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
- 4) **Interpersonal Skills** - The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

- 5) **Responsibility** - The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
- 6) **Professionalism** - The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
- 7) **Use of Constructive Feedback** - The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
- 8) **Effective Use of Time and Resources** - The ability to manage time and resources effectively to obtain the maximum possible benefit.
- 9) **Stress Management** - The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
- 10) **Commitment to Learning** - The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

A brief summary of professional behaviors will be in each course syllabus will be listed as:

The faculty recognizes the importance of this by incorporating the development and evaluation of professional behavior into each academic course. Professional behavior is described in the Student Handbook and is exemplified by:

1. Attendance to all classes
2. Timeliness
3. Attentiveness.
4. Respectful and polite interaction with peers and instructors
5. Active learning as demonstrated by questions and discussion
6. Other behaviors as described on Professional Behaviors and Student Responsibilities in the Student manual.

Responsibilities of Students:

- Students are expected to attend and be prepared for all lecture sessions.
- Students are expected to arrive to lecture sessions on-time, and prepared with the appropriate clothing and equipment.
- Students are expected to notify the office and the course instructors of any absences from class.
- Students are expected to practice the skills demonstrated outside of class time.

DPT Department Laptop and Smartphone Policy

Laptop computers are permitted for taking notes and other-directed classroom uses. However, internet use beyond learning activities is not permitted during lectures. Habitual non-educational texting or other use of computers/phones can be disruptive and may result in dismissal from the session. Cell phones are to be turned off or muted and are not allowed to be out during class and labs. Exceptions may be permitted in limited, emergent or specific circumstances as allowed by the faculty responsible for the course.

Section

4

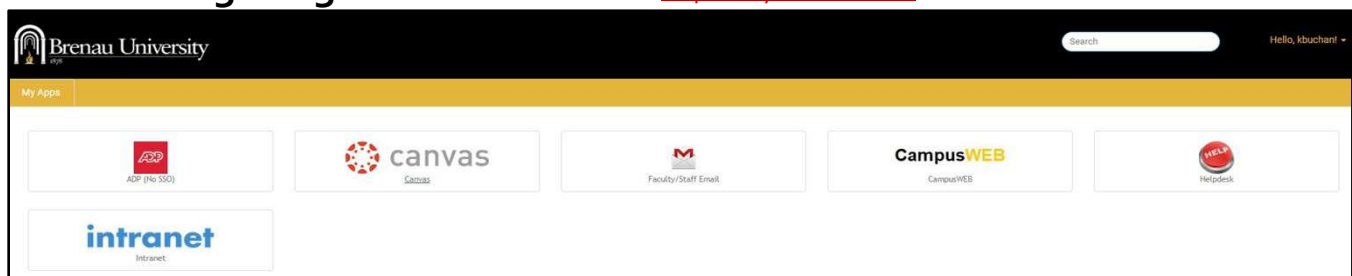
DPT Requirements, Policies & Procedures

University Programs:

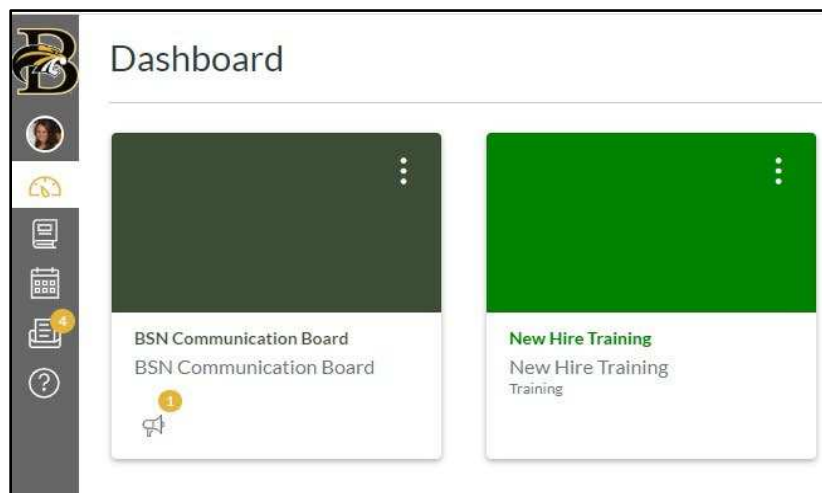
Download all of the university apps onto your computers, mobile devices, and tablets from Brenau Intranet:

<https://intranet.brenau.edu/information-technology/brenau-mobile-apps/>

Brenau Single Sign-On Dashboard: <https://my.brenau.edu/>




Canvas- Resource for all coursework and class communications.



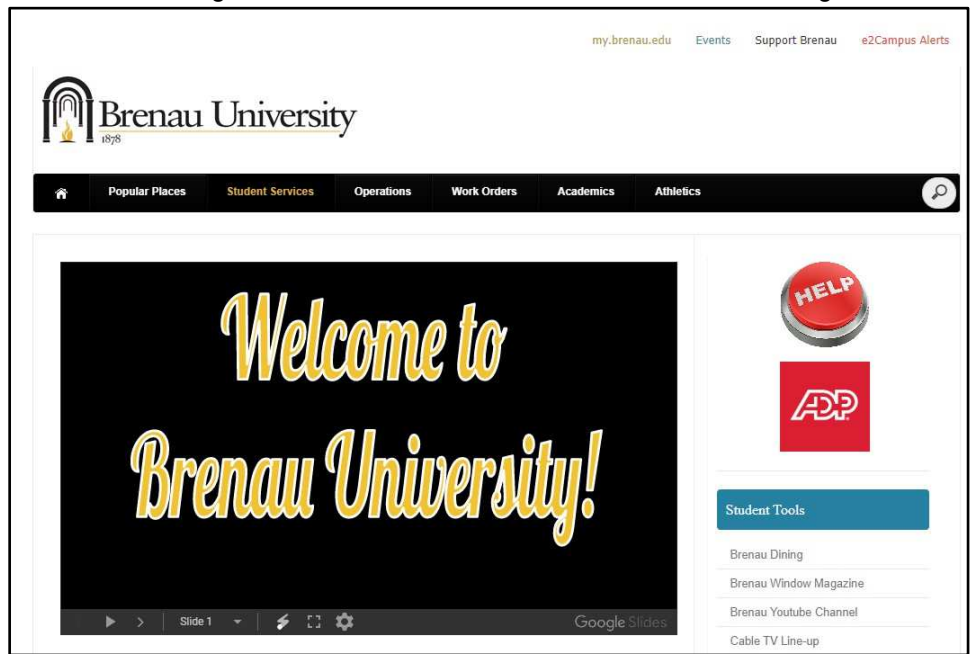
Campus Web-

Resource for University Accounts, Advisement, Registration, Grades, Transcripts, and Graduation

| | | | |
|---|--|-------------------------|--------------------------|
| Help | Messages | Contact | Sign Out |
| Student Directory | Welcome Katherine Buchan Schaefer | | |
| Faculty/Staff Directory | BRENAU UNIVERSITY Self Service Portal | | |
| My Advisor |  | | |
| My Financial Aid | <p>Welcome to the Brenau University Student Information System. This is a restricted area. This site contains information to access the desired information.</p> | | |
| My Billing | BRENAU UNIVERSITY CampusWEB | | |
| My Holds | Powered by Collegix®. Copyright 1998-2020 by Apron® Corporation. All rights reserved. | | |
| My Schedule | | | |
| My Registration | | | |
| My Grades | | | |
| My Transcript | | | |
| My Transcript Requests | | | |
| My Substitutes/Waivers | | | |
| My Online Degree Plan | | | |
| My Graduation Audit (available if the student applied for graduation) | | | |
| My Course Evaluations | | | |
| My Accounts | | | |
| My Permissions | | | |
| My Guest Access | | | |
| My 1098T | | | |
| My Address | | | |
| My Financial Agreement | | | |
| Web Registration Dates | | | |
| Course Descriptions | | | |
| Class Schedule | | | |

Brenau Intranet:
 Student Services
 Operations
 Work Orders
 IT Help Desk

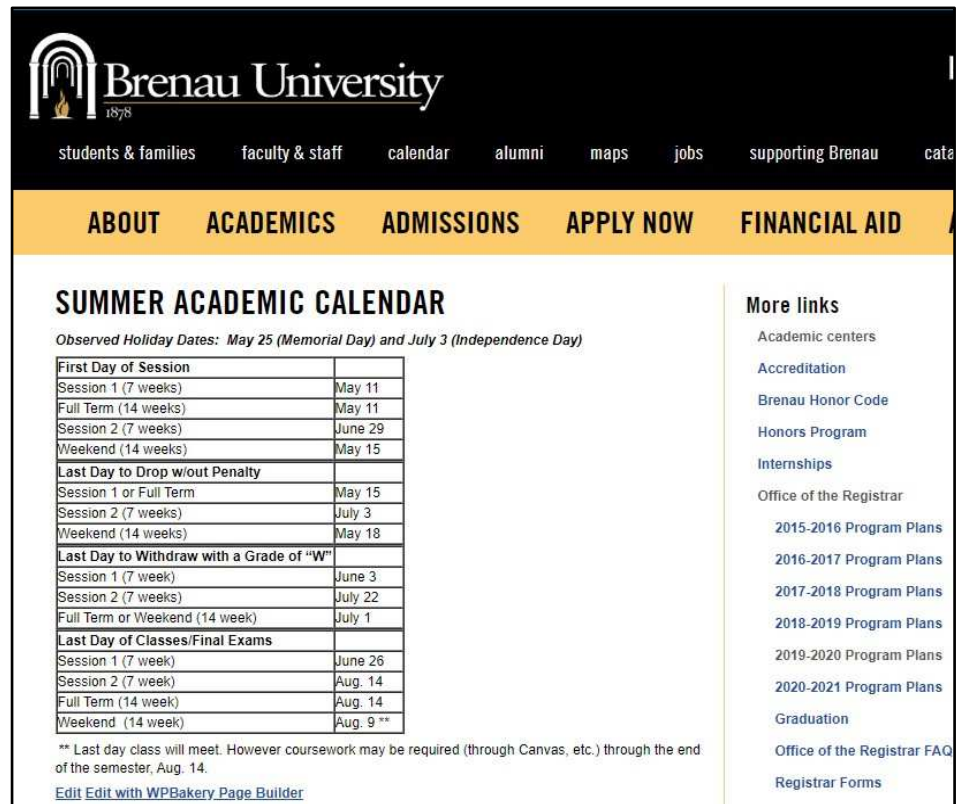
<https://intranet.brenau.edu/>



Academic Calendar: <https://www.brenau.edu/academics/registrar/regsched/>

The University Academic Calendar is on the registrar website.

The DPT program calendar may vary from the University Academic Calendar for coursework and final exam week, but you will be informed of the schedule differences for each semester and will be available in each course syllabi.



Registration

DPT students will be contacted each semester by the Registrar's office or the PT Department Office Staff regarding the steps required for registration. Classes are selected for registration on Campus Web under 'My Registration'.

WEB Registration Process

(You may wish to print these instructions for reference)

Important Reminder: Brenau University recommends that you maintain regular contact with your advisor. Please contact your advisor for questions concerning your academic program.

If you have holds/restrictions on your record, you will not be permitted to register until those holds are lifted. Please contact the office that has restricted your record. Do not contact the Registrar's Office unless CampusWEB directs you to the Registrar's Office.

Registration dates are listed on the [Registrar's Office Web Site](#)

1. **Decide** which classes you will take and **be sure of your decision** before you click submit. It is extremely important that you work WITH your advisor to determine the proper courses for registration.
 - o When entering the course information, remember to **use the drop-down box to enter the department in the first box, post ONLY the course number in the second box and ONLY the section code in the 3rd box.** (Note: The section code box is case sensitive.)
 - o **For every change** you make after you submit your registration on your CampusWEB registration, **there will be a corresponding transaction** in your registration file and your accounts receivable file. If there are a large number of changes to your record, it will make deciphering your records difficult.
 - o Please note that the system will not allow you to enroll in classes that have pre-requisites that have not been satisfied or for filled classes. If you have a course that has been substituted for a pre-requisite and it is not a direct equivalent to a Brenau course, this is not a guarantee of a pre-requisite waiver. You will still need to paper register for the course and have Department Approval to register
 - o **Watch the section codes** as these indicate the campus site when and where the class is held.
2. **Enter your courses.** Follow the directions on the screen.
3. **Submit your registration.**
4. **We recommend that you send an email notice to your advisor** to notify them that you have registered for courses.
 - o Look for the advisor link at the top of the screen; this allows you to email your advisor.
 - o Your advisor can then access their advising part of your file and review your registration.

Tuition

Tuition and general fees are published in the Brenau University Catalog under Offices and Resources and Tuition, Fees and Accounting Office. Payments are accepted by credit/debit card, check, cash or money order. Payments can be made over the phone to the Accounting Office, in person or via Campus WEB (click on "my billing" and follow the directions). As a security measure, all cash payments at the Gainesville Campus must be made to the Accounting Office located at 316 Boulevard. <https://www.brenau.edu/about/offices-and-resources/tuition-fees-and-accounting-office/>

Class and Lab Attendance

Attendance to classes and labs is **mandatory**; participation in class and lab is considered essential for success in the program. However, the faculty understands there are valid circumstances that will cause you to be absent from class.

Excused absence (unexpected but necessary): Illness, death in the family, significant family illness, religious holidays, attendance to a conference, etc.

- Email instructors of the missed courses as soon as possible with a brief explanation.
- Illness greater than two consecutive days will require a note from a physician or Student Services.
- Illness before or after a holiday will also require a note from a physician or Student Services.

Planned absence for special circumstances/ Personal Days:

- Each student is allowed 2 personal days a semester pending approval from each instructor of the missed classes.
- The instructor can choose *not* to agree if the missed day(s) is found to create a disruption in learning for either the student or their classmates, or if an inconvenience to instructor. Examples: Test/Practicals; Group presentations; Guest Lecturers, Active learning events, etc.
- Students are required to complete the **Absence Request Form** *see Appendix*. (found on Canvas or copies can be requested from PT office staff). Once signatures are obtained from all instructors, the student's advisor must sign off for final permission, and turn in to PT Department Operations Manager.

Additional Expenses

In addition to the University tuition and fees, additional expenses associated with being in a health profession program will occur. These expenses include, but are not limited to: basic skills equipment including stethoscope and sphygmomanometer, additional scrubs and polo shirts, professional/business attire, and lab fees for selected courses.

- **Textbooks** and other materials are used throughout the program and will serve as professional references once in the field. A list of required and recommended textbooks is provided the semester prior to course enrollment. For a listing of current registered course materials, refer to your schedule on Campus Web and the Brenau Barnes & Noble Bookstore: <https://brenau.bncollege.com/shop/brenau/home>
- **Lab fees** for instructional materials will be associated with select courses. Examples of materials purchased by PT Department with lab fee funds include:
 - Classroom and Lab supplies (gloves, soap, sanitizers, massage cream)
 - Uniforms: One DPT Polo Shirt, two sets of DPT scrubs, nametag
 - Required software licensing: Acemapp, Exxact, TruLearn
 - FSBPT Prep: Scorebuilders Exam, Basecamp, review course, & PEAT Exam

- Special course instruction materials (wound care, sterile technique, splinting and casting, therapy tapes, ace bandages, goniometers, inclinometers, monofilaments, electrodes, paraffin wax, hot packs, cardiopulmonary training mouthpieces, lymphedema wraps, etc.)
- **Laptop computer** Students are required to provide a personal laptop computer that meets specifications consistent with Brenau IT guidelines available on the Brenau IT web page.
- **CPR Certification:** Students are required to have BLS for Healthcare Providers including in person practical portion and American Heart Association class with their logo on the card. Students must provide a copy of the current CPR certification card for their student files. You will not be allowed to participate in clinical experiences until a copy of your CPR card is on file.
- **Liability Insurance:** Liability Insurance is included in your tuition and is not valid after the student leaves the program.
- **APTA Student Membership:** Students are required to become members of the state and national professional organizations. The fee will be \$80-\$100.00 annually.
- **Travel & living expenses:** Students must be able to provide their own transportation to clinical sites and are expected to cover living expenses related to out-of-town internships.
- **Dress Codes:** While on clinical internships, students will need clothing that meets the facility's dress code requirements; some require lab coats or particular color scrubs. Students will also be expected to wear professional/business attire during class per instructor's request, usually for presentations, guest lectures, or special events.
- **Malpractice Insurance:** Short-term malpractice insurance is required for each of your 3 full time internships.
- **Health Insurance:** All students enrolled in the Doctor of Physical Therapy program are automatically enrolled in the Brenau University insurance plan at registration, and the premium for coverage is added to their tuition billing, unless proof of comparable coverage is furnished. Most communication will come from UHCSR.com or firstriskadvisors.com. Your school email is the main form of communication. For more information regarding the Brenau University insurance plan, please contact Christina Wilson (cwilson11@brenau.edu).
- **Drug Screen and Background Checks:** Students are required to complete an eleven-panel drug screen test and a background check prior to entering the program, and annually each year in the program. Additional drug screens and background checks may be required at the request of the clinical site. Students entering the program should complete a drug screen and background check through Advantage Students via this link:
<https://www.advantagestudents.com/>
- **FBSPT Exam:** The exam is taken after graduation, and all fees associated are the responsibility of the student. More information can be found at
<https://www.fsbpt.org/Secondary-Pages/Exam-Candidates/National-Exam-NPTE>

Immunizations

DPT students are required to provide documentation of certain immunizations and other health screenings. Students are encouraged to make copies of all written immunization records. You will not be allowed to participate in clinical experiences until proof of immunizations are on file.

Students are responsible for verifying that all immunizations are current AT ALL TIMES.

YOU AND YOUR CLINICAL TEAM WILL BE DELAYED IF YOU DO NOT HAVE ALL DOCUMENTATION COMPLETE, SO PLAN ACCORDINGLY. Please contact the PT Clinical Education Specialist or Director of Clinical Education for more information.

| REQUIRED IMMUNIZATIONS*: | |
|------------------------------------|--|
| Measles, mumps, rubella (MMR) | 2-dose series (at least 4 weeks apart) |
| Hepatitis B | 2-dose series (at least 4 weeks apart) OR 3-dose series (minimum 16 weeks, maximum 6 months apart) |
| Varicella-zoster | 2-dose series (4 to 8 weeks apart); 3-dose series (takes approximately 6 months); OR Positive titer for serological evidence. <i>History of disease is NOT sufficient evidence of immunity</i> |
| Diphtheria, Tetanus, & Pertussis | 1-dose Tdap (or DTap if administered before age 7). Tdap booster every 10 years - Pertussis is required by healthcare organizations working with at risk populations, such as pediatrics and geriatrics. |
| PPD for Tuberculin testing- Annual | Additional documentation required for positive PPD tests. 2 Step PPD test may be required by some clinical agencies, therefore the DPT program requires a 2 Step PPD test annually. See Exxat for document guidelines. |
| Influenza Vaccine- Annual | 1 dose any influenza vaccine appropriate for age and health status annually. See Exxat for document guidelines. *Do not get the influenza vaccine prior to September 1 |
| COVID-19 Vaccine | See COVID-19 policy ** |

**** Brenau University COVID-19 Policy:** The Supreme Court's decision to uphold a federal vaccine mandate for any entity accepting Medicare and Medicaid payments has resulted in many of Brenau University's partners, including the Northeast Georgia Health System, establishing new vaccine requirements for students who participate in clinical experiences.

Based on current conditions and guidance from our clinical agencies and public health officials, **Brenau University now requires ALL STUDENTS in clinical programs in the Ivester College of Health Sciences**

either to be fully vaccinated against COVID-19 or to have been approved for a medical or religious exemption. Fully vaccinated means two doses of either the Moderna or Pfizer COVID-19 vaccine or a single dose of Johnson & Johnson.

This will allow Brenau to: 1) comply with the requirements of our clinical partners; 2) facilitate students' ability to meet applicable program and licensure requirements; and 3) meet accreditation requirements.

The vaccine requirement applies to all students in the programs listed below. **Brenau students subject to this requirement must either be fully vaccinated or have received an approved exemption to continue in their academic program.**

- Bachelor of Science in Nursing
- Master of Science in Nursing
- Post-Masters Certificate in Nursing
- Doctor of Nursing Practice
- Master of Science Occupational Therapy
- Occupational Therapy Doctorate (all tracks)
- Doctor of Physical Therapy Program
- Master of Science in Clinical Counseling Psychology
- Master of Science in Physician Assistant Studies

Other health science programs that do not have clinical experiences are not subject to the requirement.

Brenau's exemption process will be overseen by the Brenau Institutional Review Board (IRB) c/o the Graduate Dean for evaluation and decision. Failure to follow the specified procedures will lead to a denial or termination of the exemption.

Please contact [Dr. Gale Starich](#) with questions.

***Please note:** The requirements for each clinical agency are different and sometimes more stringent, so documentation depends on your assigned clinical placement. Documentation of immunizations, and any follow-up titers or x-rays, must be reported on agency forms, so bring the correct paperwork to your physician office.

Additional Requirements: Clinical facilities may have additional criteria that the student must comply with (Current physical/medical exam, FIT test, drug testing, current background check, etc). Students are reminded that *while on clinical internships they must comply with all university and hospital or clinical policies.*

Please see Clinical Education handbook for additional information regarding clinical rotations.

University and College Policies:

Current database of all University, College and DPT Policies can be found on Brenau Intranet at:
<https://intranet.brenau.edu/information-technology/technology-policies/>

Policy on Recording of Classroom Activities:

University Policy "Intellectual Property and Student Initiated Audio and Video Recording Policy."
Policy number: **ICHS-400-01** *See Appendix*

Social Media Policy:

University Policy "University Social Media Policy."
Policy number: **MC-100-04** *See Appendix*

DPT Department Policy for Recording in the Classroom

To protect the rights and privacy of all students and faculty, a student may **not** record activity in classrooms or other instructional settings without the expressed permission of the faculty member responsible for instruction in the course. An **authorized** student-initiated recording must not be made available to anyone outside of the students enrolled in the class in any fashion, including posting online or through other media without the expressed written consent of the faculty member responsible for the course or the cognizant University administrator.

Exception: Any accommodations required by Federal or State law for students with disabilities. Contact the Learning Center for current legal requirements and details on the services provided.

Essential Functions

The Department of Physical Therapy at Brenau University is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the essential functions of the Program. It is the policy of the Physical Therapy Program to comply with the Americans with Disabilities Act (ADA). In accordance with federal regulations established by the ADA, Section 504 of the Civil Rights Act of 1973, and state and local requirements regarding students and applicants with disabilities, the Standards of the Essential Functions document assists each candidate/student in evaluating his/her prospects for academic and clinical success.

Procedures to ensure students understand Essential Functions:

To ensure that all students have a clear understanding of the Essential Functions document and the process for requesting reasonable accommodations, the following policy has been developed in terms of student and program responsibilities.

The Department of Physical Therapy will:

1. Send applicants admitted to the program the Essential Functions document which asks for the student to review for a need for reasonable accommodations.
2. Any requests for accommodation made by the student for clinical internships or for the classroom setting generally require documentation from a terminal degreed specialist regarding the need for accommodations. The student will be referred to the Brenau Learning Center.
3. Explain and discuss the Essential Functions document during the Student Orientation before classes begin. At this time the PT program will collect acknowledgment from each student that they have read and understand the Essential Functions document and the process for requesting reasonable accommodations.
4. Review the Essential Functions document during the student's first semester in the PT program in PT 901 Professional Issues I.
5. Provide information on the Learning Center so that students who want to access resources and/or request reasonable accommodations have the necessary information.
6. When indicated by the Learning Resource Center, implement approved reasonable accommodations.
7. Maintain classroom accessibility.

The student will:

1. Read the Essential Functions document prior to matriculation to ensure awareness of the essential functions of PT students and the resources available to them should he or she need reasonable accommodations.
2. Any requests for accommodation require documentation from terminal degreed specialist regarding need for accommodations. This documentation should be placed on file in the Brenau Learning Center.
3. Complete signature page for Acknowledgement of Review of Essential Functions and Procedure for Request for Reasonable Accommodations during Student Orientation.
4. Participate in class discussion in Professional Issues I, PT 901, about the Essential Functions of a PT student document and sign the acknowledgment form if student has not already done so.
5. Identify self to the instructor for each class in which the student is seeking accommodations via an emailed copy of the letter from the Learning Center at the beginning of the semester.

6. Identify self to the DCE for each internship in which the student is seeking accommodations via a hardship application.
7. Update any changes to status and need for accommodation as necessary with documentation to Learning Center and updates to instructors and or DCE.

Required Essential Functions:

Physical therapy students must meet the essential functions and technical standards required of the majority of physical therapy positions, unless they have special considerations that the university is able to accommodate under the “reasonable accommodations” of the Americans with Disabilities Act (ADA). These requirements are necessary for both the didactic portion of academic courses and clinical internships. The requirements are as designated below:

Communication skills:

Students must be able to communicate effectively with faculty, peers, coworkers, clients, patients and other members of the healthcare team. Effective communication includes the ability to receive, interpret, utilize and disseminate information via verbal, non-verbal, and written communication in a manner that is comprehensible by colleagues, clients, and laypersons. It is required that students communicate in the English language at a level consistent with competent professional practice, verbally and in writing (manual and computer). Students must demonstrate the ability to sensitively and effectively communicate with individuals with disabilities and/or from different social and cultural backgrounds.

Observation skills:

Students must be able to accurately observe the client’s or patient’s activity and behavior during examinations and interventions as well as changes in status such as skin temperature and/or color, heart rate, facial expression, muscle tone, breath sounds, and breathing rate or pattern. Students must also be able to accurately observe and interpret demonstrations in the classroom, projected slides or overheads, x-rays, and monitor dials on equipment.

Psychomotor skills:

Students must be able to develop proficiency in psychomotor skills required for accurate examination, evaluation, and intervention techniques. In order to expose bony landmarks, joints, muscles, etc. for visual orientation, palpation, and manual treatment, the student must have proper laboratory attire (loose fitting shorts and sports bras or tank tops), must be willing to expose (with proper draping) the body part being treated, and be willing to evaluate and treat properly draped body parts on fellow students. If a student requires adaptation of this policy for personal or religious reasons, the student should work with the course professors at the outset of the course and as needed on an ongoing basis during the course. The student must demonstrate adequate locomotor ability to allow them to physically maneuver to and from and within the classroom, lab, and clinical settings in a timely manner. This includes the ability to quickly respond in emergency situations such as preventing a patient’s fall. Students must be able to safely and effectively manipulate or maneuver another person’s body and/or body parts to perform examination and intervention techniques and emergency procedures (e.g., transfers, gait training, positioning, mobilization, exercise, cardiopulmonary resuscitation, use of tools such as goniometer, blood pressure cuff, stethoscope, etc.). Students must be able to perform physical therapy examination and intervention procedures in a manner that is consistent with the APTA’s Code of Ethics and Guidelines for Professional Practice. Students must be able to perform the physical demands required by the majority of clinical settings in which physical therapists practice. These physical demands include the ability to:

- **Continuously** (67-100% of workday) utilize gross and fine motor hand coordination with repetitive motions such as simple and firm grasp tasks requiring manual dexterity.
- **Frequently** (34%-66% of workday) stand, walk, climb stairs, reach, squat, twist, bend and lift and carry items up to 30 pounds for a distance of at least 30 feet. Also, must be able to exert push/pull forces up to 24 pounds for distances up to 50 feet.
- **Occasionally** (up to 33% of workday) kneel, crawl, and reach above shoulder level, as well as lift and carry items between 10 and 40 pounds for a distance of at least 30 feet. Also must be able to exert push/pull forces of up to 30 pounds for distances up to 50 feet.

Cognitive/Intellectual skills:

Students must be able to measure, calculate, reason, analyze, synthesize, and apply large amounts of information in a short period of time. Students must be able to understand and apply principles, theory, and research to physical therapy practice. Students must demonstrate the ability to think critically and problem-solve and to accurately self-assess and reflect on their own performance.

Behavioral/Affective skills:

Students must possess and demonstrate a level of emotional health and maturity that allows the full use of their intellectual capabilities, the use of good judgment, and the ability to effectively handle physically, emotionally, or intellectually stressful situations. This includes the ability to adjust and adapt to changing situations or uncertainty in the academic or clinical environment. Students must also demonstrate a commitment to working with individuals with physical and cognitive deficits from a variety of age groups, cultures, and socioeconomic status without bias.

If a student is limited or prohibited from performing the essential functions & technical standards noted above because of injury, illness, or pregnancy, the student must request that his/her healthcare provider send a letter to the Director outlining the student's current limitations and the expected timeframe of limitations. Each individual situation will be evaluated to determine whether the student is able to continue in the clinical/academic portion of the curriculum and whether reasonable accommodations (short-term and/or permanent) can be made.

Seeking Accommodations:

1. Submit current documentation of disability (permanent or temporary) to the Director of Accessibility Services by emailing the required forms found on the Accessibility Services Intranet Page to accommodations@brenau.edu or faxing them to 770-297-5883.
2. Contact the Director if you would like to make an appointment to discuss accommodations via phone/Zoom/in person at the Office of Accessibility Services. You may email accommodations@brenau.edu to request a meeting with the Director. The telephone number to call for accommodations related matters is 770-534-6134.
3. Once your documentation has been received and the Director has communicated with you regarding your requested accommodations, you will then receive a welcome email from accommodations@brenau.edu with your letter of accommodations attached and further instructions. Please read your welcome email and all attachments carefully and save a copy for your records. Your letter of accommodations is prepared based on your specific needs and medical recommendations. Letters are always emailed only to the student's Tigermail university email address. Be sure to check your Brenau email to find your letter. You are encouraged to share this letter with your professors right away upon receipt of the letter and then again at the start of each semester with your new professors. Doing so right before a test is not acceptable. You must provide one week's notice in order to make arrangements for testing appointments at the Office of Accessibility Services or to make arrangements with faculty to honor your accommodations.
4. Share your letter with each professor via email to inform them of your accommodations. Please note that the student is then responsible for sharing this letter with their professors, academic advisor, and fieldwork coordinators at the start of every new semester by email. This is an important part of self-advocacy and allows you the opportunity to discuss with each professor any testing or other arrangements that need to be made to provide your accommodations in each course. Please let your professors know what your preferences are (if you would prefer to test in the classroom or schedule appointments with the Office of Accessibility Services).

Academic Requirements

Grading Scale

| <i>Grade</i> | <i>Score</i> | <i>GPA</i> | |
|----------------------|--|------------------------|---|
| A | 89.5 - 100 | 4.0 | EXCEPTIONAL. Signifies clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student has actively participated in class activities and has completed all material in a neat and timely manner. Student's work reflects extra time spent, personal energy and critical reflection in an effort to demonstrate exceptional work. |
| B | 79.5 - 89.49 | 3.0 | SOLID and REQUIRED. Signifies understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student's effort and class participation have met requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner. This is deemed to be the minimum criteria acceptable for graduate level student performance. |
| C | 69.5 - 79.49 | 2.0 | MARGINAL. Signifies below average demonstration and application of the concepts of the course and/or inadequate preparation in class activities. It may also indicate that assignments were not completed in a satisfactory or timely manner. |
| D F | 64.5 - 69.49 < 64.49 | 1.0 0 | FAILURE. A grade of "D" or "F" signifies that inadequate understanding or application of the course material. It may also indicate that the student has not met the attendance or assignment requirements. *A student cannot progress in the program with a grade of "D" or "F". |
| I | Incomplete | | Incomplete. May be given when circumstances beyond the student's control interfere with their ability to complete the course or to satisfy the competencies specified therein. Students must make up a grade of I within one semester after such a grade is awarded |
| W | Withdrawn | | Withdrawn. |
| P or F | Pass or Fail | | Courses for which the student receives a grade of "P" will count toward the hours required for graduation where applicable. A grade of "P" is acceptable for courses requiring a grade of C or better. However, such grades carry no quality points and thus are not figured into the grade point average. |

Student Evaluation and Grading

We will follow the standard grading scale listed below. Exams will consist primarily of multiple-choice questions but may also contain short written answers, fill-in-the-blank, and/or diagrams. *Exams will be conducted on the Canvas Course Website. Students will bring only a computer (for Canvas-based exams), blank paper and writing implements into the test-taking environment and will remain in the room for the duration of the exam period (i.e. no restroom breaks are permitted).* Exam review will be formal and supervised.

Rounding Rule

The Department of Physical Therapy has adopted a program-wide rule with regard to numerically rounding of grades. To earn an "A", a student must earn an 89.50. A grade of 89.49 will be recorded as a "B". This same rounding scale will be used for decisions between A and B, B and C, etc.

Graded Assignments

Students are expected to take exams and practicals **as scheduled**, unless prior approval is obtained from the course instructor. In the event of extraordinary circumstances, the course instructor must be notified directly before a make-up may be scheduled.

Making Changes to Scheduled Examinations: Class Level

Once classes commence for the semester, the student class has 14 calendar days to request a change in scheduled examination date based ONLY on conflicts with scheduled examinations in other classes. The request will be submitted to the responsible faculty member in writing. The faculty will evaluate these requests and make a final decision within 7 days of receipt. Otherwise, examinations will not be changed. Changes later in the semester, including final exams, can be negotiated between instructor and class. Changes to final exams must have Program Director approval.

Making Changes to Schedules Examinations: Individual Student

Assessments during the semester: Students cannot take the exam early. They may take it late at the professor's discretion, in the case of illness (documentation MAY be required) or if exceptional circumstances are met. Instructors are NOT obligated to allow late testing for unexcused absences or personal days. The Program Director may be consulted in these situations.

Final Exams: The final exam schedule will be published on the course syllabus and class schedules once available and will not be changed (unless it is changed for the entire class as noted above). Students cannot change their exam time unless exceptional circumstances are met. Students cannot take the final exam early, and to take the final exam late requires Program Director approval.

Remediation of Written Assessments

Brenau DPT expects students to achieve mastery level content knowledge in all courses. Mastery is defined as greater than 79.5%. At a minimum any single major written examination in which the student scores below 79.5, the student will fill out the remediation self-assessment form, present on the course Canvas website. The purpose of the self-assessment form is for the student to self-identify the reasons for the performance deficits on that written exam. Faculty will engage with that student one-on-one as needed to assist with knowledge acquisition and comprehension. The presence, content and structure of that remediation are course and content dependent and determined by the instructor. Further interaction may be pursued by the instructor. Group remediation will be OPTIONAL only, and auxiliary to student driven, independent remediation. Failure to complete individual examination remediation will result in an inability of the student to take the next written assessment in the class. Students who need to remediate final exams will be given time during the break, or during the first two weeks of the following semester.

In addition, students receiving less than an *average of 79.5 combined on all major written examinations* MAY be required to remediate the course content with a *comprehensive final examination*. Until the student achieves at least a 79.5, the student will receive an Incomplete for that course. The comprehensive examination will be given within the first week of the next semester. *This practice is course and lead professor dependent.*

All components of remediation are considered a second attempt to achieve content mastery in order to facilitate student success and competence in future courses. Remediation is NOT used to replace on old test score in a class. The original score will be used to calculate course grades. The student will not receive a grade for this course until successful remediation is achieved via individual examination remediation and/or comprehensive final examination remediation.

Academic Progression

All academic and clinical coursework has to be successfully completed in sequence. Demonstrated competence in both academic and clinical components of the curriculum is required in order to progress to the next semester. Academic competence is demonstrated through satisfactory performance in coursework, assignments, professional behaviors and practical exams. Students are required to pass all safety criteria defined on practical exams by 100% and at least 80% on other requirements. If a student earns less than 80% on a practical, they will be allowed up to 2 weeks for remediation and given an additional remediation attempt. If a practical exam must be repeated for any reason, the highest grade that can be earned for that practical exam is 80%. If a practical is not passed on the remediation attempt, the student is subject to earning an "F" for the course and dismissal from the program per the discretion of the chair, informed by individual circumstances and a discussion with faculty.

A student who repeatedly fails practical exams on the first attempt in one or more courses will be referred to the DPT Program Director for academic advising and a plan of remediation.

*For the policy regarding clinical internship courses, please refer to the Clinical Education Handbook.

80% Rule for Major Written Examinations

Brenau DPT expects students to achieve mastery level content knowledge in all courses. Mastery is defined as greater than 79.5%. At a minimum any single major written examination in which the student scores below 79.5, the student will fill out the remediation self-assessment form, present on the course Canvas website. The purpose of the self-assessment form is for the student to self-identify the reasons for the performance deficits on that written exam. Faculty will engage with that student one-on-one as needed to assist with knowledge acquisition and comprehension. The presence, content and structure of that remediation are course and content dependent and determined by the instructor. Further interaction may be pursued by the instructor. Group remediation will be OPTIONAL only, and auxiliary to student driven, independent remediation. Failure to complete individual examination remediation will result in an inability of the student to take the next written assessment in the class. Students who need to remediate final exams will be given time during the break, or during the first two weeks of the following semester.

In addition, students receiving less than an *average of 79.5 combined on all major written examinations* MAY be required to remediate the course content with a *comprehensive final examination*. Until the student achieves at least a 79.5, the student will receive an Incomplete for that course. The comprehensive examination will be given within the first week of the next semester. *This practice is course and lead professor dependent.*

All components of remediation are considered a second attempt to achieve content mastery in order to facilitate student success and competence in future courses. Remediation is NOT used to replace an old test score in a class. The original score will be used to calculate course grades. The student will not receive a grade for this course until successful remediation is achieved via individual examination remediation and/or comprehensive final examination remediation.

Academic Probation

Any student who earns less than a 3.0 cumulative GPA at the conclusion of any semester will be placed on academic probation. A student placed on academic probation at the end of the semester must meet with the DPT Program Director during the first week of the subsequent semester to discuss a plan to improve future performance. If the cumulative GPA is less than 3.0 by the end of the subsequent semester, the student will be dismissed from the program. Students must resolve academic probation prior to progressing to clinical rotations.

Criteria for Dismissal from the Program

- *Achieving a grade less than "pass" or "C" in any required didactic course offering.
- **Achieving a grade of "fail" on any clinical experience.
- Inability to maintain a cumulative 3.0 GPA after a probation semester.
- Inability to demonstrate acceptable profession development or behaviors.
- Inability to demonstrate competence or to ensure patient safety despite reasonable and appropriate accommodation of a documented disability (refer to Technical Standards).

- Behavior determined illegal, unethical, or so objectionable as to be inconsistent with the values, ethics and standards of the physical therapy profession.

*The DPT Faculty reserves the right to review the circumstances surrounding a student's academic dismissal status on a case-by-case basis. Rather than dismissal, the faculty may decide to offer the student an opportunity to return the following year to repeat the course. Upon re-taking the course, the student must earn at least a "B" in the course. If the student does not, they will be dismissed from the program.

**If it is deemed necessary to remove the student from the internship, the DCE will recommend dismissal or remediation of skills, based upon the circumstances. If remediation is recommended, a learning contract will be developed with input from the student and the DCE. The DCE will determine where this remediation will take place and how long the remediation period will last. If the student successfully completes the remediation according to the contract, he/she will have an opportunity to repeat the internship at a site determined by the DCE and will receive a grade of "I" until the internship is completed. If the remediation is not completed satisfactorily in the time period designated, the student will not have the opportunity to repeat the internship and the student will receive a grade of "U" and will be dismissed from the program. Students will be allowed one, and only one, such situation regarding internships.

****Please refer to the current Brenau University Student Handbook regarding the academic grievance process.**

Program Requirements for Service

The DPT department takes to heart both the University ideal and the Ivester College of Health Sciences mission of community service as well as the APTA's core values of altruism and social responsibility. This is lived out in the department in part by the provision of service and service-learning opportunities for students. Students are required to provide and show proof of a minimum of 12 hours of service to the community prior to graduation.

Shortly after matriculation into the program, students will have access to a Service Documentation Portal through Canvas, the university's learning management system. In this portal, a listing of all service opportunities with short descriptions will be available for students to consider. Some of the opportunities will require application and others will be available to the entire student body. Students are encouraged to be familiar with the various service opportunities and to participate in the various opportunities. Students are required to obtain and upload proof of their experiences throughout their tenure at Brenau.

Program Dress Recommendations

The Brenau Department of Physical Therapy strives to present a professional appearance on and off campus. Different scenarios, such as lab and classroom meetings, working with patients, giving tours, and visiting the community may require certain types of dress. Always remember that you are a representative of the Brenau Department of Physical Therapy, and we pride ourselves on holding a standard of professionalism. Be prepared to work with DPT faculty on appropriate dress for specific situations. Please review the following suggestions for dress:

Attire recommendations for representing Brenau University in front of the public:

Business Casual Level

Examples include attending classes with guest speakers, giving tours, visiting the community, etc.

- Pressed slacks (no cargo pants, leggings, jeans, etc.)
- Professional Shirt (Brenau Polo, general polo, button down, or blouse)
- Business casual shoe or professional, clean athletic shoe. Closed heel and toe
- Piercings should be limited to small studs or small loops that do not pose a safety risk to you when performing PT related activities
- Any other jewelry should be subdued and understated. No hanging jewelry (for safety while working with patients)
- Hair, beards, and nails should be well trimmed and groomed to allow students to comfortably maintain the safety of the patient and student. If you choose to wear makeup, it is recommended that it be appropriate for a professional setting.

“Hands On” Level

It is recognized that certain activities require scrubs or active wear to be most appropriate to the task at hand. This could apply to working with patients on many levels. Please consult with your accompanying faculty member when working on a project or with a client that requires attire other than business casual.

- Activewear should be comfortable, functional and allow you to maintain modesty with movement.
- Scrubs should be tidy and clean
- Shoes should be appropriate to the activity at foot.

***Note:** Situations such as working with patients in the Pro-Bono clinic/Faculty Practice, working with Life-Enrichment clients or giving Life Enrichment classes, etc. may require business casual attire or “hands on” level attire. Faculty will advise students on appropriate attire for these settings.

Lab Attire:

- Attire should be of the type that easily exposes the body part of interest for the lab.
- Shorts should be worn for all labs that involve the lower extremity, including gait labs.
- They should be of the type that can easily expose the hip either inferiorly or superiorly.

- Liners/Compression gear is recommended to be worn under shorts to allow for flexibility in range of motion.
- Students identifying as female should wear sports bras to labs in which the upper extremity will be the focus.
- Nails should be trimmed short for palpation (for your lab partner's safety).

As a student and future healthcare provider, you will participate in labs to evaluate, assess, and provide treatment to the entire body. Your professor will indicate if shorts, athletic tops, or any other specific dress is needed to support your learning. Students are expected to respect the dignity of each other in all interactions. If a student needs adaptation to these expectations, the student will consult with the course professors to determine an appropriate solution with respect to cultural and religious reasons. Students are expected to be active participants in laboratory activities and maintain professional conduct. Instances of improper attire or unprofessional conduct may have negative consequences. Please also remember that community members often come to view the art work. Professors will often “drape” the lab windows, but please put shirts back on when leaving the lab.

Clinical Education:

Individual Clinical Education sites will have their own dress code policies and recommendations. This information will be communicated to you by the site before you begin your clinical rotation. You will receive your Brenau University DPT scrub set to wear for the Early Mobility Program. The Early Mobility Program syllabi will provide more guidelines on dress code for the hospital.

Lecture Attire:

Lecture attire can be casual. This applies to face-to-face and virtual classes.

It is recommended to have an extra set of lab and professional attire stored in your locker.

The above attire descriptions are to serve as recommendations to students for expected attire while in the program. Brenau DPT recognizes and respects all backgrounds and will continue to ensure fair, just and equitable treatment of all students, faculty and staff.

Section

5

Curriculum

The Brenau DPT curriculum has been developed around 5 main areas: foundational science, applied clinical science, professionalism, evidenced based practice, and clinical education. Additionally, curricular themes of critical thinking and problem solving, examination, evaluation and intervention, holistic approach to the patient/client, the ICF model of disability, professionalism, life-long learning and evidence-based practice are intentionally threaded throughout your classroom and clinical experiences. Each curricular thread parallels student expected outcomes and the 18 Clinical Performance Criteria of the CPI; reoccurs throughout the didactic curriculum; and is integrated into laboratory and part-time clinical experiences that lead to full time clinical internships. These carefully selected threads allow students to methodically develop and mature into an entry-level physical therapist.

DPT Curriculum Sequence

| SUMMER | | FALL | | SPRING | |
|--|-----------|---|-----------|---|-----------|
| Semester 1: Summer Year 1 | CR | Semester 2: Fall Year 1 | CR | Semester 3: Spring Year 1 | CR |
| <u>PT 901</u> Professional Issues I | 1 | <u>PT 911</u> Functional Anatomy/Kines II | 5 | <u>PT 916</u> Neuroscience | 4 |
| <u>PT 910</u> Functional Anatomy/Kines I | 5 | <u>PT 917</u> Exercise Physiology | 2 | <u>PT 919</u> Pathophysiology I | 3 |
| <u>PT 915</u> Human Physiology | 3 | <u>PT 923</u> Basic Clinical Skills II | 3 | <u>PT 931</u> Musculoskeletal Disorders I | 4 |
| <u>PT 920</u> Basic Clinical Skills I | 3 | <u>PT 925</u> Examination & Evaluation | 3 | <u>PT 961</u> Evidence Based Practice I | 1 |
| | | <u>PT 980</u> Clinical Education I (EMP) | 2 | <u>PT 971</u> Motor Control/Therex I | 2 |
| | | | | <u>PT 981</u> Clinical Education II (EMP) | 2 |
| TOTAL | 12 | TOTAL | 15 | TOTAL | 16 |
| Semester 4: Summer Year 2 | | Semester 5: Fall Year 2 | | Semester 6: Spring Year 2 | |
| <u>PT 934</u> Pathophysiology II | 3 | First 9 weeks: | | | |
| <u>PT 972</u> Motor Control/Therex II | 3 | <u>PT 902</u> Professional Issues II | 1 | <u>PT 932</u> Pediatrics | 4 |
| <u>PT 976</u> NeuroRehabilitation | 4 | <u>PT 907</u> Radiology | 2 | <u>PT 937</u> Geriatrics | 3 |
| <u>PT 977</u> Musculoskeletal Disorders II | 3 | <u>PT 921</u> Modalities | 3 | <u>PT 938</u> Cardiopulmonary Disorders | 3 |
| <u>PT 982</u> Clinical Education III (EMP) | 2 | PT 935 Pharmacology | 2 | <u>PT 950</u> Health Promotion & Wellness | 2 |
| | | <u>PT 974</u> Neurorehabilitation II | 2 | <u>PT 963</u> Evidence Based Practice II | 1 |
| | | Second 6 weeks: | | <u>PT 979</u> Prosthetics & Orthotics | 2 |
| | | <u>PT 983</u> Clinical Education IV | 4 | | |
| TOTAL | 15 | TOTAL | 14 | TOTAL | 15 |
| Semester 7: Summer Year 3 | | Semester 8: Fall Year 3 | | Semester 9: Spring Year 3 | |
| | | First 3 weeks: | | First 12 weeks: | |
| <u>PT 978</u> Adv. Clinical Skills & Reasoning | 3 | <u>PT 952</u> Admin and Management | 3 | <u>PT 987</u> Clinical Education VI | 8 |
| <u>PT 958</u> Interdisciplinary Practice/PI ₃ | 3 | <u>PT 966</u> Evidence Based Practice IV | 3 | | |
| <u>PT 973</u> Differential Diagnosis | 3 | Next 12 weeks: | | Next 3 weeks: | |
| PT 930 Clinical Assessment & Management of Pain | 2 | <u>PT 985</u> Clinical Education V | 8 | <u>PT 956</u> Professional Issues IV | 2 |
| <u>PT 965</u> Evidence-Based Practice III | 3 | | | <u>PT 967</u> Evidence Based Practice V | 3 |
| TOTAL | 14 | TOTAL | 14 | TOTAL | 13 |
| TOTAL PROGRAM HOURS: 128 | | | | | |

Course Descriptions

| Course No | Title | Credits | | | |
|-----------|---|---------|--|--|--|
| PT*901 | Professional Issues I | 1.0 | | | |
| | The purpose of this course is to prepare the student in professional practices that will be used throughout the Brenau DPT program and during their professional career. This course provides the student with an introduction to the profession of physical therapy and the role of the professional in physical therapy practice. Students are educated about the application of generic skills to the profession of physical therapy. Course content includes communication (verbal, nonverbal, and written), professional behavior and abilities, ethics, legal issues, and responsibility for professional development. | | | | |
| PT*902 | Professional Issues II | 1.0 | | | |
| | Through a variety of active learning exercises, readings, discussions and reflective writing, this course is designed to facilitate awareness to oneself as a unique individual who is the product of multiple influences. We will explore some of the influences of family, culture, and society on the development of your "self". The physical therapy profession has its own set of influences. It brings to you its own unique combination of history, roles, skills, laws, ethics, and practice standards. The process of developing your professional identity, with intention, takes time, and requires gaining insight into three main areas: 1.) yourself, 2.) your chosen profession – physical therapy, and 3.) your role as a professional. Professional Issues 1 (PT901) addressed the Profession. During this semester, you will be examining your "self-identity" towards the development of a professional identity. Course content includes communication skills (verbal, nonverbal, and written), individual and cultural differences, professional behavior and abilities, ethics, legal issues, and responsibility for professional development. | | | | |
| PT*907 | Radiology | 2.0 | | | |
| | This course is a progression from a basic understanding of plain film principles to a systematic analysis of the spine and extremities. The student will learn an organized method for analyzing and integrating imaging findings into the physical therapy diagnostic process. In addition, the utility of imaging in physical therapy practice will be emphasized. | | | | |
| PT*910 | Functional Anatomy/Kinesiology I | 5.0 | | | |
| | The course provides a detailed introduction to human anatomy and the functional ramifications of that anatomy to human motion. Lecture and laboratory sessions will employ regional cadaveric dissection of the upper extremity, head, and neck, joint structure and function, forces that affect motion and the resultant kinematics. Emphasis is on the neuromuscular and musculoskeletal anatomy. Using this knowledge, the student should be able to analyze activities regularly observed in the clinic. | | | | |
| PT*910A | Functional Anatomy Lab | 0.0 | | | |
| | Lab associated with PT 910. | | | | |

| | | | | | |
|----------------|---|-----|--|--|--|
| PT*910B | Kinesiology Lab | 0.0 | | | |
| | Lab associated with PT 910. | | | | |
| PT*911 | Functional Anatomy/Kinesiology II | 5.0 | | | |
| | The course provides a detailed introduction to human anatomy and the functional ramifications of that anatomy to human motion. Lecture and laboratory sessions will employ regional cadaveric dissection of the lower extremity and trunk, joint structure and function, forces that affect motion and the resultant kinematics. Emphasis is on the neuromuscular and musculoskeletal anatomy. Using this knowledge, the student should be able to analyze activities regularly observed in the clinic. | | | | |
| PT*911A | Functional Anatomy II Lab | 0.0 | | | |
| | Lab associated with PT 911. | | | | |
| PT*911B | Functional Kinesiology II Lab | 0.0 | | | |
| | Lab associated with PT 911. | | | | |
| PT*915 | Human Physiology | 3.0 | | | |
| | The purpose of this course is for first year physical therapy students to learn the fundamentals of human physiology. This will provide a foundation for subsequent courses in the physical therapy curriculum. Accordingly, the intent is for students to gain a basic understanding of physiology and pathophysiology of different physiological systems. Lectures will provide an overview of the various physiological systems (e.g. respiratory, renal, etc.). In general, the lectures will follow the textbook chapters in both content and order of presentation. | | | | |
| PT*916 | Neuroscience/Neuroanatomy | 4.0 | | | |
| | This course familiarizes the student with neuroanatomy, neurophysiology, and neuroplasticity and its relevance to conditions seen in physical therapy clinical practice. This course includes lecture, models and wet specimen anatomy lab, use of neurological case studies, and review of current scientific literature. | | | | |
| PT*916L | Neuroscience/Neuroanatomy Lab | 0.0 | | | |
| | Lab associated with PT 916. | | | | |
| PT*917 | Exercise Physiology | 2.0 | | | |
| | This class is designed to give students a fundamental knowledge of the acute and chronic responses to exercise. Particular attention will be placed upon understanding the mechanisms of how these responses occur. The course begins with an overview of homeostasis, bioenergetics and metabolism. The class then enters into the specific areas of endocrinology, neuromuscular, circulatory and respiratory exercise physiology. | | | | |

| | | | | | |
|---------|--|-----|--|--|--|
| | Finally the class explores environmental exercise physiology, training, performance and ergogenic aids. The overriding concept throughout the course will be how the body attempts to maintain homeostasis in light of the disturbance caused by exercise. | | | | |
| PT*919 | Pathophysiology I | 3.0 | | | |
| | This course is Part 1 of a 2 semester course series that will provide a brief review of normal physiology of each body system, and then introduce basic pathological processes of each system. Risk factors, etiology, and signs and symptoms related to common diseases/conditions, will be examined. The role of the PT in risk factor reduction and prevention of disease will also be addressed, as well as PT management of adults with common medical-surgical disorders. | | | | |
| PT*920 | Basic Skills I | 3.0 | | | |
| | This course will introduce the student to basic clinical skills and problem-solving abilities to be built upon in future coursework. It is an introductory course designed to prepare the student for patient care activities and includes general patient care skills such as: assessment of vital signs; principles of body mechanics; positioning; draping; transfers; gait training; wheelchair measurement and management; basic exercise. Students will also develop communication skills for interacting with patients, families and other health care professionals. The course will provide students the opportunity to develop these basic patient care skills in a lab setting in the classroom and apply this knowledge to simple patient case examples prior to part-time and full-time clinical experiences. | | | | |
| PT*920L | Basic Skills I Lab | 0.0 | | | |
| | Lab associated with PT 920. | | | | |
| PT*921 | Modalities | 3.0 | | | |
| | This course is an introduction to the management of pain and dysfunction using thermal, electrical and mechanical modalities as well as massage used by Physical Therapists in general practice. Lectures will highlight basic scientific rationale for approaches discussed while laboratory experience and problem solving using patient case studies will be used for application. | | | | |
| PT*921L | Modalities Lab | 0.0 | | | |
| | Lab associated with PT 921. | | | | |
| PT*923 | Basic Clinical Skills II | 3.0 | | | |
| | This course provides an overview of basic exercise training techniques (strength, flexibility, endurance, and relaxation) applicable to prevention and wellness services as well as to those populations requiring rehabilitation or restoration of function due to illness, injury, or chronic disability. | | | | |
| PT*923L | Basic Clinical Skills II Lab | 0.0 | | | |
| | Lab associated with PT 923. | | | | |
| PT*925 | Examination and Evaluation | 3.0 | | | |

| | | | | | |
|----------------|---|-----|--|--|--|
| | This course is designed to develop knowledge and competence in the basic elements of assessment that apply to all who seek physical therapy services. Students will learn the basics of examination and evaluation, selection of appropriate tests and measures, use of validity, reliability, and best evidence to select tests and measures, and the use of critical thinking and decision-making to determine the most appropriate intervention and outcomes for all patients. | | | | |
| PT*925L | Examination and Evaluation Lab | 0.0 | | | |
| | Lab associated with PT 925. | | | | |
| PT*930 | Clinical Assessment & Management of Pain | 2.0 | | | |
| | The purpose of this course is for the physical therapy student to develop competence and confidence in managing patients in pain. For optimal pain management, clinicians must understand and identify a multitude of biological, psychological, cognitive, and social factors. The biopsychosocial model will be utilized as a platform for development around four broad competencies of 1.) the science of and multidimensional nature of pain, 2.) strategies for the assessment and measurement of pain, 3.) the clinical management of pain, and 4.) review of complex pain conditions. | | | | |
| PT*931 | Musculoskeletal Disorders I | 4.0 | | | |
| | This course will provide the student with an understanding of techniques and rationale used in the examination, evaluation and treatment of upper and lower extremity musculoskeletal dysfunction. Examination and treatment techniques will be demonstrated and practiced in laboratory sessions. Clinical problem-solving processes will be discussed and practiced in class. Content provided in previous courses and in concurrent courses will be incorporated. | | | | |
| PT*931L | Musculoskeletal Disorders I Lab | 0.0 | | | |
| | Lab associated with PT 931. | | | | |
| PT*932 | Pediatrics | 4.0 | | | |
| | Pediatric Physical Therapy incorporates principles of human development and maturation from in-utero development through young adulthood. Developmental assessments, evaluations, and interventions that are specific to pediatric populations are investigated as well as prevalent pediatric disorders and health conditions. Child and family-centered care are discussed as well as federal programs to support health and education. This course is designed to prepare the physical therapy student for entry-level care for a pediatric client. | | | | |
| PT*932L | Pediatrics Lab | 0.0 | | | |
| | Lab associated with PT 932L. | | | | |
| PT*934 | Pathophysiology II | 3.0 | | | |

| | | | | | |
|----------------|--|-----|--|--|--|
| | This course is Part 2 of a 2 semester course series that will continue with a brief review of normal physiology of each body system and introduction to basic pathological processes of each system. Risk factors, etiology, and signs and symptoms related to common diseases/conditions, will be examined. The role of the PT in risk factor reduction and prevention of disease will also be addressed, as well as PT management of adults with common medical-surgical disorders. | | | | |
| PT*935 | Pharmacology | 2.0 | | | |
| | This course provides an overview of prescription and/or over-the-counter medications used in the management of a variety of patient conditions encountered during physical therapy management. Case examples from the four primary practice patterns from the Guide to PT Practice will be utilized for application. | | | | |
| PT*937 | Geriatrics | 3.0 | | | |
| | This course is an overview of the physical and psycho-behavioral aspects of aging in adulthood. Students are introduced to usual and pathological changes with aging and are challenged to problem solve treatment issues relevant to the types of older clients they will assist in physical therapy clinical settings. The multidimensional concerns of our older patients are emphasized, and students are encouraged to develop themselves as strong generalist physical therapists to serve the needs of our older clientele. | | | | |
| PT*938 | Cardiopulmonary Disorders | 3.0 | | | |
| | This course is designed to give students the knowledge and background to allow them to evaluate and treat patients with cardiopulmonary diseases as the primary diagnoses and patients being seen for other physical therapy diagnoses who have cardiopulmonary disease. The course will cover elementary ECG interpretation, exercise testing, principles of cardiac rehabilitation, peripheral vascular disease and related cardiovascular diagnoses. The processes for diagnosing pulmonary disease, understanding how pulmonary disease affects exercise tolerance and designing effective rehabilitation programs for patients with primary pulmonary diagnoses will be explored. | | | | |
| PT*938L | Cardiopulmonary Disorders Lab | 0.0 | | | |
| | Lab associated with PT 938L. | | | | |
| PT*950 | Health Promotion and Wellness | 2.0 | | | |
| | The central theme of this course is individual, family, and community health over the life cycle. Students will learn to conceptualize health beliefs and behavior from a biopsychosocial framework, and to assess individual, family, and community health care needs and health care access through a multidisciplinary and interdisciplinary lens. Students will be involved in developing wellness plans for individuals or families in the community. Students will learn to assess family health care needs, seek out community resources, and educate community members on specific issues related to their own health and well-being. There is continued emphasis on communication skills and collaboration via the interdisciplinary team concept emphasized in previous semesters. Students will also begin to apply knowledge regarding groups and communities by planning and participating in community health promotion and wellness activities. | | | | |

| | | | | | |
|---|--|-----|--|--|--|
| PT*952 | Administration and Management | 3.0 | | | |
| This course focuses on acquiring essential administration and management skills required in physical therapy practice including human resource, operations, finance and information management. Skills necessary for networking and planning and forecasting will also be covered. | | | | | |
| PT*956 | Professional Issues IV | 2.0 | | | |
| This course covers topics related to assuming professional responsibility in the areas of advanced management skills, marketing professional services, and providing consultative services are included. This course will focus on developing skills needed to successfully secure licensure as a PT, supervise and manage staff and students, plan and market therapy services, and advocate for legislative changes to state and federal regulations related to the provision of health care services. | | | | | |
| PT*958 | Interdisciplinary Practice/PI III | 3.0 | | | |
| This course is designed to build upon the professional behaviors and skills identified in Professional Issues I and II and integrate them into an interdisciplinary framework. More in depth review of practice acts, payment models, state and federal laws and regulations and licensing will prepare students to practice in full time clinicals, and help students to understand the role of various disciplines they will encounter in the healthcare arena. The role of the physical therapist will be explored, including the important roles of support personnel and how to use their support for efficiency while practicing within the code of ethics and the law. Issues of team dynamics, conflict management, patient-centered care, advocacy, and the Clinical Education Competencies will assist the student's progression in professional development. | | | | | |
| PT*961 | Evidence Based Practice I | 1.0 | | | |
| This course reviews research design and statistics to prepare the student to become a critical consumer of rehabilitation research literature. Students are exposed to selected topics on research theory/philosophy, sampling, research design, descriptive/inferential statistics, power, error, estimation, reliability, validity, and reading a journal article. | | | | | |
| PT*963 | Evidence Based Practice II | 1.0 | | | |
| This course will introduce the student to key concepts of evidence-based rehabilitation science. The first section of the course reviews basic principles of an evidence-based approach and subsequent sections review issues related to diagnosis, prognosis, and intervention for musculoskeletal and medical/surgical disorders. The student will gain experience searching the literature on these topics. | | | | | |
| PT*965 | Evidence Based Practice III | 3.0 | | | |
| This course focuses on the process of developing a capstone project proposal in conjunction with their mentor for their final research project. The student will conduct a literature search and use this evidence to support their proposal and their scholarship of the topic. | | | | | |

| | | | | | |
|---------|--|-----|--|--|--|
| PT*966 | Evidence Based Practice IV | 3.0 | | | |
| | This course will be dedicated to supporting the student with data collection and data analysis towards completion of their capstone project. | | | | |
| PT*967 | Evidence Based Practice V | 3.0 | | | |
| | This course focuses on student completion of a research proposal in conjunction with their research project mentor. The student will complete the development of their research question, the review of literature for their project and the methodology and research design for their project. The data collection for the project will begin with this course. | | | | |
| PT*971 | Motor Control/Therapeutic Exercise I | 2.0 | | | |
| | This course introduces the student to the fundamentals of movement science, offers a framework for understanding normal and abnormal movement, and includes concepts of kinesiology, neuroscience, physiology, motor control, and motor learning. The course will integrate theory and basic principles of motor behavior, motor development, motor control and motor learning as they relate to human motor performance across the lifespan. | | | | |
| PT*971L | Motor Control/Therapeutic Exercise I Lab | 0.0 | | | |
| | Lab associated with PT 971L. | | | | |
| PT*972 | Motor Control/Therapeutic Exercise II | 3.0 | | | |
| | The purpose of this course is to provide the student with a foundation for examining, evaluating, and providing treatment interventions for individuals who have movement dysfunction secondary to neurological deficits. Emphasis is placed on understanding normal and impaired movement through discussion of current motor control, motor learning, and motor development/lifespan theories. This course teaches examination and evaluation of and interventions for basic functional movement skills and their underlying components such as motor control/coordination (ability to plan, initiate, sequence, time and grade movements), postural control and balance, perception and sensation, muscle tone, strength, and biomechanical | | | | |
| PT*972L | Motor Control/Therapeutic Exercise II Lab | 0.0 | | | |
| | Lab associated with PT 972. | | | | |
| PT*973 | Differential Diagnosis | 3.0 | | | |
| | This course is designed to assist the physical therapy student to become an autonomous practitioner able to consider, screen and identify a broad spectrum of conditions and pathologies not within the scope of physical therapy practice. Additionally, patterns of referral to the appropriate healthcare providers will be discussed and the role of the physical therapist as collaborator in the healthcare team emphasized. | | | | |
| PT*974 | Neurorehabilitation II | 2.0 | | | |

| | | | | | |
|----------------|---|-----|--|--|--|
| | This course will provide the student with a foundation in common neurologic diseases and disorders, with emphasis on Vestibular disorders, basal ganglia disorders, MS, and PNS disorders. From a medical perspective, information will include disease description, etiology, pathology, clinical signs and symptoms, diagnostic procedures, medical management, and precautions or special considerations pertinent to physical therapists. From a physical therapy perspective, specific standardized assessments, evaluation and treatment strategies, techniques, and approaches will be addressed. | | | | |
| PT*976 | Neurorehabilitation I | 4.0 | | | |
| | This course will provide the student with a foundation in common neurologic diseases and disorders, with emphasis on CVA, ABI, and SCI. From a medical perspective, information will include disease description, etiology, pathology, clinical signs and symptoms, diagnostic procedures, medical management, and precautions or special considerations pertinent to physical therapists. From a physical therapy perspective, specific standardized assessments, evaluation and treatment strategies, techniques, and approaches will be addressed. | | | | |
| PT*976L | Neurorehabilitation Lab | 0.0 | | | |
| | Lab associated with PT 976. | | | | |
| PT*977 | Musculoskeletal Disorders II | 3.0 | | | |
| | This course will provide the student with an understanding of the techniques and rationale used in the evaluation and treatment of musculoskeletal dysfunction of the spine and upper extremity. In the laboratory sessions, evaluation and treatment techniques will be demonstrated and practiced, including joint and soft-tissue mobilization, exercise prescription, and posture and movement retraining. | | | | |
| PT*977L | Musculoskeletal Disorders II Lab | 0.0 | | | |
| | Lab associated with PT 977. | | | | |
| PT*978 | Advanced Clinical Skills and Reasoning | 3.0 | | | |
| | This course will provide the student with a case-based experience that will require advanced integration, synthesis and application of information and evaluation/treatment techniques learned in previous clinical science courses. Clinical problem-solving processes will be discussed and practiced in class and lab to (a) help the student prepare for full time clinical experiences, (b) enrich and reinforce previous learning, (c) help the student integrate information gained across courses into comprehensive, integrated evaluation and treatment strategies, and (d) reinforce clinical reasoning skills in preparation for the National Physical Therapy Examination. | | | | |
| PT*979 | Prosthetics and Orthotics | 2.0 | | | |
| | This course provides an overview of prosthetics and orthotics and their use in physical therapy practice. The basic components of the course include types of orthotics and prosthetics, fitting, exercise programs, gait analysis and gait training. Clinical problem solving processes will be discussed and practiced in class and in laboratory sessions. This course reviews the kinesiological principles of gait analysis. Of importance is the students ability to detect gait deviations and compensations. | | | | |

| | | | | | |
|---------|---|-----|--|--|--|
| PT*979L | Prosthetics and Orthotics Lab | 0.0 | | | |
| | Lab associated with PT 979. | | | | |
| PT*980 | Clinical Education I | 2.0 | | | |
| | The purpose of this clinical course is to provide a daily part-time clinical experience in acute care settings, long-term care facilities and outpatient orthopedics as a means to engender an appreciation for patient illness and working in an interdisciplinary approach. A professional work ethic will be developed as well as real-life application of basic clinical, communication and interpersonal skills. | | | | |
| PT*981 | Clinical Education II | 2.0 | | | |
| | The purpose of this clinical course is to provide a daily part-time clinical experience in acute care settings, long-term care facilities and outpatient orthopedics as a means to engender an appreciation for patient illness and working in an interdisciplinary approach. A professional work ethic will be developed as well as real-life application of basic clinical, communication and interpersonal skills. | | | | |
| PT*982 | Clinical Education III | 2.0 | | | |
| | The purpose of this clinical course is to provide a daily part-time clinical experience in acute care settings, long-term care facilities and outpatient orthopedics as a means to engender an appreciation for patient illness and working in an interdisciplinary approach. A professional work ethic will be developed as well as real-life application of basic clinical, communication and interpersonal skills. | | | | |
| PT*983 | Clinical Education IV | 4.0 | | | |
| | The purpose of this clinical course is to provide the students with their first full time, eight-week clinical experience that occurs in the settings of acute care, general orthopedics, or subacute care. This internship will further develop basic skills as well as advancing their skill set with examination, evaluation, and treatment of patients with diverse conditions. | | | | |
| PT*985 | Clinical Education V | 8.0 | | | |
| | The purpose of this clinical course is to provide the students with a longer, twelve-week clinical experience with the goal that the student will develop near-entry level skills specific to that setting by the end of the twelve weeks. Advancement of examination, evaluation, and treatment skills will be expected. | | | | |
| PT*987 | Clinical Education VI | 8.0 | | | |
| | The purpose of this clinical course will provide the students with a final, twelve-week clinical experience with the goal that the student will reflect generic entry level skills as well specialized skills specific to that setting. | | | | |

Section

6

Appendix

| Document Name | Page |
|--|-------------|
| Absence Request Form | 58 |
| University Intellectual Property and Student Initiated Recording Policy. ICHS.400.01 | 59 |
| University Social Media Policy. MC.100.04 | 62 |
| Student Statement of Informed Consent* | 65 |
| Acknowledgement of Essential Functions* | 66 |

**Student signature and upload to Exxat required. See "How To" instructions located on:
Canvas course: 2023 DPT Student Orientation> Clinical Education Module*

Absence Request

Absence Information

Student Name: _____

Dates of Absence: From: _____ To: _____

Reason for Absence: _____

I have checked with the professors of the courses that I will miss that there are no scheduled exams and/or practicums.

Courses Missed

Faculty Signature

Student Signature

Date

Advisor Approval

Approved

Rejected

Comments:

Advisor Signature

Date



POLICIES AND PROCEDURES

Policy Subject: Intellectual Property and Student Initiated Audio and Video Recording Policy

Policy Number: ICHS-400-01

Faculty and students engaged in the instructional process have a reasonable expectation of privacy. Assurance of privacy encourages open and robust discussions on issues and ideas without fear that any statements made will be used for inappropriate purposes and, thereby, enhances learning. In recognition of this and acknowledgement that lectures and other classroom instruction are the sole intellectual property of the lecturer, the University has adopted the following policy regarding student-initiated classroom recordings.

I. Applicability and General Provisions

- A. **Applicability:** This policy governs all class audio and video recordings made for student use.
- B. **Purpose of Recordings:** All recordings made for student use are intended to allow for review of classroom presentations and discussions by students who are absent from the relevant class or receive audio or video recordings as part of an accommodation. Any other use, whether by students or others, is strictly prohibited without the prior, express written permission of the relevant instructor.
- C. **Who May Use Audio and Video Recordings:** Only the student on whose behalf a request for recording for a pre-approved reason was made will be granted access to that audio or video recording.
- D. **Intellectual Property:** Lectures and other classroom instruction are the sole intellectual property of the instructor. If an instructor grants permission for a student to record their class, this does not constitute a transfer of intellectual property.

II. Requesting Permission to Record Lectures

- A. With the exception of recordings made for the purpose of accommodations as noted in a student's official letter of academic accommodations provided by Brenau's Learning Center, all classroom audio and video recordings are at the sole discretion of the course instructor.
- B. All students who wish to record classroom lectures and activities must request permission from the course instructor in writing using the ICHS Recording Permission Form (see page 3). Students requesting to record a course as part of an accommodation must provide a copy of their official accommodation letter to the course instructor.
- C. All permission to record classroom lectures and activities must be granted to each individual student by the course instructor in writing.

III. Approved Student Usage of Recordings

- A. Any recordings of instruction material made by a student is to be used for that student's personal academic study and review only. All recorded instruction materials must be erased and deleted by the student at the end of each semester.
- B. Lectures and other classroom instruction are the sole intellectual property of the instructor. Therefore, sharing or distributing recordings without the instructor's expressed permission is prohibited and is subject to College disciplinary proceedings as described below.
- C. Pre-Approved Reasons for Classroom Recording
 1. As part of an accommodation as noted in a student's official letter of accommodation.
 2. Absence due to:
 - Medical Emergency
 - Death in the Family
 - Observance of Religious Holidays
 - Military Obligations
 - Jury Duty

IV. Provisions for Remediation

Any violation of this policy or unauthorized use of classroom recordings, including uploading audio and/or video recordings to publicly accessible web environments, including but not limited to, Twitter, Instagram, and Facebook, will be considered an incident of Academic Dishonesty and will be subject to disciplinary action as outlined in Brenau's Academic Honesty Policy (Policy Number AA-400-08).



Ivester College of Health Sciences Audio and/or Video Recording Permission Form

1. Student requesting recording privileges and date:

2. Course number, title, semester, campus, program:

3. Instructor approval signature of audio and/or video recording privileges*:

**** Note: Individual instructor approval of recording privileges does not waive their ownership of their intellectual property. Student use of the audio and/or video recording (on social media, email, university meetings, etc.) requires expressed written permission from the instructor/owner of the intellectual property recordings.***



POLICIES AND PROCEDURES

Policy Subject: University Social Media Policy

Policy Number: MC-100-104

Summary

Brenau University encourages and sanctions the use of social media platforms as effective means of establishing and maintaining unofficial communications among various constituencies of the university.

Social media by definition relates to informal communication. It by no means should be construed as a means of conveying communication of an official nature to replace communication via official digital and online platforms, including university email, emergency alert systems, instructional technology, etc.

Guidelines

These guidelines address the use of Facebook, Twitter, blogs and other social media networking sites and tools by university personnel and students.

1. Rights and Responsibilities

- a. Persons using social media resources as representatives of Brenau shall have no expectation of privacy over such use.
- b. Persons using social media shall adhere to all university policies and procedures.
- c. Persons using social media shall adhere to acceptable standards of personal conduct outlined in student and faculty/staff guidelines.
- d. The university administration takes no responsibility for content published by others on social media sites.
- e. Persons using social media shall not regard or use social media in any way as to be construed as an official communication channel between representatives of the university and any of its constituencies.
- f. Persons responsible for administering social media activities must monitor activity and keep information published on those sites accurate and up to date.

2. Authorized Social Media Activities

- a. Any social media presence purporting to be an authorized Brenau University activity must receive that authorization under the terms outlined in this policy.
- b. Any sanctioned Brenau University social media presence or activity should be restricted to the following uses:

- i. Student recruitment and retention.
 - ii. Unofficial and informal communication with the alumni body and friends of the university for friend-raising and fund-raising support.
 - iii. Publicizing and marketing university activities and university brand enhancement.
 - iv. Informal communication to the media and other stakeholders.
 - v. Purposes authorized by senior administration at the university.
 - c. The university will maintain and publish descriptions of social media platforms in use by the university and monitor the use of these platforms.
 - i. The university will publish a directory of the sanctioned social media platforms. This directory will be a resource for locating the many Brenau organizations, activities and individuals who have a presence of social media such as Facebook, Twitter and LinkedIn. It will also serve as a notice to the public that any social media presence that does not appear in the registry is not an authorized Brenau University social media presence or activity.
 - ii. The university may also periodically publish information about best practices for use of social media.
3. Authority for overseeing the application of social media policies and practices shall be the responsibility of the Office of Marketing & Communications with oversight by the Marketing & Messaging Oversight Committee of the cabinet of the president of the university.
 - a. The OC&P shall have the authority to approve the requests, alter them or reject them.
 - b. OC&P action on the requests must include action authorized by the vice presidential unit that has oversight responsibility for those employees or students requesting social media activity.
 - c. The Marketing & Messaging Oversight Committee comprises the executive vice president/CFO; the vice president for marketing & communications; the vice president for external relations; the vice president for enrollment management; the vice president for academic affairs; and other permanent or ad hoc members as necessary.
4. Those who wish to establish a presence in any social media venue must complete a creative brief, available from the Office of Marketing & Communications, for prior approval before establishing the social media activity.
 - a. Prior approval is required by the Office of Marketing & Communications and must be endorsed by the vice presidential unit under whose purview the social media activity resides. (For example, a social media activity related to an academic program or activity must be endorsed by the vice president for academic affairs; and a social media activity related to alumni must be endorsed by the alumni affairs designee reporting to the vice president for external relations.

- b. University faculty, staff and students who use university resources, including university email addresses (@brenau.edu or @tiger.brenau.edu) in establishing and maintaining social media presence, are subject to the social media policies of the university and must register their social media presence for the university directory.
 - c. Those creating a social media presence on behalf of the university or any of its components or activities must use university e-mail addresses (@brenau.edu or @tiger.brenau.edu) in the process for at least two of the parties responsible for creating, administrating, maintaining and overseeing content of the social media presence.
 - d. Those creating a social media presence on behalf of the university or any of its components or activities must establish the director of digital communications as a co-administrator, with full administrative rights, for that presence or activity prior to its activation.
 - e. Those creating a social media presence on behalf of the university or any of its components or activities must state in the application a clear purpose for the activity.
5. The university at any time may rescind authorization for any social media activity.

Student Statement of Informed Consent
2023 - 2024 DPT Program Year

I, _____, can obtain a personal copy of the **2023 – 2024** "Student Handbook" from the Student Resource Canvas Page and Exxat Home Page at any time.

This handbook has been reviewed by me and I understand and am prepared to abide by these policies and procedures.

I understand that if any changes and/or additions are made to this handbook or any other policies and procedures, I will be notified either in writing or via e-mail.

Printed Name

Signature

Date

*Acknowledgement of
Review of Essential Functions for Physical Therapy &
Procedure for Requesting Reasonable Accommodations*

My signature below acknowledges that I have been informed of the Essential Functions for physical therapy and have reviewed this document with Physical Therapy faculty during orientation. I understand that these essential functions must be met with or without reasonable accommodations as determined by the Learning Center in consultation with the Department of Physical Therapy faculty. These essential functions apply to all aspects of the Brenau University's DPT program including classroom, laboratory and clinical settings.

I am able to meet the Essential Functions for the physical therapy program with or without accommodation.

_____Yes _____No

My signature also acknowledges that I have been provided guidance concerning the use of the Learning Center as the resource for assistance when seeking reasonable accommodations. I understand that I must initiate the process by contacting the Learning Center at 770-534-6133 before reasonable accommodations can be determined and implemented.

Printed Name

Signature

Date