



**STUDENT HANDBOOK**  
**Class of 2026**

**Doctor of Physical Therapy Program**

**Faithfully Committed to Your Success**

**Last updated: January 2024**

## **Welcome to BucNation!**

On behalf of the Department of Physical Therapy at Charleston Southern University, welcome home. Our faculty and staff have been praying over you, and we believe that God has divinely placed you in our department. We are honored you have chosen CSU to begin your career as a physical therapist.

You are coming to CSU at an exciting time for the College of Health Sciences and the University as a whole. We are preparing servant leaders to lead significant lives on the road to pursuing their passion and purpose. The PT department was built upon the university's vision to be a Christian university nationally recognized for integrating faith in learning, leading, and serving. We believe that Christ is the ultimate Physician, and we are his hands and feet (James 5:14-15). As such, your education will afford you opportunities to share the gospel by using your physical therapy knowledge and skillset to serve in and around our community and abroad. You will be mentored by faculty who are recognized experts in their fields and are committed to providing you with a comprehensive, evidence-based education. During your 2 ½ years at CSU, you will participate in a broad range of learning experiences in the classroom, clinic, and community to foster growth and attain the skills needed to be a competent physical therapist and lifelong learner. Physical Therapy is an evolving, dynamic profession, and your preparation here at CSU will provide you with the tools necessary to meet the demands of the profession for your entire professional career.

The next 2 ½ years will be challenging and busy ones. The faculty and staff at CSU are committed to your success. Our investment in you as a person extends beyond the classroom. We encourage you to reach out to us not only for questions regarding the material you are learning but also to share a concern, prayer request, or other life situation you may encounter. Thank you for selecting CSU for your physical therapy education. We look forward to sharing this journey with you.

Sincerely,



Janet B. Tankersley, PT, DPT, PhD  
Board-Certified Pediatric Clinical Specialist  
Professor, Chair, and Program Director  
Department of Physical Therapy

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**Charleston Southern University**  
**Department of Physical Therapy**  
**DPT Student Handbook**  
**Class of 2025**

**Purpose**

The purpose of the *Doctor of Physical Therapy (DPT) Student Handbook* is to provide the policies, procedures, and practices for Charleston Southern University’s Department of Physical Therapy. This handbook also contains some names, places, and websites that should aid in your adjustment to life as a DPT student. Every student is also responsible for being knowledgeable about the contents in both the *DPT Program* and the *CSU Student Handbooks* and are expected to act in compliance with all the policies they outline. After reading this information and reviewing some important parts of this handbook during this course, you will be asked to read and sign the final page stating that you understand the information contained in these documents.

Students accepted into the DPT Program agree to not only the published academic regulations, but also all rules found in any official announcement. Each student assumes responsibility for her/his actions. She/he is expected to respect constituted authority, protect private property, and exhibit conduct becoming a student at Charleston Southern University. This implies respect for the rights of others and freedom from control by any person other than recognized authority in accordance with established rules and regulations. Wherever in this *DPT Student Handbook* the pronouns “she” or “he” are used, the same shall be interpreted to include members of both sexes.

Every effort is made to ensure the accuracy of the information provided herein; however, this department reserves the right to make changes at any time without prior notice. Students will be notified of these changes in a timely manner. The department provides the information herein solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability which may otherwise be incurred. Any questions should be addressed to the student’s advisor, core faculty, and/or the Program Director.

**Disclaimer:** It is very important to recognize that there may be differences in the procedures described in the general University *Student Handbook* for non-physical therapy students in comparison to the procedures described in the *DPT Student Handbook*. These differences are intended and have been carefully crafted based on the nature of the doctoral level professional program. In those cases where procedures are different, the procedures specific to the Department of Physical Therapy take precedence over those described for other CSU programs.

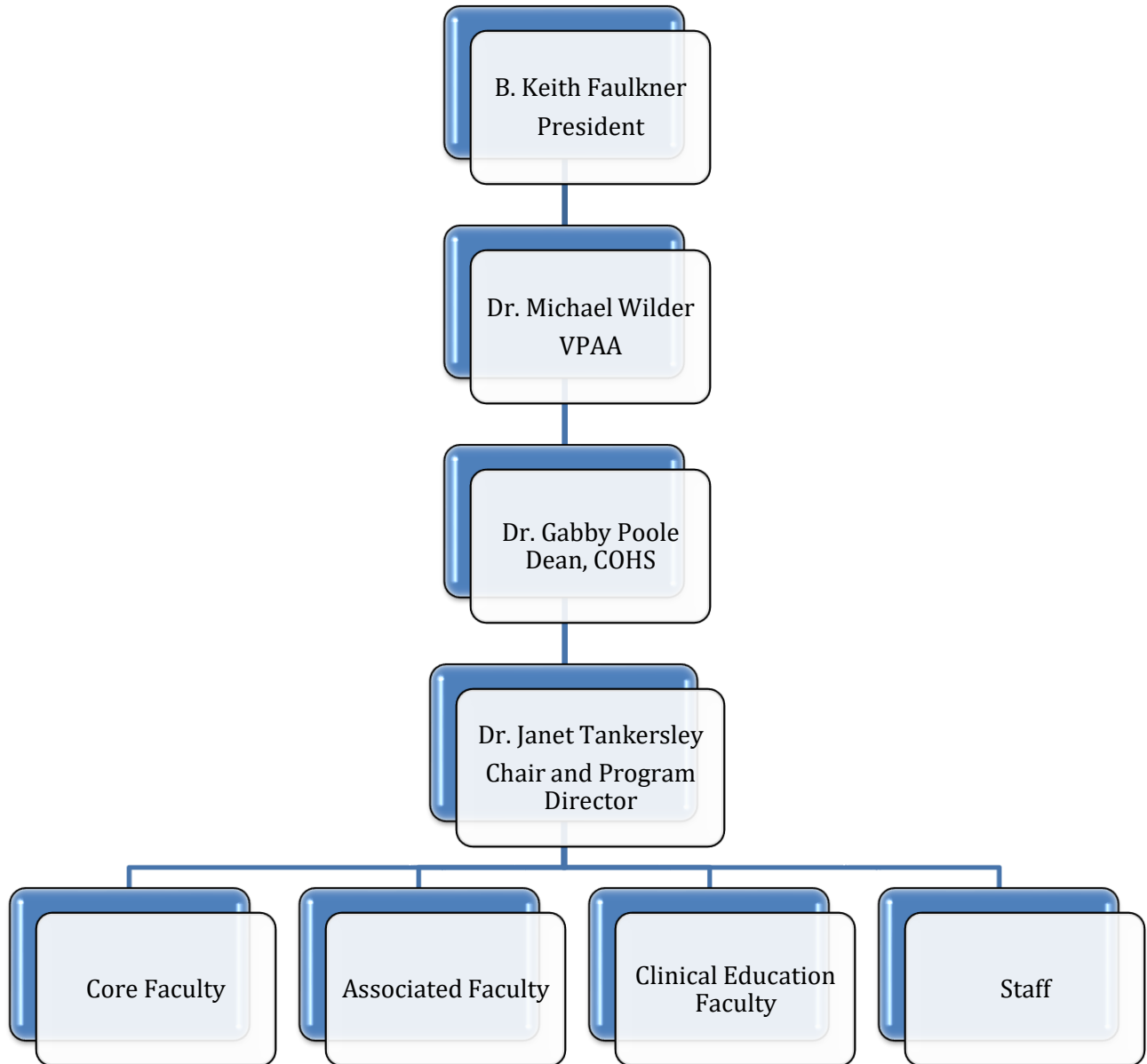
The Vice President of Academic Affairs approved the contents of this handbook.

Jacqueline T. Fish  
Dr. Jacqueline Fish, VPAA

September 15, 2021  
Date



**Organizational Chart  
CSU Physical Therapy**



## **Program Faculty & Staff**

### Core Faculty

**Kerri A. Borton, PT, DPT**, Assistant Professor  
**Amanda M. Feller, PT, DPT**, Director of Clinical Education, Assistant Professor  
**Jonathan (FJ) S. Goodwin, PT, PhD, DPT**, Assistant Professor  
**Timothy Gosnell, PT, DPT**, Assistant Professor  
**Richard (Austin) McPhail, PT, DPT**, Assistant Professor  
**Becky Schoeneberg, PT, PhD, DPT**, Associate Professor  
**Angela Stagliano, PT, DPT**, Associate Professor  
**Janet B. Tankersley, PT, PhD, DPT**, Chair and Program Director, Professor  
**Jacob N. Thorp, PT, DHS**, Associate Director, Professor

### Associated Faculty

Jennifer C Bullock, MSN, RN, CHSE  
Gretchen Brooker, PT, DPT, PRPC  
Heidi A. Collins, BOCO, BOCP, CO  
Charlotte Chatto, PT, PhD  
Douglas R. Keskula, PT, PhD, AT-Ret  
Morey J. Kolber, PT, PhD, OCS, Cert MDT, CSCS\*D  
Alison Pesavento, PharmD  
Stephanie Slayton, PT, DPT, CWS, CLT-LANA  
Larry L. Wiley, CP  
Skip Walker, ATP

### Administrative Support Staff

Jamie Doyle, BA, Executive Assistant, College of Health Sciences  
Pamela Edwards, BS, Clinical Coordinator  
Crystal Ford, BS, Admissions Coordinator  
Iris Kelley, Lab Technician

## **Charleston Southern University**

### History

Charleston Southern University, formerly Baptist College at Charleston, is affiliated with the South Carolina Baptist Convention. The University offers more than 50 undergraduate degrees, more than 15 graduate degree programs, two doctoral degrees, and 15 online degree programs. Currently, CSU has more than 3,400 students.

The urgent need for another college in the Lowcountry of South Carolina became a matter of active and organized consideration in 1954. South Carolina Baptists made its establishment a matter of official deliberation at a meeting of the General Board in September 1955.

After considerable study by official education committees, both locally and statewide, the Capital Needs Committee of the State Convention brought a recommendation which initiated efforts to begin seeking both a site and funds for the establishment of a college. More than 70,000 individuals made contributions ranging from \$1 to \$20,000.

J. Palmer Gaillard Jr., former Charleston mayor, was instrumental in helping supporters acquire 500 acres of land 16 miles from the city limits of Charleston, at the northeast intersection of Interstate 26 and Highway 78. In 1964, trustees were elected by the South Carolina Baptist Convention.

Dr. John A. Hamrick, pastor of First Baptist Church of Charleston and founder of First Baptist Church School, was elected the first president of the University by the Board of Trustees in November 1964. The first semester of classes in the fall of 1965 were taught in buildings of the First Baptist Church of North Charleston. Administrative offices were located in the First Baptist Church of Charleston. Professors from The Citadel and the Medical University offered to serve as part-time professors to supplement the small faculty. The old St. John Hotel, now The Mills House Hotel, offered to rent rooms to house students.

By September 1966, buildings on the campus were ready, and the University's second year began amid construction, landscaping and the physical development of the campus. By the third year, a 60-member faculty was in place, and majors were offered in 17 academic areas. In 1969 the founding class graduated, and by 1970 the school obtained accreditation.

In 1984, Dr. Jairy C. Hunter Jr. became the second president of Charleston Southern University. The first graduate programs became accredited in 1986. In 1990, the school achieved University status and changed its name to Charleston Southern University. The University has grown from an initial student body of 588. In its 55-year history, 20,400 students have earned degrees.

From 2005 to the present, several significant buildings have been added including the Science building, the Whitfield Center for Christian Leadership, the Athletic Performance Center, the Singleton Baseball Complex and the Health Science building. New programs in physician assistant studies and a Doctor of Education in leadership have been added. Dr. Jairy C. Hunter retired in May 2018, and Dr. Dondi E. Costin became the third president on July 1, 2018, and

served until May 2023. During Dr. Costin's presidency, the Doctor of Physical Therapy was added. Mr. B. Keith Faulkner became the fourth president on October 1, 2023.

From its beginning, the University has sought to provide not only excellent academic opportunities but also has held to the ideal of the development of the total individual. Employment of personnel deeply committed to assisting each individual student attain his maximum potential within a Christian environment has made this institution distinctive.

### B. Keith Faulkner

With 20 years of higher education experience, Faulkner previously served as president and dean of Appalachian School of Law in Virginia. Prior to this, he served as the dean of Liberty University School of Law and the Lundy-Fetterman School of Business at Campbell University. He also served as interim dean at Campbell University's Norman Adrian Wiggins School of Law. Over his career, he and his teams have launched online programs, developed innovative partnerships with industry, enjoyed success in fundraising, and many other notable accomplishments.

Prior to Liberty, Faulkner led Campbell University's Lundy-Fetterman School of Business as dean and professor of business. He served in other roles at Campbell at the law school including associate dean for external relations, executive associate dean for academic and administrative affairs, vice dean for administration and external relations, and interim dean of the university's School of Law. Faulkner also taught courses on business ethics and legal and regulatory environment of business as an adjunct and visiting professor of business at Campbell for 11 years.

Before he stepped into the waters of higher education, Faulkner practiced law in the areas of insurance defense, criminal defense, estate planning, family law, and real estate litigation and transactions.

From 1989 to 1997, Faulkner served in the U.S. Navy where he worked as a nuclear power plant operator and technician. For four of those years, his responsibilities were aboard a fast-attack nuclear powered submarine—the USS Billfish. Already built to be a CSU Buccaneer living on the high seas, his longest stay under water was almost two months.

Faulkner earned his Juris Doctor degree and a Master of Business Administration from Campbell University's Norman Adrian Wiggins School of Law. He also holds an LLM in litigation management from Baylor University School of Law. In 1998, he graduated from Charleston Southern University with a BS in business administration-finance emphasis—where he won the Outstanding Business Administration Student Award that same year.

His story did not begin in college, however. Prior to being a first-generation college student, Faulkner was a first-generation high school graduate and entered the U.S. Navy upon graduation. In fact, the Naval Nuclear Power School is what brought him to Charleston and eventually to CSU.

A native of Montgomery County, North Carolina, Faulkner and his high school sweetheart, Patty, have been married for 30 years. They have three children: Hannah, Erin, and Ryan.

### Vision

To be a Christian university that is nationally recognized for integrating faith in learning, leading, and serving.

- **Learning:** We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ (2 Corinthians 10:5).
- **Leading:** And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him (Colossians 3:17).
- **Serving:** For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do (Ephesians 2:10).

### Mission

To Promote Academic Excellence in a Christian Environment

## **Department of Physical Therapy**

### History

In Fall of 2017, the Board of Trustees approved a plan to develop a DPT Program at CSU. A feasibility study by Hanover Research was conducted in April 2018 which affirmed the viability of a new program. Hanover Research also reported the demand for doctoral physical therapy programs has been trending upward nationwide and in the Southeast. Additionally, a nationwide shortage of physical therapists will sustain the job market demand over the next decade. The institution studied healthcare trends in the Tri-county area, which demonstrated a need for quality, accessible and affordable healthcare as the number of people moving to this area continues to rise.

The CSU Department of Physical Therapy (“Department”) officially began in March 2019 when Dr. Jacob N. Thorp was hired as the Founding Director for the DPT Program. In Fall 2019, CSU completed a 15,000 ft<sup>2</sup> expansion to the existing Health Science building to accommodate the University growth plan. The Physical Therapy Wing is home to five teaching classrooms and labs, a state-of-the-art research lab, seven group study areas, and a student lounge. Following the Doctorate in Educational Leadership, the Doctorate in Physical Therapy is the second doctoral degree offered at CSU. The PT department was granted Candidate for Accreditation on April 26, 2022. The inaugural cohort of 48 DPT students were seated on May 31, 2022.

### Accreditation

Charleston Southern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Questions about the accreditation of Charleston Southern University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC’s website ([www.sacscoc.org](http://www.sacscoc.org)).

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; [accreditation@apta.org](mailto:accreditation@apta.org) is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective April 26, 2022, Charleston Southern University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org)). If needing to contact the program directly, please call 843-863-7181 or email [jthorp@csuniv.edu](mailto:jthorp@csuniv.edu).

Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

### Vision

The Department of Physical Therapy at Charleston Southern University will embody biblical values and be a nationally recognized leader in academic excellence, compassionate service, and advanced clinical care.

- *Academic Excellence:* The Department will employ faculty who are recognized for their depth and breadth of expertise in content areas. The students will be encouraged to perform at their highest level to set the stage for lifelong learning. *Instruct the wise and they will be wiser still; teach the righteous and they will add to their learning (Proverbs 9:9).*
- *Compassionate Service:* The Department will volunteer consultative services to the people of the Lowcountry and around the globe. *Work willingly at whatever you do, as though you were working for the Lord rather than for people. Remember that the Lord will give you an inheritance as your reward, and that the Master you are serving is Christ (Colossians 3:23-24).*
- *Advanced Clinical Care:* The faculty and graduates of the DPT Program will provide integrated professional and autonomous care to people across the lifespan in a variety of healthcare arenas. *Each one should use whatever gift he has received to serve others, faithfully administering God's grace in its various forms (1 Peter 4:10).*

### Mission and Educational Philosophy

The mission of the Department of Physical Therapy at CSU is to prepare highly skilled practitioners in a Christian environment who demonstrate compassionate evidence-based clinical care while serving their community and profession with humility. To fulfill this mission, we need intellectually gifted individuals with a strong desire for service and who understand the needs of their clients. The most successful graduates will have a record of academic excellence, strong problem-solving skills, ability to self-assess, and proven success leading and participating in team related activities.

The faculty in the Department of Physical Therapy are an integral part of this mission and the CSU community. They support the vision of CSU to provide a faith integrated education which equips students for significant roles in leadership, lifelong learning, and service. The faculty strive to enhance student academic excellence and character of integrity in a Christian environment. The faculty prepare graduates to provide contemporary evidence-base, holistic care to individuals, families, communities, and populations to improve the health of society.

All faculty members are active in their local church community and distinguished in their respective disciplines/clinical specialty areas. Each faculty member has earned a doctoral degree in a field important to physical therapy. They represent specialty certifications and professional concentrations in the physical therapy disciplines of pediatrics, geriatrics, neurologic rehabilitation, prosthetics, orthotics, sports medicine, orthopedics, industrial and occupational rehabilitation, and chronic pain. Faculty have notable records of teaching, scholarship, and professional leadership in organizations within the state, the nation, and internationally. As the first doctoral health science program at Charleston Southern University, the faculty will continue to serve the institution as leaders in the development and advancement of multiple professional programs.

Our faculty desire to cultivate a level of academic assurance in the students that will transfer into clinical excellence. We believe if you set the bar high and command only the best from students, they will rise to the occasion. Students are encouraged to be great scholars by first learning the material and then assist those who may be struggling. In this way, students demonstrate mastery of a concept by teaching the subject to others. Physical Therapy continues to evolve into an autonomous profession, and we are often the point of entry for people into the healthcare system. As such, today's clinicians need to have the cognitive ability to support this responsibility.

The Program's curricular plan has been developed to meet practice expectations for entry-level physical therapists using the APTA mission and vision, *Core Values*, recommendations from APTA's academies, *Code of Ethics*, the ICF as outlined in the *Guide to PT Practice, Minimal Required Skills of Physical Therapist Graduates at Entry-level*. Additionally, the Program utilized recommendations from APTA's academies and current trends in PT education as published in the *Journal of PT Education* and the *Interprofessional Education Collaborative (IPEC) Core Competencies* to develop the curricular plan, course content, and integrative teaching pedagogies.

The curricular plan delivers course content using a multi-modal instructional design, shown to be effective with today's generation of young adult learners, and will include lecture, community engagement, case scenarios, applied sciences, digital resources, skills competencies, written assignments, case-based student presentations, faculty-mentored research, and clinical education. Our Program adheres to a spiral, or scaffolding, teaching model that begins with the instruction of foundational knowledge relevant to PT practice with expansion into a contextual learning model. This process facilitates the introduction of progressively complex clinical topics through clinically relevant and evidence-based learning activities while foundational knowledge is re-emphasized, enhancing learner retention and self-confidence. Throughout the curriculum, students will incorporate Inquiry-Based pedagogical methods as they are required to examine, evaluate, and provide contemporary



interventions for real, standardized, and simulated patients. Educational literature supports the use of a spiral curriculum with experiential learning in medical education to prepare students for entry-level practice.

Finally, our students are taught to engage with others using empathy and compassion. It is often stated that people do not care how much you know until they know how much you care. As a Christian University, we strive to follow the Bible's greatest commandment – *Love the Lord your God with all your heart and with all your soul and with all your mind* (Mt 22:37). We believe that loving God can be accomplished by loving others and this can be demonstrated in a variety of ways. The faculty, staff, and students carry out this instruction through service-learning activities and mission opportunities.

### Goals

The primary goal of the Department is to produce graduates who will be recognized for their leadership, integrity, evidence-based care, service, and professionalism in a variety of clinical environments. Specifically, the Department has established the following goals:

*Goal 1:* Faculty and students will contribute to the clinical and scientific advancement of the profession.

*Goal 2:* Faculty and students will advocate for the physical therapy profession through active involvement in the community and organizational membership.

*Goal 3:* Students will practice in a professional, legal, and ethical manner that is consistent with the *APTA Code of Ethics*, state practice acts, and the values of service, compassion, and humility.

*Goal 4:* Students will demonstrate examination, evaluation, and intervention skills necessary for evidence-based, entry-level practice.

*Goal 5:* Graduates will develop and internalize the personal value of lifelong learning and will describe a plan to maintain contemporary expertise in their clinical practice.

### Student Learning Outcomes

Upon completion of the Charleston Southern University DPT Program, students will be able to:

#### *Scholarly Research*

1. Appraise the scientific evidence and disseminate research findings at peer-reviewed conferences.

#### *Differential Diagnosis*

1. Demonstrate physical therapy assessment skills to identify a plan of care including interprofessional referrals.
2. Construct a differential diagnosis relevant to the physical therapy examination.

#### *Clinical Reasoning*

1. Demonstrate clinical competency to be able to pass the National Physical Therapy Examination (NPTE).
2. Provide contemporary evidence-based, holistic care to individuals, families, communities, and populations.

#### *Interprofessional Collaboration*

1. Formulate strategies to successfully lead and participate in team related activities.



2. Model the cognitive ability to provide integrated professional and autonomous care to people across the lifespan in a variety of healthcare arenas.

*Professionalism*

1. Demonstrate cultural competency when providing physical therapy services for underserved and diverse people of our community.
2. Practice in a manner consistent with APTA's Mission and Vision, *Core Values*, and *Code of Ethics*.
3. Display empathy to patients/clients and families during clinical practice.

*Service to the Community*

1. Originate and participate in service-learning activities for the people of the Lowcountry and around the globe.

*Service to the Profession*

1. Participate as member of the American Physical Therapy Association (APTA).

*Faith Integration*

1. Exhibit behaviors compatible with the Christian faith to positively influence the health of society.

## **DPT Admissions Requirements**

The Charleston Southern University DPT Program encourages everyone to apply and supports an inclusive admissions criterion while we reserve the right to give preference to CSU graduates. Applicants of diversity will be recruited based on the following criteria: 1) racial and/or ethnic minority group, 2) foreign language proficiency, 3) advanced degree, 4) veteran status, 5) first-generation college graduate, and 6) low-income status.

Prior to beginning the DPT Program at CSU, all applicants must earn a Baccalaureate degree, in any major/discipline, and complete the following prerequisites from an institution that is accredited by the US Department of Education (USDE):

### Course Prerequisites

- General Biology\*<sup>Δ</sup>
- Human Anatomy and Physiology\*<sup>†</sup>
- General Chemistry\*
- Physics\*
- Statistics
- Psychology<sup>#</sup>
- Medical Terminology **or** an approved self-study course

\* Courses should be taken in a two-semester sequence and must include a lab component.

<sup>Δ</sup> One semester of General Biology I and one semester of General Biology II or an upper-level Biology related course ( $\geq$  200 level course).

<sup>†</sup> One course of anatomy with lab and one course of physiology with lab will be acceptable.

Exercise Physiology cannot replace any portion of the Anatomy and Physiology prerequisite.

<sup>#</sup> One psychology course is required, beyond the introductory level, that includes the study of behavioral, developmental, and/or abnormal psychology in adolescent or adulthood population.

### Grade Point Average

- The minimum requirement for *prerequisite GPA* is 3.0/4.0.
- The preferred requirement for *cumulative GPA* is 3.0/4.0.

### Graduate Record Examination

The GRE must be taken within the last five years. If multiple attempts, the highest score from each section will be used (e.g. – superscore). The GRE code for our school is 2904.

According to PTCAS, the most recent national data for GRE scores for applicants accepted are:

- Verbal = 150
- Quantitative = 150
- Analytical Writing = 3.8

### Two Personal References

- One letter from a teacher, professor, or supervisor addressing the applicant's character qualities such as attitude, work ethic, ability to problem solve, and/or academic aptitude.
- One letter from a physical therapist addressing the applicant's professionalism, knowledge of the profession, and potential for success in the field of physical therapy.
- Letters from relatives are not permitted.

### **Program in a Snapshot**

#### Degree Conferred

Doctor of Physical Therapy; 124 credit hours

#### Length

The duration of the Program is 31 months, culminating in 30 weeks of full-time clinical affiliations. Program starts late May (12-week summer session) of the year admitted. Graduation occurs in December, two years following matriculation.

#### Annual Admissions

48 students; total student body = 144.

## DPT Curriculum

	Summer			Fall			Spring		
Year I (2023-2024)	May 30 – August 18 (12 weeks of instruction)			August 28 – December 15 (15 weeks of instruction)			January 8 – May 17 (18 weeks of instruction)		
	DPTE 710	Principles & Values in Physical Therapy	3	DPTE 720	Applied Kinesiology	3	DPTE 730	Motor Control & Motor Learning	2
	DPTE 711	Applied Human Anatomy	5	DPTE 721	ICE I with Service Learning	2	DPTE 731	Health Promotion & Wellness	2
	DPTE 712	Screening & Examination	3	DPTE 722	Foundations of Research	3	DPTE 732	Musculoskeletal I: Examination	4
	DPTE 713	Physiology	3	DPTE 723	Neuroanatomy	3	DPTE 733	Neuromuscular I	4
				DPTE 724	Mobility & Function	3	DPTE 734	Hospital-Based Care	2
				DPTE 725	Concepts of Diagnostic Imaging	1	DPTE 735	Seminar I	1
				DPTE 726	Pharmacology	2			
			<b>14</b>			<b>17</b>			<b>15</b>
Year II (2024-2025)	May 28 – August 16 (12 weeks of instruction)			August 26 – December 13 (15 weeks of instruction)			January 6 – April 18 (14 weeks of instruction)		
	DPTE 810	Special Populations Across the Lifespan	5	DPTE 820	ICE II	1	DPTE 830	Clinical Experience I	2
	DPTE 811	Exercise Prescription	4	DPTE 821	Evidence-Based Practice I	3	DPTE 831	Cardiopulmonary	3
	DPTE 812	Biophysical Agents	2	DPTE 822	Musculoskeletal II: Evaluation & Intervention	5	DPTE 832	Evidence-Based Practice II	3
	DPTE 813	Disabilities Management	2	DPTE 823	Neuromuscular II	5	DPTE 833	Complex Medical Diagnoses	5
				DPTE 680	Administration for PTs	3	DPTE 834	Integumentary	2
							DPTE 835	Seminar II	2
		<b>13</b>			<b>17</b>			<b>17</b>	
Year III (2025)	April 28 – September 19 (20 weeks of instruction)			September 29 – December 12 (11 weeks of instruction)					
	DPTE 910	Clinical Experience II (April 28 - July 4)	10	DPTE 920	Clinical Experience IV (Sept. 29 - Dec. 5)	10			
	DPTE 911	Clinical Experience III (July 14 - Sept. 19)	10	DPTE 921	Diakonia: Commission for Service	1			
			<b>20</b>			<b>11</b>		<b>Total</b>	<b>124</b>

## Course Descriptions

### Summer I

#### *DPTE 710 Principles & Values in Physical Therapy*

(3 hours) Prerequisites: Enrolled in the Charleston Southern University DPT Program. This course teaches students foundational information and skills essential to the practice of physical therapy. Three major themes are covered: 1) Program, institutional, and healthcare policies and procedures including professionalism, emergency procedures, and HIPAA regulations; 2) Concepts inherent to the profession including its history, *APTA Core Values*, and *Code of Ethics*; and 3) The relationship of how cultural competency and psychosocial patient characteristics impact the practice of physical therapy. Strategies for effective learning, interpersonal communication, and team building are covered throughout the term.

#### *DPTE 711 Applied Human Anatomy*

(5 hours) Prerequisites: Enrolled in the Charleston Southern University DPT Program. This course provides an overview of human anatomy predominantly through guided human cadaver dissection. Additional learning experiences will be conducted via lecture to expand on functional anatomical concepts. Content learned in this course will contribute to a physical therapy student's mastery of identification and relationship of anatomical structures. Anatomical topics will predominantly focus on muscles, joints, bones, cardiovascular structures, and peripheral nervous systems with exploration into other body systems and regions as appropriate.

#### *DPTE 712 Screening & Examination*

(3 hours) Prerequisites: Enrolled in the Charleston Southern University DPT Program. This course is designed to develop the fundamental knowledge, psychomotor skills, and behaviors needed in patient care for physical therapy practice as it relates to understanding the framework for patient care management across systems and performing a screen and basic examination skills. Student engagement and proficiency requires assessment of person, task, and environment in order to safely execute the patient care screen and basic examination skills.

#### *DPTE 713 Physiology*

(3 hours) Prerequisites: Enrolled in the Charleston Southern University DPT Program. This course reinforces the fundamental physiologic principles underlying the structure and function of the cells, tissues organs which make up the major organ systems of the human body, and the interconnectivity within and between these organ systems. This course will present these principles at the cellular, organ, tissue, and systems level in the context of both health and pathologies/disease with a particular emphasis on the latter. Clinical correlations relevant to the practice of physical therapy will be emphasized.

### Fall I

#### *DPTE 720 Applied Kinesiology*

(3 hours) Prerequisites: Successful completion of previous Summer term, Year I, CSU PT classes. This course is an overview of kinesiology and biomechanics from a clinical perspective. The principles and theories of human motion, typically kinematics and kinetics, are presented to develop analytical skills necessary to assess normal and abnormal movement. Additionally, unique characteristics of biological tissues will be analyzed to understand their influence on movement. Introductory laboratory activities are used to develop these skills and provide clinical applications of the didactic course content.

*DPTE 721 ICE I with Service Learning*

(2 hours) Prerequisites: Successful completion of previous Summer term, Year I, CSU PT classes. This course will prepare students to begin their clinical coursework and facilitate understanding of the physical therapy profession and its integration into the current health care system. Students will learn about various settings and patient populations a physical therapist might treat, documentation and communication standards for the physical therapy professional, and how the principles of service integrate into physical therapy practice and leadership through the lens of the APTA Core Values and ethical standards. Finally, students will complete the first in a series of Integrated Clinical Experiences with a live patient to put previously learned examination skills and concepts into practice.

*DPTE 722 Foundations of Research*

(3 hours) Prerequisites: Successful completion of previous Summer term, Year I, CSU PT classes. This foundations course is intended to provide the learner the opportunity to develop skills and knowledge related to scientific methods, research design, and basic statistics that are pervasive in physical therapy literature. The course is also intended to prepare physical therapy students with the skills to obtain, analyze, synthesize, and integrate trustworthy evidence into clinical practice as educated consumers. Emphasis will be placed on instruction in these research and appraisal skills in the context of contemporary physical therapy literature. The interrelationship of best available research findings with evidence-based practice strategies will be emphasized.

*DPTE 723 Neuroanatomy*

(3 hours) Prerequisites: Successful completion of previous Summer term, Year I, CSU PT classes. This course is designed to prepare the physical therapy student to apply basic neuroanatomy and neurophysiology principles to patient populations. Emphasis placed on the structural and functional organization of the central and peripheral nervous system. From this understanding, connections between neural structures that form the sensory, motor and homeostatic systems are discussed to generate human movement. Clinical correlations relevant to the practice of physical therapy are applied.

*DPTE 724 Mobility & Function*

(3 hours) Prerequisites: Successful completion of previous Summer term, Year I, CSU PT classes. This course is designed to apply the fundamental knowledge and develop the psychomotor skills and behaviors needed in patient care for physical therapy practice as it relates to patient care management across systems and performing a screen, basic examination skills, positioning, and mobility tasks under different functional contexts across a variety of diagnoses. Student engagement and proficiency requires assessment of person, task, and environment in order to safely execute the patient care screen, basic examination skills and patient care interventions for positioning and mobility.

*DPTE 725 Concepts of Diagnostic Imaging*

(1 hour) Prerequisites: Successful completion of previous Summer term, Year I, CSU PT classes. The topics of instruction include the foundational principles, procedures, and interpretation of diagnostic imaging commonly encountered in physical therapy practice. Focus is placed on the imaging methods of plain film radiography, myelograms, CT scans, magnetic resonance imaging and nuclear medicine as they relate to the musculoskeletal, neuromuscular, and cardiovascular, gastrointestinal, and reproductive systems.

*DPTE 726 Pharmacology*

(2 hours) Prerequisites: Successful completion of previous Summer term, Year I, CSU PT classes. This course introduces the principles of pharmacology, pharmacokinetics, pharmacodynamics, and classifications of drugs used in the treatment of disease. Implications of pharmacological interventions will be addressed, including recognition of adverse drug effects in patients.

Spring I

*DPTE 730 Motor Control & Motor Learning*

(2 hours) Prerequisites: Successful completion of previous Fall term, Year I, CSU PT classes. Theories of motor control, motor learning, motor planning, and neuroplasticity are introduced and linked to fundamental core concepts of how neuroanatomical systems communicate via the central and peripheral nervous system to produce and control human movement. The course provides experiences in clinical applications of these concepts.

*DPTE 731 Health Promotion & Wellness*

(2 hours) Prerequisites: Successful completion of previous Fall term, Year I, CSU PT classes. The course addresses performing a health risk assessment, fitness and exercise examination, and body composition analysis as well as interpreting the results for the well individual and special populations with and without impairments. This course involves how the physical therapist should incorporate health informatics and disease prevention to promote health, wellness, and fitness in young and elderly individuals. Basic nutrition needs for health and wellness are addressed.

*DPTE 732 Musculoskeletal I: Examination*

(4 hours) Prerequisites: Successful completion of previous Fall term, Year I, CSU PT classes. This course serves to introduce and expand musculoskeletal topics for first year DPT students. These topics will predominantly focus on screening, examination, evaluation, and clinical decision making in patients with musculoskeletal impairments. Additional topics include musculoskeletal impairments associated with common orthopedic pathologies, functional outcome measures, and patient centered goals. This course utilizes foundational concepts from gross anatomy, applied kinesiology, and screening and examination courses. Student mastery of previous coursework is expected.

### *DPTE 733 Neuromuscular I*

(4 hours) Prerequisites: Successful completion of previous Fall term, Year I, CSU PT classes. Didactic: Application and integration of knowledge acquired in neuroscience and motor control, learning, and planning as well as of neuroplasticity. This content is synthesized to determine how pathophysiology contributes to subsequent impairment resulting in movement dysfunction in acquired brain injury diagnoses predominantly seen throughout the lifespan that are not chronic or degenerative in nature. Application (Laboratory Component): Evaluation, treatment, and management of adults with neurologic impairment using a systems approach to include motor development theory, task analysis and evidence-based practice as foundations for developing proficiency in executing evaluation, treatment and management of impairments. Therapeutic interventions applicable to the treatment of neurologic diagnoses are introduced.

### *DPTE 734 Hospital-Based Care*

(2 hours) Prerequisites: Successful completion of previous Fall term, Year I, CSU PT classes. Didactic: This course addresses the role of the physical therapist within the hospital practice environment, including the role that the hospital plays in the community of health care, common administrative structures, and common care payment systems for insured and uninsured persons. The practice of physical therapy utilizing previously instructed content will now integrate clinical knowledge, tests and measures, interpretation of physiologic status, lab values and available imaging will be incorporated into practice decision-making. Purposes and concerns with lines/leads involved in this setting are introduced. Interprofessional practice and discharge planning for the best patient outcomes are explored. Application (Laboratory Component): Evaluation, treatment, and management of persons across the lifespan taking into consideration the clinical decision-making that occurs in the hospital system.

### *DPTE 735 Seminar I*

(1 hour) Prerequisites: Successful completion of previous Fall term, Year I, CSU PT classes. This course is designed to assess student comprehension of all materials covered during the first year of the DPT curriculum. This first course, of a two-part series, provides an opportunity for students to integrate previous course content and contemporary evidence to effectively examine patients across the lifespan commonly seen in physical therapy practice. The course includes a comprehensive written and a comprehensive Clinical Practical Examination, each including concepts spanning the entire first year of the curriculum.

## Summer II

### *DPTE 810 Special Populations Across the Lifespan*

(5 hours) Prerequisites: Successful completion of previous Spring term, Year I, CSU PT classes. This course entails assessment of the pediatric and geriatric population in normal/abnormal development of the aging process, as well as the creation of a plan of care to address impairments and functional limitations associated with conditions frequently encountered by physical therapists. Content includes data interpretation from age-specific outcome measures and the planning of age-appropriate and patient/family-centered interventions that is inclusive of the social determinants of health across the continuum of care.



*DPTE 811 Exercise Prescription*

(4 hours) Prerequisites: Successful completion of previous Spring term, Year I, CSU PT classes. This course is designed to introduce and expand a wide array of therapeutic interventions including targeted exercises, rehabilitation procedures, gait retraining, post-surgical protocols, and joint mobilizations. This course is a continuation of the musculoskeletal curriculum building on the foundations of Musculoskeletal I: Examination and incorporating concepts from Neuromuscular I. Topics covered in this class will predominantly be focused on providing safe and effective interventions in patients with musculoskeletal and neurological impairments across all health care settings. Students will be expected to synthesize previous mastered examination concepts to design, implement and teach a variety of rehabilitation protocols to improve limitations and activities in patients.

*DPTE 812 Biophysical Agents*

(2 hours) Prerequisites: Successful completion of previous Spring term, Year I, CSU PT classes. This course provides instruction on the physiological effects, mechanical operation, and appropriate application of superficial and deep thermal agents; hydrotherapy; compression; traction; electrical stimulation; biofeedback; and other emerging technologies.

*DPTE 813 Disabilities Management*

(2 hours) Prerequisites: Successful completion of previous Spring term, Year I, CSU PT classes. The course covers recommendation, prescription and management of functional support systems that enhances client independence with functional mobility. Using a systems approach, impairments are identified and prioritized, client goals and social determinants of health are considered, and evidence-based practice is utilized to assure that the optimal functional support system meets the needs of the client. Interprofessional collaboration will be introduced. Content covers rehabilitative functional supports for clients with neurological, genetic and/or orthopedic disorders and concepts related to accessibility and ergonomic modifications.

Fall II

*DPTE 820 ICE II*

(1 hour) Prerequisites: Successful completion of previous Summer term, Year II, CSU PT classes. This course is a continuation of integrated clinical experiences and is intended to prepare students full-time clinical experiences. Students will integrate knowledge, skills, and behaviors into an Integrated Clinical Experiences with a live patient as well as assume the role of teacher/mentor for a first year DPT student.

*DPTE 821 Evidence-Based Practice I*

(3 hours) Prerequisites: Successful completion of previous Summer term, Year II, CSU PT classes. Participation in Evidence-Based Practice I learning experiences are intended to assist the student develop a greater understanding of the process used to formulate evidence supporting physical therapy practice. Students will search and critique the literature concerning a research problem, identify and practice methodology suitable to conduct an experiment or gather information to address the research problem, and consider translation of the results to clinical practice under supervision of the faculty primary investigator.

*DPTE 822 Musculoskeletal II: Evaluation & Intervention*

(5 hours) Prerequisites: Successful completion of previous Summer term, Year II, CSU PT classes. This course is a culmination of the musculoskeletal curriculum building on the foundations of Musculoskeletal I: Examination and Exercise Prescription. This course is designed to emphasize clinical reasoning skills to enhance physical therapy practice based on current best practice knowledge. Students will be expected to differentially diagnose a variety of musculoskeletal pathologies and create a full plan of care for targeted rehabilitation in the physical therapy setting and create plans of care that transition beyond the clinical setting. Students will be expected to expand musculoskeletal interventions to include manipulation, high-velocity low-amplitude thrust, and dry needling techniques to best address impairments across a spectrum of patients with a variety of musculoskeletal and non-musculoskeletal based co-morbidities.

*DPTE 823 Neuromuscular II*

(5 hours) Prerequisites: Successful completion of previous Summer term, Year II, CSU PT classes. Didactic: Application and integration of knowledge acquired in neuroscience and motor control, learning and planning as well as of neuroplasticity. This content is synthesized to determine how pathophysiology contributes to subsequent impairment resulting in movement dysfunction associated with neurologic diagnoses and impairments not covered in DPTE 733, primarily consisting of vestibular disorders, spinal cord injury and degenerative and chronic diseases of upper and lower motor neuron origin. Application (Laboratory Component): Evaluation, treatment and management of adults with neurologic impairment using a systems approach to include motor development theory, task analysis and evidence-based practice as foundations for developing proficiency in executing evaluation, treatment and management of impairments that are degenerative and chronic in nature. Various treatment interventions previously learned are modified, built upon and applied to this diagnostic group of acquired brain and spinal cord injury based on impairment.

*DPTE 680 Administration for PTs*

(3 hours) Prerequisites: Successful completion of previous Summer term, Year II, CSU PT classes. This course is designed to study of the impact of health care industry trends and issues upon the development and operations of physical therapy services. Instructors will share guidelines to apply planning, organizing, and marketing and financing principles to the establish physical therapy clinical practice arrangements. The course also includes methods to assess staff performance and standards relevant to the medico-legal, ethical, and quality control aspects of physical therapy services. Finally, this course will teach students about various physical therapy topics including healthcare structure, insurance, and health informatics.

Spring II

*DPTE 830 Clinical Experience I*

(2 hours) Prerequisites: Successful completion of previous Fall term, Year II, CSU PT classes. A two-week full-time clinical education experience to develop physical therapy management skills in an ambulatory setting.

### *DPTE 831 Cardiopulmonary*

(3 hours) Prerequisites: Successful completion of previous Fall term, Year II, CSU PT classes. This course is designed to prepare entry level physical therapists to 1) recognize patients who are at risk for cardiopulmonary disease secondary to the presence of well recognized cardiac disease risk factors and 2) acquire as clear an understanding of the cardiopulmonary involvement in patients who do have recognized cardiopulmonary disease in order to safely and effectively manage this patient population. These goals will be achieved by teaching the students 1) about the recognized comorbidities and risk factors for cardiopulmonary disease, 2) about medical tests including blood tests (serum enzymes and cardiac biomarkers), surgical interventions, imaging studies (echocardiograms, CT scans, positron emission tomography scans (PET) and MRI scans, Holter monitors/ECG and stress testing which provide information about the impact of cardiopulmonary disease on the function of this organ system and 3) “real time” assessments including chart review, physical examination, cardiopulmonary functional assessment (heart rate, blood pressure, oxygen saturation, etc.), and activity assessment. Goals 1 & 2 are designed to provide any physical therapist with the ability to define the cardiopulmonary status of any patient using available information and physical assessment of the patient. The combination of goals 1, 2 and 3 is designed to maximize the understanding a physical therapist has of the cardiopulmonary status of a patient with known cardiopulmonary disease, thus allowing the crafting of an optimal and focused treatment plan that is both safe and effective. Laboratory sessions will focus on learning specific physical assessment and intervention techniques essential for optimizing the management of patients with cardiopulmonary diseases.

### *DPTE 832 Evidence-Based Practice II*

(3 hours) Prerequisites: Successful completion of previous Fall term, Year II, CSU PT classes. Participation in learning experiences intended to assist the student draw conclusions from systematically acquired data intended to answer a research question relevant to contemporary physical therapy practice. Students will develop data analysis and interpretation skills, ascertain the clinical relevance of their findings, identify barriers to translation of the results to clinical practice, and disseminate their work in a public forum under supervision of the faculty primary investigator.

### *DPTE 833 Complex Medical Diagnoses*

(5 hours) Prerequisites: Successful completion of previous Fall term, Year II, CSU PT classes. This course addresses the often complex and complicated pathology and pathophysiology of diagnostic groups commonly treated by physical therapists to include complex medical patients with the chronic disease profile of hypertension, hypercholesterolemia and/or diabetes mellitus related to the classification of diagnoses in the metabolic syndrome group, oncology, pelvic floor, vestibular/concussion, chronic pain, organ transplantation, co-morbidities associated with vascular diseases and blood disorders, renal dysfunction and dialysis, and adults with mental disabilities. Content contains use of specialty evaluation tools, screens, and outcome measures to assess impairment and guide clinical decision-making for treatment intervention and referrals across the lifespan and the continuum of care.

### *DPTE 834 Integumentary*

(2 hours) Prerequisites: Successful completion of previous Fall term, Year II, CSU PT classes. This course provides the learner with the principles of prevention, evaluation, and treatment of integumentary practice as may be encountered by the physical therapist, utilizing a comprehensive patient/client management approach through integration of the five elements of care (examination, evaluation, diagnosis, prognosis, and intervention). The common diseases and conditions of the integumentary system are discussed. Treatment interventions include debridement, dressing types and mechanical assist. The processes of documentation and clinical decision making are practiced. Foundational concepts for the examination and treatment of lymphedema are also addressed.

### *DPTE 835 Seminar II*

(2 hours) Prerequisites: Successful completion of previous Fall term, Year II, CSU PT classes. This course is designed to assess student comprehension of all materials covered throughout the entire didactic DPT curriculum. This second course, of a two-part series, provides an opportunity for students to integrate previous course content and contemporary evidence to effectively examine, evaluate, and treat patients across the lifespan commonly seen in physical therapy practice. Students are also provided a guided review of previously covered classroom material based on current information about content and format of the National Physical Therapist Examination (NPTE). The summative assessment of this course is a comprehensive written and a comprehensive Clinical Practical Examination, each including concepts spanning the entire didactic curriculum.

### Summer III

#### *DPTE 910 Clinical Experience II*

(10 hours) Prerequisites: Successful completion of previous Spring term, Year II, CSU PT classes. A 10-week full-time clinical education experience to develop physical therapy management skills of patients in one of three possible settings: inpatient, outpatient or specialized clinical setting influenced by student preference.

#### *DPTE 911 Clinical Experience III*

(10 hours) Prerequisites: Successful completion of DPTE 910. A 10-week full-time clinical education experience to develop physical therapy management skills of patients in one of three possible settings: inpatient, outpatient or specialized clinical setting influenced by student preference.

### Fall III

#### *DPTE 920 Clinical Experience IV*

(10 hours) Prerequisites: Successful completion of DPTE 911. A 10-week full-time clinical education experience to develop physical therapy management skills of patients in one of three possible settings: inpatient, outpatient or specialized clinical setting influenced by student preference.

*DPTE 921 Diakonia: Commission for Service*

(1 hour) Prerequisites: Successful completion of previous Summer, Year III, CSU DPT classes. This 1-week summative course is a culmination of all didactic learning and clinical education experiences throughout the DPT curriculum. Diakonia is the Greek word for Deacon, translated ministry or service. Students reflect on how they have and will continue to exemplify Christian principles through evidence-based clinical care while serving their community and profession. The threshold for success, in this course, is the completion of a standardized practice examination to prepare students for the NPTE. In addition, students share a “game changing” patient to whom they provided care during one of their clinical experiences. Finally, students provide the Program and University feedback for quality improvement for future DPT students.

Tuition and Fees

Tuition rates are reviewed and approved by the CSU's Board of Trustees. Tuition charges and fees are subject to change, pending Board of Trustees' approval. All payments are due on the first day of class of each term and are nonrefundable. For a list of fees and tuition, please visit ([www.csuniv.edu/dpt](http://www.csuniv.edu/dpt)).

Refund Policy

- 100% of semester tuition and fees are due at the beginning of the semester.

Tuition refunds are made as follows:

<b>Refund Timeline Per Semester</b>	
Before Classes Begin	100%
During 1st Week*	100%
After 1st Week	0%

\*Prior to the end of the drop/add period

**Student Services and Resources**

ID Badge and Key FOB

Students will be issued a CSU Student ID by Campus Security upon entrance to the Program. Students must always wear and prominently display their ID when they are in their role as a student of the DPT Program. This includes on and off campus activities that relate to their training and education as a student. Students will also be issued a key FOB by the DPT Program which allows access to the Health Science Building 24 hours a day, as well as all designated physical therapy study and lecture space. Do not share or give your key FOB to anyone. All teaching, study, and research spaces should remain locked whenever students are not in these areas. Failure to follow this standard operating procedure may result in termination of this privilege. Appendix B signifies your acknowledgement and receipt of your badge and key FOB. If a student loses their key FOB, they must pay a \$25 fee to replace it.

Students must relinquish both their ID badge and key FOB upon graduation or separation from Charleston Southern University. If you fail to return your key FOB to the Department, the cost for the replacement will be added to your student account. This fee must be settled before graduation from the DPT Program at Charleston Southern University.

### Student iPads

As part of your Program fees, you will receive an iPad. These can be set up using your personal Apple ID. You can contact Apple directly if you need to file a claim. Please ensure that your CSU student email account is set up on your iPad and that it is accessible. Several applications have been pre-loaded onto your iPad for use throughout the duration of the Program, including but not limited to MS Word, MS PowerPoint, Blackboard Student, and UpToDate. You are responsible for the cost of replacement the iPad if it is lost, damaged, or stolen (Appendix C).

### My CSU

The MyCSU website, *Student Portal*, is designed to provide current students access to a variety of information that will be helpful during their time on campus. Additionally, the *CSU Student Handbook*, located at <https://www.charlestonsothern.edu/life-at-csu/student-resources/>, provides the following information:

- A. Academic calendar
- B. CSU password reset assistance
- C. Career Center
- D. Counseling Services
- E. Community Service
- F. Computer Lab Hours
- G. Writing Center
- H. Silent Witness
- I. Campus Security

### Blackboard

CSU provides access to Blackboard where students can log in with their ID number and PIN. Blackboard and MyCSU passwords are linked. Password changes must be made within MyCSU. Once the password has been changed, allow 30 minutes for the change to take effect on Blackboard. If a student is having trouble accessing their Blackboard account, the student should contact Information Technology Services at 843-863-8093. Professors who augment their instruction with Blackboard will provide students with an overview of how to use Blackboard.

### Bucmail

A student's official email is csustudent.net or Bucmail. There is no cost for the email account. Contact Information Technology Services at 843-863-8022 for more information. Current students, requesting service with Wireless, Bucmail, Blackboard or ID Cards, visit MyCSU, under the Student Tab to find the Student Technology Support Request.

Students must use their Bucmail account to communicate by email for any Department of Physical Therapy and University business. The Department endorses the CSU Netiquette Policy regarding electronic forms of communication which can be found in the *CSU Student Handbook*.



In addition, students should begin each email with a formal salutation (Dr/Professor/Mr/Ms) and the correct spelling of his/her last name. This correspondence is required for all faculty, staff, administration, clinical affiliates, and other CSU stakeholders. ***Students should check their mailboxes and Bucmail daily.***

### Computer Resources

Computers are accessible in the L. Mendel Rivers library and University computer labs. No personal files are to be kept or any Program files removed from the hard drives on University computers. Students should save their files on either their OneDrive storage space or a personal external drive.

There are several computer labs available for student use on campus. These labs are provided to aid students with coursework, conduct research, and to communicate with others. They are to be used in a considerate and responsible manner. **No food or drinks allowed.** The Health Science Building, Room 115, is strictly reserved for PA and Physical Therapy students. For any questions regarding computer labs on campus, please contact the computer lab manager at 843-863-7035 or visit: <https://www.charlestonsouthern.edu/offices/its/>.

### Printing

Printing in the computer labs is controlled by a program called Papercut. To print, each student must login to the program using his or her MyCSU username and password. Once logged in, the print job will print to the chosen printer. Students will need to login to approve each print job they send to the printer. Students should use the *print preview* option to check their print job before logging in to print. Students can check their balance at any time by logging into Papercut and clicking the details link. Students will then be able to login to their account balance page and check their balance. Each academic year, all students are given an \$11.25 credit to their print account. Computer labs have black and white printers that charge \$0.05 a page. Color printers can be found in the library; the charge for color is \$0.25 a page. Once the initial credit is depleted, students will be able to load funds for printing on the Student ID card. This card can be redeemed on their account balance page by clicking the Redeem Card link. Any unused credit will expire at the end of summer. For questions about printing, contact the Director of Computer Lab Services at 843-863-7035.

### Departmental Copier

Students are not to use the departmental copiers, even if authorized by a faculty member.

### Registration

The University has a web site to assist with communication, registration, grades, and other miscellaneous tasks. Registration dates for each semester can be found on the Academic Calendar. The Admissions Coordinator is responsible for registering each student for his/her classes. The complete course list is posted each semester in your MyCSU. Under the Academic tab, click "Course Search." Please know that you will not be able to be registered if you have a balance or a hold on your account.

### L. Mendel Rivers Library

The L. Mendel Rivers Library provides adequate staff and academic resources to support the full implementation of the Program. Four professional librarians and three paraprofessionals are available to assist Program faculty, staff, and students on campus, online, or through remote access. All Program faculty, staff, and students have access to a collection comprised of over 607,000 items, including books, ebooks, microform, A/V materials, journals, and serials. A designated Selective Federal Depository since 1967, the CSU Library also provides access to approximately 37,500 U.S. Government documents, including statistical data. Information is available at <http://library.csuniv.edu/govdoc.html>. The LMR Library is located within easy walking distance of all buildings and parking facilities on campus.

### Statistics Tutoring

Charleston Southern University offers statistics tutoring sessions to all students. For doctoral students, services will include general statistical support for courses as well as assistance with analyzing and interpreting the results of their capstone research project. Consultants will offer advice ranging from the planning and design of experiments to the analysis and interpretation of statistical results. Consultants will also assist with statistical software packages and preparing control statements to run statistics. Support is available for typical statistical analysis used in behavioral and social science research, including survey analysis, regression analysis, analysis of variance, and multivariate analysis. There is no charge to students for this service. Students should contact the Department of Physical Therapy faculty for additional information including times and locations.

### Writing Center

The Writing Center's mission is to help students become better writers. It is a place to talk through writing skills and receive feedback from other writers in one-on-one sessions, both on campus and online (E-tutoring). Through these tutoring sessions, the Writing Center assists students to analyze assignments, address audiences appropriately, improve composition processes, strengthen the focus and organization of writing and improve basic grammar, usage and mechanics. Students also become better editors by gaining proofreading skills. The Writing Center is located in Norris Hall, room 209, second floor across from the computer lab.

### Portraits

Individual portraits will be taken for your graduating class composite and to be sent to your clinical sites. Semi-formal dress is required. Men, please wear coat and tie; ladies, please dress appropriately. You must be available, when scheduled, for this will be the only opportunity to have these photos taken. Portraits will be taken during the first semester. Instructions and location will be provided.

### Financial Aid

Graduate students may be eligible for unsubsidized federal student loans. Information regarding federal student aid, including the application process, can be found at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students may also apply for Graduate PLUS loans at [www.studentloans.gov](http://www.studentloans.gov).



The Financial Aid Office is comprised of a team of dedicated Christian professionals who are committed to integrating CSU's mission and vision by serving its students/parents by providing financial resources to help meet their educational goals. For additional information on student loan opportunities, please visit: <https://www.charlestonsouthern.edu/admissions/financial-aid/types-of-aid/loans/> NOTE: Students with unpaid University accounts will not be allowed to register for classes or graduate. The department has no authority to override this policy. Inquiries about financial aid should be directed to: [financialaidgraduate@csuniv.edu](mailto:financialaidgraduate@csuniv.edu).

### Departmental Scholarships

The Department of Physical Therapy has created two funded scholarships that are awarded to second year DPT students who best fulfill its mission and vision through service and leadership to the community and PT profession. Applications will be available during Summer II semester and recipients notified during Fall II.

### American Physical Therapy Association Membership

Students are required to join the APTA to access certain information for courses and the many other benefits of membership. Please go to [www.apta.org](http://www.apta.org) to learn about these benefits and to begin your professional membership. Proof of membership is required by the end of the first semester and must be maintained through graduation. The Program pays student premiums through student fees.

### **Physical Therapy Club**

The Physical Therapy Club ("Club") is a CSU registered student organization consisting of members of all three DPT classes and represents the Department both on and off campus. This club allows students to participate in a variety of professional development, service, and social activities. The Chair of Student Organizations will serve as the faculty advisor to the Club. While membership is not mandatory, it is strongly recommended given the many benefits provided. The current Club officers will hold a general membership meeting during the first summer session to introduce the incoming students to the Club.

During Summer I, each cohort of students will elect class officers who will represent the interests and needs of the class to the faculty and Department of Physical Therapy. These officers communicate with the faculty as well as organize fund-raising events, extra-curricular activities, social events, and community service opportunities. All class organizations and functions are required to follow University policies related to financial matters and events. All appointments will remain for the duration of the Program unless otherwise determined by the class officers or faculty. The class will elect a representative for each of the following leadership roles:

- A. *President* – Official spokesperson for the class and liaison to Program faculty.
- B. *Vice-president* – Assumes the role of the president in his/her absence.
- C. *Treasurer* – Maintains the class's bank account.
- D. *Secretary* – Records minutes at the student meetings.
- E. *Professional Development/Service chair* – Identifies and promotes opportunities for students to lead and serve in the community.
- F. *Chaplain* – Provides spiritual leadership for the class.
- G. *Social Events chair* – Organizes extracurricular activities.

- H. *Communications/Media chair* – Maintains a list of contact information for class members and posts information on social media.
- I. *Graduation committee (2)* – Select student speaker, organize the commencement banquet, and communicate with Program Director regarding graduation details.
- J. *Equipment Manager* – Regularly inspects Program equipment, ensures proper upkeep and cleanliness, maintain list of equipment, notifies the Executive Assistant of equipment malfunctions, ensures adequate clean linens are available for classroom activities.
- K. *APTA liaison* – monitors the APTA website and provides cohort with updated information including upcoming events.

## **Health Policies and Requirements**

### Health Insurance

Payment for medical evaluation, treatment, care, and disability is the responsibility of the student and their insurance carrier for any exposure or injuries that may occur while in the Program including clinical experiences. All students enrolled in the DPT Program are responsible for obtaining their own medical and disability insurance policies that will cover screening, diagnosis, treatment, and short and long-term disability compensation resulting from such exposure or injury.

Students enrolled at CSU are not considered employees of the University, so health care coverage is not provided by CSU for students in class, labs, or in the clinic. Clinical training sites are also not employers of students, so Workman’s Compensation does not provide coverage.

CSU has partnered with Pivot Healthcare to offer short-term medical insurance. The coverage is an affordable health insurance plan with robust benefits. Optional spouse and/or dependent coverage is available at an additional cost. Please read the certificate of coverage to determine whether this plan is right before you enroll. The certificate of coverage provides details of the coverage including costs, benefits, exclusions, and reductions or limitations and the terms under which the coverage may be continued in force. Information of this insurance option can be found through Pivot Health at [www.dissingerreed.com/student/P1](http://www.dissingerreed.com/student/P1). Additionally, you can email your questions to [MAM.StudentServices@hubinternational.com](mailto:MAM.StudentServices@hubinternational.com). The plan is underwritten by The North River Insurance Company and is based on policy number STM70000. This short-term health insurance plan provides medical coverage to help pay for health care expenses. This plan may be utilized for the duration of the PT Program. However, this is not required to comply with certain federal market requirements for health insurance, principally those contained in the Affordable Care Act. For information, including purchase, an Affordable Care Act compliant healthcare plan, please visit: [www.healthcare.gov](http://www.healthcare.gov).

Students may elect out of this coverage if they can provide proof of medical insurance coverage before the first day of class. Students with an existing creditable health insurance policy must provide current and continued proof of current medical coverage throughout the entire Program (Appendix D).

### Liability Insurance

Students are required to maintain liability insurance throughout the Program. Professional liability insurance is provided by the Healthcare Providers Service Organization Purchasing Group (HPSO) which provides \$2,000,000 and \$5,000,000 individual and aggregate coverage, respectively. The Program pays student premiums through student fees.

### Immunization Requirements

The Department of Physical Therapy requires students to provide proof of the following immunizations prior to beginning any clinical experience. Each immunization must be dated and signed or stamped by a health care professional or office. Parental signatures are not acceptable.

Students may request an exemption from the immunization requirement by submitting a written request to the Program Director on the designated Request for Immunization Waiver. This form is located in Appendix P. The request must include the immunization(s) for which the student is seeking exemption, the student's signature, and a statement of release of all liability pertaining to the student's decision to exercise the choice of exemption. Any or all the Department's clinical education partners at any time, may delay or deny the student access to the required clinical portion of the academic program, and which may result in delay or denial of progression, completion of academic requirements, and graduation.

The immunizations recommended and required for the DPT Program are as follows:

- A. Meningitis Vaccine: CSU recommends the meningitis vaccination for all students.
- B. Measles, Mumps, Rubella (MMR): The student must provide documentation of 2 MMR vaccines given at least 28 days apart or a positive titer showing immunity (this can be from childhood). Students with two documented doses of MMR are not recommended to be serologically tested for immunity. However, if serological testing is completed and the student has a negative titer, the student will need to repeat the 2-shot series. You may be exempt from this requirement only if you are pregnant or trying to conceive, or you are allergic to eggs.
- C. Tetanus-Diphtheria: The student must provide documentation of a single Tdap vaccination. If documentation of Tdap is not within the past 10 years, documentation of Tdap vaccine OR Td booster within 10 years is required to be uploaded.
- D. Varicella (Chicken Pox): The student must provide evidence of varicella immunity in one of the following ways: 1) Documentation of 2 doses of varicella vaccine given at least 28 days apart (this can be from childhood) OR; 2) Laboratory evidence of immunity through a qualitative titer. PLEASE NOTE: If the student has a negative titer, the student will need to get 2 doses of varicella vaccine, 4 weeks apart and upload all documentation OR; 3) Verification of history of varicella or herpes zoster by a healthcare provider.
- E. Hepatitis B: The student must provide documentation of 3 doses of vaccine.

- A. TB Screening: All students are required to complete the [Health Care Personnel Baseline Individual TB Risk Assessment Form](#) annually.
- If “Yes” is marked on any of the statements on the [Health Care Personnel Baseline Individual TB Risk Assessment Form](#), the student should begin the process of completing a 2 step PPD and submit it to the DCE.
    - If the student has a history of positive PPDs, a clear chest x-ray will need to be completed before the start of the student’s first clinical experience and as required by clinical sites.
    - A negative Quantiferon TB Gold test will also be accepted in place of a 2-Step PPD.
  - Please note – many clinical sites require PPDs completed no more than 30 days before the rotation start date, so students may be required to complete additional PPD testing.
- B. Annual Flu Shot: The student must provide documentation of the annual flu vaccination during the flu season (October 1- March 31, or dates defined by the CDC) while enrolled in DPT Program.
- C. COVID-19: The student must provide documentation of either one dose of the Johnson and Johnson vaccine or two doses of the Pfizer or Moderna vaccines.
- D. All students must also meet the SC State Law Immunization Requirements for health care workers per the health care industry standard:  
<https://www2a.cdc.gov/vaccines/statevaccsApp/Administration.asp?statetmp=SC>.

Vaccinations, including TB and Flu shots, may be available at any Lab Corp or through your primary medical provider. Students are responsible for being compliant with additional vaccinations, immunizations, and/or testing that may be required at their clinical education sites. Students will not be allowed to go on their clinicals (either integrated clinical experiences or full-time rotations) without first providing proof of these immunizations. Proof of immunization should be uploaded to Exxat prior to beginning any clinical experience. Questions regarding immunization may be directed to the Department of Physical Therapy at 843-863-7355.

#### Health Insurance Portability and Accountability Act

*Health Insurance Portability and Accountability Act* (HIPAA) identifies protected health information (PHI). Under all circumstances, students are prohibited from disclosing PHI or disseminating PHI via verbal, electronic, or any other means. This act ultimately protects patients’ right to privacy and confidentiality. Students will receive introductory training in HIPAA as part of DPTE 710, Principles & Values in Physical Therapy, during the first semester of the Program. Students may also receive HIPAA training as part of their annual updates and as specified by the assigned clinical practicum. Any breaches in patient confidentiality or privacy will result in dismissal from the educational program.

### Confidentiality Policy

In compliance with HIPAA regulations and privacy of health information, students' health information submitted to the Department of Physical Therapy, as a requirement for enrollment and participation in clinical learning experiences, will be saved to CSU's secure network. This process is further described in the *Maintenance of Records* section of this manual. Health information on individual students may be used or disclosed:

- A. *For treatment*: The Department may use or disclose health information about a student to facilitate medical treatment or services to a provider or in the case of an emergency to an emergency dispatcher should the student become injured or ill while off campus at an assigned facility.
- B. *As required by law*: The Department will disclose health information about a student when required to so by federal, state, or local law. For example, the Department may disclose health information when required by a court order in a litigation proceeding such as a malpractice action.
- C. *To avert a serious threat to health or safety*: The Department may use and disclose health information about a student when necessary to prevent a serious threat to the student's health or safety or the health and safety of the public or patients for whom the students provide care. Any disclosure, however, would only be to someone able to help prevent the threat.
- D. *Disclosure to health plan sponsor*: Health information may be disclosed for purposes of facilitating claims payment under the student's primary health plan in the event the student becomes injured or ill while off campus at an assigned facility.
- E. *In the event of death*: In the event of the death of a DPT student, the Department may be required to supply personal health information to determine the cause of death.

### Students' Rights to Health Information

Students have the following rights regarding health information maintained by the Department:

- A. *Right to Inspect and Copy*: A student has the right to inspect and copy health information that is required as a DPT student. To receive a copy of this information, a student must submit in writing this request to the Physical Therapy Program Director. If there is a request for verification of the contents of these files, we will give that information to the requesting party if they are a provider or an insurance company of the DPT student.
- B. *Right to Amend*: If a student feels that health information is incorrect or incomplete, the student may ask the Department to amend the information. This request for an amendment of information must be in writing and submitted to the Physical Therapy Program Director.
- C. *Right to Request Restrictions*: A student has the right to request a restriction or limitation of the health information used or disclosed about the student for treatment, payment of claims or health care operations. A student also has the right to restrict or limit the health or injury information that would be given to a DPT faculty member. These restrictions must be put in writing to the Physical Therapy Program Director.

The Department of Physical Therapy reserves the right to change this HIPAA notice of privacy. The Department reserves the right to make the revised or changed notice effective for health information already maintained about the student as well as information received in the future.

Other uses and disclosures of health information not covered by this notice or the laws that apply to the University, College of Health Science, and the Department of Physical Therapy will be made only with a student's written permission. The student must complete the Release of Records form, provided by the Department. If a student provides the Department permission to use or disclose health information, the student may revoke that permission, in writing, at any time. If the student revokes permission, the Department will no longer use or disclose health information about the student for the reasons covered by the written authorization. The student understands that the Department is unable to take back any disclosures already made with permission and that the Department is required to retain records concerning use or disclosures of health information.

#### Cardiopulmonary Resuscitation

All students are required to be certified in Basic Life Support (BLS) for Healthcare Providers by the American Heart Association and maintain the certification throughout the duration of the Program. This certification includes Adult/Child/Infant CPR and Automatic Electronic Defibrillator (AED) training. Below is a list of facilities that offer *American Heart Association's "Basic Life Support (BLS) for Healthcare Providers" CPR card*.

- A. CSU DPT program. You can attain your CPR certification here in the department.
  
- B. MUSC Community Training Center (located in South Park Plaza)  
1 South Park Circle, Suite 300, Charleston, SC 29407  
Office no: 843-876-8696 / [www.musc.edu/ctc](http://www.musc.edu/ctc)
  
- B. Lowcountry Regional EMS Council  
1016 E Montague Avenue, North Charleston, SC 29405  
Office no: 843-529-0977 / <http://www.lowcountryems.com>
  
- C. Code One Training Solutions  
4 Carriage Lane, Suite 103, Charleston, SC 29407  
Office no: 843-375-6601 / [www.code1web.com](http://www.code1web.com)  
A \$15 discount is offered to CSU Students, use PROMO code "CSU"
  
- D. Coast CPR (Tom Donnelly)  
222 West Coleman Boulevard Suite 218, Mount Pleasant SC 29464  
Office: (843) 696-4416 / <https://www.coast-cpr.com/>

## **DPT Student Code of Conduct**

### Professionalism Standards

Professional behavior is an academic requirement for DPT students, during all aspects of the Program, on and off campus. Professionalism requires medical knowledge, contemporary skills and expertise, and conduct that is consistent with the practice of a physical therapist. The APTA has identified nine Core Values that serve as a benchmark for professionalism.

Students are expected to consistently exhibit professional behavior in all settings. Personal appearance and behavior are reflective of CSU and the profession of physical therapy. Students who commit academic or professionalism misconduct, whether on or off campus, are subject to the associated disciplinary procedures and sanctions outlined in the *DPT Program* and *CSU Student Handbooks*. Misconduct includes:

- A. Violation of published University, college, or department policies, rules, and regulations.
  - a. The list of academic University policies can be found at:  
<https://www.charlestonsouthern.edu/academics/registrar/academic-policies/>
  - b. The *Charleston Southern University Student Handbook* can be found at:  
<https://www.charlestonsouthern.edu/wp-content/uploads/studenthandbook.pdf>
  - c. *Essential Functions and Requirements of Physical Therapist Education at CSU* (Appendix E).
- B. Violation of the *South Carolina Physical Therapy Practice Act*.  
<https://www.scstatehouse.gov/code/t40c045.php>
- C. Disruption or obstruction of teaching, research, administration, service delivery, or other activities sponsored by the department or affiliated clinical sites. Disruptive behavior and associated sanctions are described in the *Classroom Behavior* section of this manual.
- D. Willingly and knowingly delivering clinical services that a student is not authorized to perform during clinical experiences.
- E. Any behavior or action which jeopardizes the safety of the student or another individual.
- F. Any behavior that is contrary to or does not support the *APTA Core Values*.  
[https://www.apta.org/uploadedFiles/APTAorg/About\\_Us/Policies/BOD/Judicial/ProfessionalisminPT.pdf](https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Judicial/ProfessionalisminPT.pdf)

### Professional Boundaries

It is essential that faculty members always maintain professional boundaries with students. While it may be necessary to share cell phone numbers with students so that they can contact faculty during the clinical day, students should be notified that this is the only appropriate use of these numbers. All students must conform to the social media policy outlined in the *CSU Student Handbook*.



### Student-Faculty Communication

Each cohort elects a Club President that serves Student/Faculty Liaisons for communication of issues and concerns relating to the whole class. Students should communicate through the Club President when large numbers of students are involved. Communication from the President is part of the agenda at regular faculty meetings. Club Presidents are also encouraged to meet with department administration as needed. This policy is not meant to preclude nor discourage any student from bringing concerns to a faculty member or administrator at any time, but rather provides a conduit for issues or concerns that affect more than one student.

### Classroom Behavior

Behavior which causes any disruption to instructional activity will not be tolerated in the classrooms, labs, clinical sites, etc. Disruptive behavior includes, but is not limited to, any action or statement which results in psychological or physiological distress (this includes any form of physical, verbal, or emotional abuse) for the people involved. The behaviors included, but are not limited to, intimidating, rude, malicious, sarcastic, aggressive, or insulting verbal or nonverbal behaviors. These behaviors may occur person-to-person or in an online environment.

Faculty have the right to remove a disruptive student from the classroom, and, if behaviors continue, assign the student a failing course grade. Removal from class due to inappropriate classroom behavior is considered an unexcused absence. The policy for dismissing a student from a class or course can be found at: <https://www.charlestonsouthern.edu/wp-content/uploads/2019/08/Policy-R-62.pdf>.

### Expected Zoom/Collaborate Etiquette and Guidelines

Students participating in a synchronous class will be expected to adhere to the following virtual etiquette guidelines:

- A. Students must keep video feed activated for the entire class. By doing so, participants are more likely to be engaged in the course and the professor can monitor students' comprehension of the material. The video feed will be linked with physical attendance in a course. For example, if the video is not operational at the beginning of class, the participant will be considered late. Additionally, participant's video that is disrupted for any 10 minutes portion of the course, will be considered absent. Exceptions include inclement weather that disrupts the internet connection or otherwise unstable internet connection. The participant is responsible for notifying the instructor if he/she has an in-person class immediately prior to a synchronous class and is concerned about logging into the online class on time.
- B. Standard dress code is required during virtual meetings. Participants must be sitting at a desk or table. Participants may not lay on the floor or bed.
- C. Be sure to mute your mic/audio (see the lower-left corner of your screen) as soon as you sign on and whenever you are *not* speaking. This is important to avoid background noise and distractions for others.



- D. Prior to speaking, a participant must physically raise your hand or use the “raise hand” feature. Headsets or headphones with an external microphone are option by may improve hearing and speaking capabilities. The person speaking should inform other participants he/she is finished by saying one of these phrases before muting the audio: “That’s all,” “I’m done,” or “Thank you.”
- E. Technology devices, such as smartphones, tablets, or smart watches, are not permitted unless requested by the instructor. Students must activate the “do not disturb” function and/or place their phone on airplane mode.
- F. Students should avoid attending virtual lectures in a crowded place. Coffee shops are a great alternative to a room/dorm, but they may present with extra background noise. When possible, students must complete the virtual learning/communication in a quiet area to minimize the number of people in the background. Students participating at home should consider posting a sign on the door noting participation in a virtual lecture.
- G. Students may use the “Chat” feature to ask questions or comment on the topic discussed. Students will not be able to privately message each other. However, students can still interact with the teacher as needed using the chat feature. Questions presented in the chat will be answered at the end of a given section or the end of class.
- H. Students must be mindful of background lighting. Lighting from overhead or a window should be dimmed or covered as much as possible.
- I. Students must avoid using visual distractions (e.g., cars, people going by, an operating ceiling fan) in the background. Virtual backgrounds must be appropriate.
- J. Students who do not comply with these guidelines are considered disruptive to the class. This will result in the student being removed from the virtual classroom for that given lecture, and assurance of an unexcused absence.

### Use of Electronic Devices

*Laptops, tablets, or similar devices* must only be used during class or lab *for instructional purposes*. Electronic communication (texting, emailing, social media, etc.) is forbidden during instructional times unless permission is given by the faculty. No technology devices are allowed in the classroom during an exam. Students who are caught violating these policies will be dismissed from class.

### Classroom Recording

The PT Intervention Lab (Room 118) and PT Mobility Lab (Rooms 106 and 107) are equipped with video capability and a microphone to be used to assess programmatic activities, student learning, and classroom processes. Classroom activities during regular scheduled classes may be observed at any time by authorized CSU faculty, staff, or guests. Additionally, faculty may record (video, photographs, etc) lectures, lab, and other learning experiences. Enrollment in the DPT Program constitutes an agreement to be visually recorded or photographed for educational or assessment purposes (Appendix F).

### Student Participation During Physical Therapy Education

Students are expected to participate in all laboratory and classroom sessions for demonstration and educational learning experiences. Each student must subscribe to the conditions and indicate approval by signing the Participation Consent and Release Form (Appendix G). No names will be used in written reports so that the student information is not identified.

It is the student's responsibility to inform the instructor if he/she has any underlying health conditions or other contraindications that might interfere with the safe participation of any laboratory activity. Should cultural or religious customs prohibit a student from wearing revealing clothing or exposing certain body parts in front of other students, a portable screen will be made available for privacy. However, students must be willing to work with multiple lab partners and instructors to gain the full benefits of laboratory learning experiences.

### Laboratory Rules and Standards

- A. Always act professionally. Conduct yourself in a safe and respectful manner.
- B. Always use standard precautions and proper personal hygiene. Wash hands/use hand sanitizer and wear clean clothing to protect yourself and others from the spread of infection.
- C. Small snacks and covered containers of liquid should be consumed in designated areas only.
- D. No shoes or sharp objects are allowed on the treatment tables.
- E. Wipe down tables with approved cleaning solutions at the end of each lab session.
- F. Ensure the safe handling and storing of all equipment in the lab. Return all equipment to its proper place. Report to faculty members any equipment that is not functioning correctly. Take care of all equipment as if you paid for it personally.
- G. Ensure your personal safety when in the role of a patient or with a patient simulator.
- H. Place used linen (pillowcases, towels, sheets) in appropriate laundry receptacles.
- I. Ensure the lab is left in a neat and orderly fashion after use.

### **Family Education Rights and Privacy Act**

*Family Education Rights and Privacy Act* (FERPA) affords students certain rights with respect to their educational records. The complete policy can be found in the *CSU Student Handbook*.

### **Academic Integrity**

As a liberal arts university committed to the Christian faith, CSU seeks to develop ethical men and women of disciplined, creative minds and lives that focus on leadership, service, and learning. The Honor System of CSU is designed to provide an academic community of trust in which students can enjoy the opportunity to grow both intellectually and personally. Students will be held accountable to the Graduate Academic Integrity Policy (Appendix H). The complete policy, including definitions, procedures, sanctions, and appeals is located at:

<https://www.charlestonsouthern.edu/wp-content/uploads/2019/08/Policy-GR-206-updated-Jan-2018.pdf>

Use of instructional course materials without expressed written permission, from the instructor, is considered a form of academic dishonesty. Materials (slide presentations, pictures, illustrations, diagrams, etc.) prepared for use in a class or lab remain the intellectual property of the course instructor and are never to be used by students in other professional settings. Course materials are never to be posted to any internet site (other than CSU Blackboard) by students, nor used by students for in-services, class presentations, etc. Additionally, sharing details of exams or practical questions or case information at any time is considered a form of academic dishonesty. Violation of this policy will be handled in accordance with the procedures outlined regarding academic dishonesty. Students who fail a course or are dismissed from the DPT Program due to academic dishonesty, will not be permitted to re-enter the Program.

### **Criminal Background Check and Substance Abuse Policies**

Charleston Southern University is committed to protecting the safety and health of its students as well as people who they may encounter during clinical learning experiences. Use of substances that interfere with the judgement and/or motor coordination of students pose unacceptable risk for clients/patients, CSU, the faculty, and healthcare agencies. All fees associated with criminal background checks and drug screening are the responsibility of the student.

#### Criminal Background Check

The Department of Physical Therapy requires a criminal background check on anyone accepted for admission to the DPT Program and within 12 months of beginning full-time clinical experiences. The purpose of this check is to enhance the health and safety of patients, students, faculty, and staff in academic and clinical environments. The criminal background check will identify the applicant's history of all criminal convictions, conviction-equivalent adjudications, and arrests without final adjudication. The background check is completed by Certiphi Screening Inc. and is requisite for both matriculation and placement at clinical sites.

#### *Matriculation of Cohort*

Certiphi will notify a designated individual from the department of all significant criminal background check findings. The applicant will then be notified of the results to ensure it is accurate. If it is accurate, the findings will be reviewed by the Criminal Background Review Committee (CBRC) which is comprised of three senior CSU administrators: 1) Vice-President of Academic Affairs (VPAA); 2) Associate VPAA for Compliance, Student Success, and Graduate Studies; and 3) Associate VPAA for CSU Online. The committee will either decline the admissions or advise the applicant of the ramifications of enrolling in the DPT Program. The designated individual from the Program will then notify the applicant of the committee's recommendation. If the decision is to advise the applicant, the student is advised to contact the jurisdiction(s) in each state the student desires to become licensed to practice, to inquire if the information contained in their criminal history may preclude the applicant from earning licensure in that (those) state(s). The applicant will then make their decision and alert the Program of their decision to proceed with matriculation or to withdraw their application.

If the applicant is enrolled in the Program, a record of the committee's deliberation will be uploaded, verified, and saved to an online compliance management platform as described in the *Maintenance of Records* section of this handbook.

### *Discovery During the Curriculum*

At the request of the clinical education site, the most current criminal background check will be provided by the student to the clinical site to where the student has been assigned. The clinical site has full authority to not allow the student to complete the clinical experience at that site resulting from significant findings on the background check. All decisions are final, and applicants are not able to appeal these decisions. A significant criminal background screen includes but not limited to a conviction for any matter:

- A. Listed in the *South Carolina Board of Physical Therapy*, published by the South Carolina Department of Labor, Licensing and Regulation, that would prohibit licensure.
- B. Noted by the Program accrediting agency; and/or
- C. Identified by a clinical affiliate as unacceptable for clinical practice.

Students discovered to have a criminal record while enrolled in the Program may not be eligible for placement at clinical sites and/or licensure in the state(s) they intend to gain licensure to practice, even if a DPT degree has been conferred. Students with results on their criminal background check, including speeding tickets and minor traffic violations, should discuss their results with the state board(s) in which the student intends to obtain a physical therapist license to practice gaining an understanding of any licensure implications to allow the student to make an informed decision if to proceed with the education program.

### *Student Rights*

If an applicant believes his/her criminal background information is incorrect, he/she will have an opportunity to demonstrate the inaccuracy of the information to the investigating agency. The search of court records and documents and discussion of incorrect or inaccurate results is the responsibility of the applicant in question.

### Urine Drug Screen

All students must be free of alcohol and unlawful drug use to enroll and/or progress in the DPT Program. In compliance with the affiliation agreements between Charleston Southern University, the Department of Physical Therapy, and clinical practice facilities/agencies, a urine drug screen is required for all DPT students participating in clinical education/learning experiences. Failure to provide the requested sample will be treated as a positive result. Results of these tests will be made available to both the clinical partner with whom the student has chosen to affiliate and the Vice President for Student Life at CSU. All unsatisfactory results will be handled according to the policies outlined in the *CSU Student Handbook*. Clinical affiliates have the authority to prohibit students from participating in clinicals experience due to a positive drug test, which may cause unforeseen delay in academic progression and graduation.

### *Drug Screening Procedures*

All drug screens whether federal, non-federal, or in-house are performed using the 49 CFR Part 40 guidelines as required by the Department of Transportation. The Department of Physical Therapy will provide each student with a Certiphi Screening Inc. Drug Screening Order Placement Form. The student must adhere to the instructions on the form to successfully purchase the drug screen order. Cut-off levels are set to the SAMSHA (Substance Abuse and Mental Health Service Administration) standards.

### *Results of Urine Drug Screen*

- A. Negative results are typically returned within 24 hours. All results are then posted to the student's Certiphi Screening Inc. and he/she will then share them with the clinical partner when requested.
- B. A drug screen will be presumed non-negative if any of the drugs listed in the 10 Panel Urine Drug Screen are found and when further review by the Medical Review Officer (MRO) could not verify or confirm acceptable justification with proper documentation.
- C. All non-negative tests are sent to a Medical Review Officer (MRO) for further review. The MRO will contact the student for an interview; a minimum of three contact attempts will be made over a two-day period. The MRO will request written documentation for any prescriptions that may have produced positive test results. The student will have 24 hours to provide written documentation of their prescription(s).
- D. Students may also be contacted to retest if the drug test results in a fatal flaw or dilute negative. The student will receive a new registration form (via email) and must repeat the sample. If specimen is rejected due to donor error, the student may be contacted to place or pay for a new order.

### Maintenance of Records

The Department of Physical Therapy retains the following records in individual, separate, student files:

- A. Completed forms listed in appendices section of this manual.
- B. Recommendations from the CBC Review Committee.

The Department will keep all necessary files for students scanned and saved in Charleston Southern University's secure network for 10 years. The University maintains files on digital systems that are accessible only by authorized personnel. The system has multiple backup servers and is also stored on secure servers located out of state. Additional personnel, student, and departmental records will be kept in accordance with the policies of Charleston Southern University.

The Department contracts a confidential student health record service, Certiphi Screening Inc., to record and certify student background check and urine drug screen required for the Program. All forms and health records must be uploaded to the student's account on Exxat. The Department requires students to sign a release on the Release of Records form, allowing for CSU to provide clinical instructors and facilities with requested information (Appendix I). Similarly, students must provide written consent to allow faculty to complete letters of recommendation for employment or other post-graduate professional development. (Appendix J).

Any paper files created for students will be physically located in the Health Science Building where the Program offices are located. Paper files will only be kept for no more than three years or for the length of time the student is enrolled in the Program. The files will only be accessible by faculty and staff of the Program provided with a key by the Program Director.

Students will not have access to the academic records or any other confidential information of other students or faculty. Students will not have log in access to the CSU network where any electronic files will be housed and will never be given a key to the files in the Health Science Building. Students have the right to request the contents of their personal file only in accordance with FERPA guidelines.

## **ADA and Quality Improvement**

### ADA Policy

Charleston Southern University, in compliance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 (ADA; as amended 2008) and Section 504 of the Rehabilitation Act of 1973 (Section 504), does not discriminate on the basis of disability in administration of its education-related programs and activities, and has an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. The full policy, including reporting and appeals, can be found in the *CSU Student Handbook*.

### *ADA Requirements During Clinical Experiences*

If a student is requesting accommodations during his/her clinical experience(s), written consent must be provided so the DCE can discuss any accommodations with the CCCE/CI prior to the student's arrival. The Department has a legal responsibility to disclose any limitations a student might have that could potentially interfere with his/her ability to safely interact with patients/clients. In cases where a student is not requesting accommodation, he/she is still encouraged to engage in a proactive, open dialogue with clinical faculty about his/her educational needs to ensure realistic performance expectations. Should problems arise later due to an undisclosed disability, clinical faculty are neither obligated nor expected to alter their performance assessment. Thus, full disclosure is recommended to any student with a documented disability prior to embarking on any clinical experience to maximize learning and optimize successful completion of the clinical education experience.

### Disability Support Services

Students who believe they require accommodation should review the requirements and procedures for special accommodation at CSU Disability Services:

<https://www.charlestonsouthern.edu/academics/student-success-center/disability-services/>

Approval for accommodations is only granted by CSU Disability Services. Students may contact the office at 843-863-7159. Each student's documentation will be evaluated on a case-by-case basis. Following these guidelines will ensure proper consideration of each student's individual situation in the timeliest manner. Students who have been approved to receive accommodations must contact the course coordinator during office hours to discuss the accommodations approved by CSU Disability Services.

It is the responsibility of the student to notify all instructors at the start of each semester if they have/will use accommodations. Students with verified accommodations must also contact the instructor *at least* 24 hours in advance of each test/exam to arrange a place and time for testing.



### Sexual Harassment

The University prohibits Sexual Harassment, Gender-Based Harassment, Non-Consensual Sexual Intercourse, Non-Consensual Sexual Contact, Sexual Exploitation, Intimate Partner Violence, Stalking, Retaliation, and Complicity (“Prohibited Conduct”). These forms of Prohibited Conduct are unlawful, undermine the character and purpose of the University, and will not be tolerated.

Violation of this policy can result in disciplinary action up to and including expulsion. For a full description of this policy and procedures, including prohibited conduct, reporting and grievance procedures, resolution, education, and prevention, please visit:

<https://www.charlestonsouthern.edu/wp-content/uploads/2019/08/Sexual-Misconduct-and-Harassment-Policy.pdf>

### File a Complaint

Any individual or organization that is dissatisfied with his/her experience or encounter with any student, faculty, or staff member associated with the Department of Physical Therapy may file a complaint against the offending party with the Department of Physical Therapy Program Director. The complaint must be made in writing and contact information supplied to be considered bona fide. Complaints should be addressed as follows:

Janet B. Tankersley, PT, DPT, PhD  
Board-certified Pediatric Clinical Specialist  
Professor, Chair and Program Director, Physical Therapy Department  
Charleston Southern University  
Health Science Building  
9200 University Blvd  
Charleston, SC 29406  
Phone: (843) 863-7186  
Email: [jankersley@csuniv.edu](mailto:jankersley@csuniv.edu)

### Complaints Involving the Department or Program Director

Complaints about the Department of Physical Therapy or the Program Director may be submitted directly to the Dean of the College of Health Science at the following address:

Gabrielle Poole, DMSc, MSPAS, PA-C  
Dean, College of Health Sciences  
Charleston Southern University  
9200 University Blvd.  
Charleston, SC 29406  
Phone: 843.863.7452  
Email: [gpoole@csuniv.edu](mailto:gpoole@csuniv.edu)

Documentation on any complaint involving the Department of Physical Therapy will be maintained for a period of ten years.

### Complaints Involving Physical Therapy Accreditation

Students who believe the Department is no longer in compliance with accreditation standards may contact the physical therapy accreditation organization, Commission on Accreditation in Physical Therapy Education (CAPTE), directly.

Commission on Accreditation in Physical Therapy Education  
Department of Accreditation  
3030 Potomac Ave., Suite 100  
Alexandria, VA 22305-3085  
Ph: (800) 999-2782 or (703) 706-3245  
Email: [accreditation@apta.org](mailto:accreditation@apta.org)

The Program Director is responsible for all activity related to accreditation of the DPT Program. This includes but is not limited to providing CAPTE with the required Program and accreditation information, and submission of fees and biannual reports.

### Retaliation

Charleston Southern University prohibits retaliation against any student based upon the student's filing of a grievance under the above-mentioned grievance procedures or based upon the student's participation in the investigation of any grievance. Any act of retaliation may result in disciplinary action up to and including expulsion from the University. Any student, or University employee, who has filed a grievance, or participated in the investigation of a grievance, may file a complaint with the University's EEO Officer if they feel that they have been subjected to retaliation.

### **Academic Advising**

Academic advising for DPT students is supported by the institution and provided by the Program Director and core faculty. On the first day of matriculation into the Program, each student will be assigned to a faculty advisor. Students are required to arrange a minimum of two meetings the first semester and one each of the subsequent semesters. Phone calls or alternative communication methods are acceptable during full-time clinical experiences.

Appendix K (Student Advising Form) is to be used and completed for all advisor-advisee meetings. At these meetings topics addressed include student's academic progress, overall GPA, test taking problems, and particularly troublesome topics for the student.

Academic advising is an ongoing educational process that connects the student to CSU. Faculty members serve as academic advisors who represent and explain University policies and procedures to students and serve in the role of student advocate when possible. Advisors help students navigate the academic and organizational paths of the institution. In addition, faculty advisors provide information and direct students to resources that enable sound career and personal choices.



Finally, faculty advisors are not trained and thus will not act as a mental health counselor for students. Students may contact the Counseling Services office to receive personal counseling from a faith-informed, multicultural perspective. These professionals are to be used to address personal issues that may impact a student's progress in the DPT Program. Services are provided at no charge.

### Faculty and Staff Office Hours

Physical Therapy core faculty members have an open-door policy in that no appointment is required to speak with a professor. However, students may also schedule in advance for an individual meeting with a faculty member.

### **Student Employment**

Attendance and participation for all course activities is mandated throughout the curriculum. The DPT degree is an intensive graduate-level training and requires full-time attendance during both the didactic and clinical years. Outside work obligations will not be considered an acceptable excuse for poor performance or absence from any scheduled course activities.

Students who seek regular employment in clinics, hospitals, and/or facilities as physical therapy aides must be aware of the legal ramifications. A physical therapy student working as a physical therapy aide:

- A. Is acting as an independent agent, not as a representative of CSU Department of Physical Therapy and therefore cannot wear the CSU name tag while on the job.
- B. Is not covered by CSU liability policy.
- C. Cannot sign physical therapy notes.
- D. Is not acting in an official capacity as a physical therapy student, but rather as a physical therapy aide who is supervised by a licensed physical therapist.
- E. May provide service only to the extent allowed by state statutes and rules and regulations. For further information on the legal definition and permissible roles for a "physical therapy aide" in South Carolina, refer to the South Carolina Board of Physical Therapy.
- F. Physical Therapy Practice Act and Regulations, South Carolina Department of Labor, Licensing, and Regulation, (<https://llr.sc.gov/pt/>); accessed June 2021.

The Department of Physical Therapy does not allow students to substitute for or function as instructional faculty regardless of their prior knowledge, education, or experiences.

During clinical rotations, students will not be used to substitute for regular clinical or administrative staff under any circumstances. If a student is asked to substitute for a staff person on a clinical experience, he or she must contact the Director of Clinical Education. Information collected will be presented to the physical therapy faculty to determine the suitability of continued use of the clinical instructor. The faculty may consider the following actions if a concern arises: conduct a site visit prior to the next student experience at the site or with the clinical instructor, conduct a site visit in conjunction with the next student placement, communication with the clinical instructor and/or office manager, or removal of the clinical site or clinical instructor from Program use. Assignment of clinical instructors will be modified as necessary to ensure the expected learning outcomes will be met by each student by Program completion.

## Graduate Assistantships

A limited number of assistantships are typically available to DPT students for one year. Recipients must reapply to be considered for an assistantship for the following year. Those selected for these positions are assigned to a faculty mentor to assist in his/her research and/or teaching. Graduate Assistants will be selected from interested students by individual faculty members based on availability and student's prior performance in the curriculum. Additionally, a limited number of work study positions are available at the Writing Center. Further details about these positions and the application process will be provided to DPT students during their first term in the Program.

*All GAs must maintain good academic standing. GA positions will be forfeited if cumulative GPA in the DPT Program falls below 3.0.*

## **Dress Code**

### Business Casual

CSU DPT students are expected to appear neat and clean in all academic, clinical, and professional settings. This is commonly referred to as business casual or a professional appearance. Footwear should always be worn while in our classrooms and labs. For professional dress, clothes must be neat and wrinkle free. Khaki-style pants & polo shirt (shirt **MUST** be tucked in unless specifically designed not to be tucked) with walking shoes are considered appropriate professional dress.

Students are expected to observe the following guidelines to present a professional appearance:

- A. **Hair:** Hair should be neat, clean, and of a style that stays out of the face when giving patient care. Hair color must be a natural tone. No brightly colored or elaborate ornaments may be worn in the hair. Males may have beards and/or mustaches; however, these must be kept well-groomed and clean.
- B. **Nails:** Fingernails should be short enough so that they will not injure patients. For clinical settings, clear or light-colored nail polish may be worn, but must be kept neat in appearance. Artificial nails of any type are not allowed in the laboratory or clinical settings.
- C. **Jewelry:** Watches, wedding rings, and earrings are permissible. Students are not to wear excessive bracelets or necklaces that are a distraction in lectures or in clinical settings.
- D. **Odors:** Perfumes, colognes, lotions, smoke, and deodorants with heavy scents are not permitted.
- E. **Piercings & Tattoos:** Visible body piercing jewelry (other than one earring per ear) are not permitted. No earlobe expanders are allowed. Tattoos should be covered, when possible, with appropriate attire.
- F. **Shoes/Socks:** Acceptable shoe styles include oxfords, lace-ups, loafers, clogs, boots, flats, sandals, and moderate heels. Flip-flops or slippers are not acceptable.
- G. **Shirts:** Unacceptable shirts include tee shirts, tank tops, spaghetti strap blouses, shirts exposing midriff, shirts with slogans, sweatshirts, and hoodies. Specifically, men's shirts should have collars. three-button polo shirts, partial zipper shirts with collars and sweaters are acceptable. Students may wear the college/departmental logo shirts.

- H. **Bottoms:** Unacceptable bottoms include denim jeans, cargo pants, pants with holes or rips, shorts of any type, sweatpants, exercise pants, leggings without skirts or dresses, mini skirts, skorts and sun dresses. Skirts and dresses should reach at least the length of the student's fingertips with her hands at her side.
- I. **Identification:** Students will be issued a CSU Student ID and must always prominently display their ID when they are in their role as a student. This includes on and off campus activities that relate to their training and education as a student.
- J. **Scrubs:** Students are only allowed to wear scrubs in the gross anatomy lab, as assigned by course directors, or when required during clinical rotations.
- K. **Hats & Sunglasses:** men and women must remove hats and sunglasses when indoors during any class, lab, or clinical activity.
- L. **Gum:** no chewing gum is allowed in the lab or clinical setting.
- M. **Tobacco:** the use of tobacco products is prohibited on campus grounds and in all clinical settings.

This list is not exhaustive, and it is impossible to continually update with every change in contemporary fashion. Therefore, if in doubt, err on the conservative side. Students who are in violation of the dress code will be sent home and an unexcused absence will be given. ***You should always remember that you are now representing CSU, the Department of Physical Therapy, your class, and our profession. Your physical appearance should reflect pride in who you are, what you do, and all that you represent.***

#### Laboratory Dress Code

Due to the nature and participation in lab activities, students must wear loose fitting shorts in Mobility/Intervention Labs. Lab clothes are specified by the course instructor (typically include shorts, sports bras, and T-shirts), and are to be worn for structured lab activities. Shoes are not permitted on tables, treatment mats, or plinths. Clothing with suggestive and inappropriate logos and slogans is not allowed in lab. Students may leave the lab to go to their lockers or to the restroom, but due to the unprofessional nature of the lab attire, specific locations in the facility will be off limits. The lab attire must always be available in the students' lockers. Failure to have lab attire for labs may result in the student being dismissed and not allowed to return to class until properly attired in lab clothing.

#### Clinical Education Dress Code

Students should wear professional dress (business casual) unless otherwise instructed by their supervisor. Students may be required to purchase specific items of clothing to meet a clinical site's requirements. Some facilities require the student to wear a lab coat in addition to professional dress. Lab coats will be the financial responsibility of the student. It is a legal requirement that each student wear a name badge during all clinical experiences. If a facility requires a facility-specific badge, the student may wear that name badge instead of the CSU name badge for that clinical experience. Name badges are to be worn above the waist.

Clinical instructors or physical therapy faculty reserve the right to dismiss from class or clinical or educational site, any student who is not dressed professionally. That action may result in requiring further professional, developmental training for the student, and may also interfere with graduation in a timely manner or even completion of Program.

### **Attendance**

The DPT Program involves 31 consecutive months of didactic and clinical work. Due to the professional nature of the Program, attendance and punctuality is required at all educational activities and clinical experiences. All educational activities have been designed to provide the student with the necessary training and experience to function as an entry-level physical therapist. Learning experiences in the curriculum have been arranged sequentially to ensure that new information and skills are integrated with previously introduced material. If a student is ill and/or cannot attend for some unexpected reason (e.g., transportation problems, auto accident, sick child), it is the student's responsibility to notify the Program via [dpt@csuniv.edu](mailto:dpt@csuniv.edu) prior to class or as soon as possible thereafter. If the student has prior knowledge of a pending absence, he/she must complete the Request for Excused Absence form and submit it to the Program Director at least one week prior to the requested time off. The faculty will consider a maximum of two requested absences per student, each semester. Class schedules are planned far enough in advance that students should schedule outside appointments or other events during a time that does not conflict with Program activities. *Students should expect to be present on campus for the entire 31 months, excluding scheduled breaks and full-time clinical experiences.*

The faculty will determine whether an absence is excused or unexcused and may require the student to provide additional information or documentation. In general, an excused absence is one caused by an unforeseen and unavoidable event such as illness, injury, family emergency, or funeral of immediate family member. Any course materials or requirements missed due to an excused absence may be made up without penalty in a timeframe as determined by the course director. Absence from class to attend special professional events such as a state or national conference will be approved on a case-by-case basis by the faculty. An unexcused absence is defined as absence from class or clinical experiences due to other circumstances such as family or social events. Students are responsible for all information presented in class whether they are present or not. Faculty are under no obligation to review the material missed, offer an alternate assessment date, or extend assignment deadlines due to unexcused absences. Students with unexcused absences or tardiness will be referred to the core faculty for further actions which may include remediation, probation, or dismissal from the Program.

***Students must complete the "Request for Excused Absence" form (Appendix L) for any planned absence falling outside of the normally excused absences.*** Course Directors from the affected classes must approve the request if class times conflict with the scheduled activity. The excused absence approval only applies to DPT courses and not to any other course in which a student is enrolled. Students who attend any academic, educational, or professional development activity without prior approval will be counted as absent for the class(es) and/or clinical day(s).

### COVID-19 Considerations

Students who test positive for COVID-19 and are in isolation or those who are in quarantine should follow the recommended CDC guidelines or click [here](#). Students will have the ability to attend class virtually for instructors who provide live audio and video access to their class, although this is not required. Students are recommended to contact the course director to inform them of their COVID-19 based status (positive or quarantine) as well as the classes that will be missed.

### Attendance during Full-Time Clinical Experiences

The design of the clinical education experience promotes development, practice, and assessment of the student's ability to provide physical therapy services in a variety of settings. Attendance and punctuality are critical aspects of professional responsibility for service provision. The policy presented below is consistent with expectations in an employment situation.

- A. The work schedule will be as directed by the clinical instructor.
- B. The student must be present for work daily; missed work time must be made up according to a plan acceptable to the clinical instructor and the DCE.
- C. The DCE should be contacted by the student via email within 24 hours in the event they are absent from the clinical.
- D. A personal day off for special events (e.g., weddings and graduations) may be permitted at the discretion of the SCCE and CI. The plan for this day off and the plan to make up the time must be communicated to the DCE in an email. Vacations will not be approved.
- E. Absence from a clinical day for the purposes of attending a professional development activity must be coordinated with the SCCE/CI only after students receive former written approval from the DCE and the Program Director. The CI will still have discretion in accommodating a student's requests and a plan to make up this time will be at the discretion of the CI. This plan should be communicated to the DCE.
- F. The DCE will work with the student and CI and/or SCCE to establish an acceptable plan for family emergencies and deaths, however students must still meet the minimum numbers of hours for clinical education required by CAPTE and the clinical site.
- G. Timeliness is expected for all clinical activities.
- H. Any delay in arriving at work should be reported to the clinical instructor prior to the beginning of the workday. The student must inform the DCE via email within 24 hours.
- I. Holidays are observed according to the facility's standard of practice and not the University's calendar.
- J. In the case of illness, the facility may require a medical release to return to work.
- K. Under no circumstances should the DCE find out about absences after the clinical ends.

### State and National Conferences

Students are encouraged to attend physical therapy conferences early in their professional development. In an effort to promote this engagement, the Department has reserved funds to assist with reimbursing students for costs associated with disseminating the capstone project. Stipends will be awarded based on project merit, student involvement in the project, and cost associated with travel, as funds allow. Stipends are also available for the PT Club President and APTA Liaison.

To be eligible for reimbursement, the following criteria are required:

- A. The student's capstone project must be accepted as part of a peer-reviewed process (i.e., South Carolina APTA Annual Conference or APTA Combined Sections Meeting).
  - a. Travel that represents the responsibilities of the PT Club President and APTA Liaison are exempt from this criterion.
- B. The conference is related to medical or educational presentations/research.
- C. Students are expected to participate fully in the professional development event.
- D. The student is in good academic and professional standing.
- E. A student will not be reimbursed for more than one conference per calendar year.

If awarded the stipend, students will be expected to participate fully in the professional development event and to abide by any travel regulations including submitting any required receipts or paperwork. Students are encouraged to share rooms and carpool if possible. Students are responsible for the expenses not covered by the department travel stipend. No travel can be scheduled prior to receiving written permission from the Program Director.

### Continuing Education Courses

Continuing education (CE) is required for PTs to maintain their license. Professionals make informed decisions about how to spend their time and money on courses which expand one's knowledge and skills in specialty areas of practice. While you are a student in the DPT Program, you must give *priority* to DPT curricular/Program activities (class/coursework, research, clinical experiences, etc.). Participation in continuing education courses is *not recommended* during our Program and should never interfere with DPT Program curricular activities. You will not receive any stipend or reimbursement for continuing education courses attended.

### **Clinical Education**

The Department of Physical Therapy affiliates with a variety of hospitals, clinics, and facilities throughout the country. These contract agreements provide students the opportunity to practice under the supervision of a licensed physical therapist in a variety of outpatient, inpatient, and specialty areas of physical therapy practice. Students are assigned to 32 weeks of full-time clinical experiences. Entry-level skills and knowledge needed in the general practice of physical therapy are obtained through clinical experiences in a variety of settings and with patients of all ages and health conditions. Working in partnership with clinical sites, the goal of the clinical education program is to provide excellent clinical experiences emphasizing patient/client management that incorporates all aspects of professionalism.

### Professional Practice Education

The final three full-time clinical experiences are each 10 weeks in duration, and include inpatient, outpatient, and choice settings. The order of placement is based on student preference, clinical availability, and is tailored to each individual student's needs and abilities. The DCE has final authority in assigning students to sites for all the clinical education courses.

Requests to develop new clinical education sites must be submitted in writing to the DCE. If a clinical site cancels a clinical affiliation assignment, the DCE in collaboration with the student, will work to reassign the student to another site based on the student's learning needs.



Students may petition the DCE to establish additional clinical sites. A maximum of 2 requests per student may be made. The student must complete the *Request for New Clinical Site Request Form* (Appendix Q) and submit it to the DCE by the first week of January of the year preceding the clinical education experience but are encouraged to be submitted earlier. If the DCE and the clinical site agree to a contractual relationship, the student initiating the request will be given the first option to have a clinical experience at this site should the facility offer an appropriate clinical education experience.

The DCE will contact the student and CI/CCCE, during the first week of all full-time terminal clinical experiences, to ensure the onboarding processes were completed and to inquire if any circumstances exist that endanger the student's success in the experience. The CI and student will then continue to meet on a bi-weekly basis to establish bi-weekly goals and discuss student progress, with the information then communicated to the DCE. Additionally, students are required to provide both formal and informal feedback to the DCE and clinical faculty. Clinical Education course syllabi and the *Program Faculty Handbook & Policy Manual* describe the processes utilized to provide this feedback.

Students are expected to progress in their skill development and achieve entry-level competency, on all Clinical Performance Instrument (CPI) performance criteria, by the end of the final full-time clinical experience. Patient safety, proper professional conduct, and the progressive demonstration of competency and independence as a physical therapy student are expected during all clinical experiences. The DCE has the authority to assign a failing grade to a student for a clinical experience resulting from lack of student professionalism, inappropriate patient safety awareness, or if the student does not meet the course outcomes. Faculty adhere to the remediation policy when determining whether a student is permitted to remediate a clinical experience. The location of repeated clinical experiences will be subject to available sites and at the discretion of the DCE.

Prior to starting any full-time clinical experience, students are required to contact the Center Coordinator of Clinical Education to notify of any accommodations are requested during a clinical affiliation. In compliance with FERPA and HIPAA, all students must sign the Release of Records form (Appendix I) that will give CSU permission to share the applicable student's files with the planned clinical education site.

#### Expenses Related to Clinical Education

Students are responsible for all expenses during full-time clinical education experiences. The expenses for these experiences will vary according to the assignments.

#### Accidents/Injuries During Clinical Experiences

If a student were to incur an injury during a clinical experience, the student must immediately contact the clinical instructor and/or facility management. The student should complete a Student Incident Report (Appendix M) and immediately submit it to the Program Director. A copy of the incident report will be placed in the student's file. If the injury is serious, the student should receive appropriate emergency medical care. Students are responsible for any costs incurred for treatment (See Health Insurance).

### Clinical Education Requirements

Before a student can attend a clinical education site they must:

- A. Show proof of current
  - a. Certification in CPR through the American Heart Association.
  - b. Vaccinations and immunizations.
- B. Complete medical record on file with the University including a physical examination.
- C. Complete online training to self-assess on PT CPI web.
- D. Completion of Care Learning Health & Safety Compliance Training. Required modules, which can be accessed here (<https://home.carelearning.com/clinical-student-orientation/>):
  - a. Abuse and Neglect
  - b. AIDET
  - c. Bloodborne Pathogens
  - d. COVID-19: Coronavirus Disease 2019
  - e. Culturally Competent Care
  - f. Disaster Preparedness
  - g. Electrical Safety
  - h. Fire Safety
  - i. Hand Hygiene
  - j. Hazard Communication – CHS Version
  - k. HIPAA
  - l. Isolation and Standard Precautions
  - m. Lewis Blackman Patient Safety Act
  - n. Moving, Lifting and Repetitive Motion
  - o. Hospital Specific Courses
- E. Approval from core faculty he/she has satisfied safety, academic, and professional requirements.

### Student Housing During Full-Time Clinical Experiences

The South Carolina Area Health Education Center (AHEC) Health Professions Student (HPS) Program collaborates with health professions programs in our state to provide community-based education for undergraduate and graduate students. This community-based education is designed to expose students to the realities of clinical practice in rural and underserved areas and to introduce them to communities as a focus for health improvements.

The four regional AHEC centers have housing resources for student use while on their community-based rotations. Housing location, availability and requirements vary by region. Please contact your South Carolina regional AHEC coordinator to find out more about housing options. Additional information can also be found at: <https://www.scahec.net/>.

Students are not required to use South Carolina AHEC housing, and AHEC housing is not meant to serve or replace a student's permanent residence. South Carolina AHEC will determine housing availability and contact students to verify the need for housing during their clinical experience. If approved for AHEC housing, students must sign the South Carolina Area Health Education Consortium Student Housing Agreement (<https://www.scahec.net/docs/SC-AHEC-Housing-Agreement.pdf>). There is no charge for AHEC housing. However, if you cancel the



housing reservation less than 30 days prior to the start day of your clinical rotation, you are subject to a \$200 housing fine and risk forfeiture of future uses of AHEC housing. For additional information please contact Emily Warren, LMSW, SCAHEC Health Professions Student Coordinator at 843-782-5052 or [warrene@lcahec.com](mailto:warrene@lcahec.com).

### Additional Requirements

Each student is responsible for arranging, paying for, and submitting the required documentation to each clinical site where he/she has been assigned for placement.

## **Academic Regulations**

### Content Mastery and Safety Awareness

All students must demonstrate mastery of course content to be eligible for progression through the curriculum. The Department of Physical Therapy defines mastery as earning a score  $\geq 70\%$  any written examination, clinical practical examination, or summative graded assignment in any course other than DPTE 735 or 835 (Seminar I and II), or earns  $<80\%$  on any written examination, clinical practical examination, or summative graded assignment within DPTE 735 or 835 (Seminar I and II). If a student does not demonstrate mastery, he/she will be required to remediate in accordance with the *Remediation Policy* in this *Student Handbook*.

Safety must be maintained during each clinical practical examination. Any student who does not maintain safety requirements throughout the assessment, will earn a score of zero on that assessment and will be required to remediate to be considered for continuation in the course. A rubric describing mastery and safety requirements will be supplied prior to each assessment.

### Course Grading Criteria

A final score of 70% is required to pass each of the didactic courses. It is the policy of the Department of Physical Therapy to NOT round up final course grades. Grades will be assigned based on the following percentages:

- A = 92-100%
- B+ = 89-91.99%
- B = 80-88.99%
- C = 70-79.99%
- F =  $<70\%$

### Failing Course Grades

Any course grade below a "C" is considered a failing grade in the DPT Program and will result in immediate dismissal from the Program. Due to the sequential nature of the DPT Program, the University's policy to allow a student to retake a course without the permission of the dean or chair does not apply to the Department of Physical Therapy.

### Academic Progression

Given the sequential nature of the curriculum, students must complete each semester on time as a cohort. To be eligible for academic promotion, student must demonstrate mastery of course content, maintain a cumulative 3.0 in all course work, and adhere to the *DPT Student Code of Conduct*. The Academic and Professionalism Progress Committee will monitor student performance and make recommendations, to core faculty, for progression through the curriculum.

### **Examination Policies**

Every exam will have a proctor, and students must follow all the instructions of the proctor. Examinations must be completed within the allotted time given. Students are required to leave backpacks, personal items, and technology devices to the side or outside of the room and are not to leave the room for any reason. Please use the bathroom before exams begin, and if necessary, limit the amount of fluids consumed before and during an exam. If an urgent need should arise, students should consult with the instructor proctoring the exam. Any student with a medical condition needing accommodation must provide a letter from their physician to the instructor. Students are prohibited from discussing examination questions or lab practical scenarios with anyone except the course instructor. Students who browse the web or look at any other resources during an exam are guilty of violating the *Academic Integrity Policy*.

### Questions

In an effort to remain fair to everyone and to decrease disruptions in the testing environment, the faculty will refrain from answering questions during written exams. Other than obvious typos, numbering errors, etc., students should answer each question to the best of their ability. Students will be provided with a blank sheet of paper upon which they may write down any concerns/questions and then must turn in the paper at the completion of the exam. The instructor will consider these written concerns/questions when reviewing exam results.

### Review

Computer statistical analysis of exam items will be utilized to assess the integrity and validity of each exam item. The outcome of this review may result in exam items being discarded or alternative answers accepted and thus may change results. Test results will not be reported to the class until the exam has been taken by all members of the class and exam analysis is completed.

At the discretion of each course director, a post-examination review may be performed only after every student has completed the examination, the examination has been statistically analyzed, and the scores validated and finalized. The purpose of this review is so that students can be sure they understand where and why they made mistakes/errors on exams, and thus improve their learning of the material the professor to provide clarity on commonly missed questions. This is NOT a time for students to critique the questions or to discuss the rationale for the answers they selected. If a student needs further explanation about material that was presented, this should be discussed with the professor during a scheduled appointment.

### Final Exams

Each course has a final exam or summative assignment. Typically, final examinations will take place during finals week according to the CSU calendar. Additional written and laboratory examinations may be identified as being necessary to satisfy remediation needs in each course. Students should not make firm travel plans until they have been informed by the course instructor of their mastery success.

### Makeup Exams

All makeup exams for an excused absence must be taken within 5 days of the original exam date. The course director will determine the scheduling (time and location) of the makeup exam. Although makeup examinations will test the same knowledge content as the original examination, the style and type of questions may differ as determined by the course director.

### Remediation Policy

Remediation is a privilege provided by the faculty and is designed to improve the student's academic, clinical, or professional attributes needed to successfully meet or exceed the progression and graduation requirements. All remediation documentation will be retained in the student's departmental file.

#### *General Academic Remediation Procedures*

- A. A student will be required to remediate if he/she:
  - a. Earns <70% on any written examination, clinical practical examination, or summative graded assignment in any course other than DPTE 735 or 835 (Seminar I and II), or earns <80% on any written examination, clinical practical examination, or summative graded assignment within DPTE 735 or 835 (Seminar I and II).
  - b. Does not pass DPTE 830, 910, 911, or 921 (Clinical Experiences I-IV).
- B. The course director will determine the appropriate remediation plan and timeline in conjunction with the student. The course director will complete the Remediation Summary Form to establish goals, associated timelines, and outcomes (Appendix N). This document must be signed by both parties.
- C. Remediation options may include, but are not limited to:
  - a. Reading assignments.
  - b. Review of lecture material.
  - c. Individual focused faculty-led tutoring.
- D. Remediation of any activity **MUST** result in a reassessment to demonstrate mastery of the deficient knowledge, skill, or behavior.
- E. A student who successfully remediates will earn a score no higher than 70% to replace the previously graded assessment or 80% in DPTE 735 or 835.
- F. The course director will notify the Program Director and the Academic and Professionalism Progress Committee of the remediation efforts and outcomes.
- G. Students who fail to complete the remediation process by the established time or successfully demonstrate mastery will be subject to dismissal from the Program through academic dismissal.
- H. Students must complete all remediation goals and maintain a cumulative 3.00 GPA to be eligible for graduation.
- I. Students who remediate may be delayed in their progression and/or graduation.

### *Professionalism Remediation Procedures*

- A. A student will be required to remediate if he/she violates any section of the *DPT Student Code of Conduct*.
- B. The Program will typically adhere to the following disciplinary process and progress to the next step if student behavior is not corrected or subsequent professionalism violations are committed. If the student commits a professional violation that is significantly determinantal or disruptive to the program, the DPT faculty reserves the right to advance straight to “Subject to dismissal from the Program” step if warranted based on recommendation of the Academic and Professional Progress Committee.
  - a. Written warning and formal remediation from the Faculty Advisor.
  - b. Written warning and formal remediation from the Chair of the Academic Professionalism Progress Committee.
  - c. Professional behavior probation and counseling from the Program Director.
  - d. Subject to dismissal from the Program.
- C. The faculty advisor will complete the *Professionalism Rubric (Appendix R)* and then meet with the student to discuss the report. The faculty advisor will also complete the *Remediation Summary Form* to establish goals, associated timelines, and outcomes (Appendix N). The Remediation Summary Form must be signed by both parties.
- D. The student will be required to write a reflective paper in response to the offense(s) and submit the document to the faculty advisor by the established date (Appendix S).
- E. Following the submission of the reflection paper, and completion of any other established goals, the student will meet with faculty advisor. The faculty advisor will complete the *Evaluation Tool (Appendix T)* which must be signed by both parties.
- F. To successfully complete the professionalism remediation, the student must demonstrate the following behaviors:
  - a. Accept responsibility for all professionalism lapses or provide information by which these lapses may be reconsidered.
  - b. Identify ideal professional behavior for the lapses.
  - c. Identify the barriers or challenges that prevented the student from exhibiting ideal professional behavior.
  - d. Develop a strategy for the future to deal with these same barriers and challenges.
  - e. Complete appropriate action (e.g., apology).
- G. The faculty advisor will notify the Program Director and the Academic and Professionalism Progress Committee of the remediation efforts and outcomes.
- H. Students who fail to complete the remediation process by the established time or successfully demonstrate mastery will be subject to dismissal from the Program.

### Dismissal Procedure

After accumulation of sufficient professional and/or academic warnings and probations, DPT faculty will be called to vote whether to move a student into the dismissal procedure. Based on the severity of professional and/or academic infractions, the faculty may vote to move the student into the dismissal procedure earlier than the typically described progression based on the recommendation of the Academic and Professionalism Progression Committee. A 2/3<sup>rd</sup> majority vote of DPT faculty is required to move a student into the dismissal procedure.

The following process applies when a student is being considered for academic or professional dismissal:

- A. The facts and reasons in support of the recommendation for dismissal are presented by the Academic & Professionalism Progression Committee to the DPT Chair and DPT faculty.
- B. The student is advised to obtain guidance from the student's DPT faculty advisor.
- C. If desired, the student may present his/her/their case to the DPT Chair and DPT faculty.
- D. The DPT faculty will review and consider all relevant information from the professor(s) and the student to make a determination regarding student dismissal or continuation in the program.
- E. The student will be advised of the faculty recommendation by the DPTE Chair. Potential outcomes may include but are not limited to the following:
  - a. Dismissal from the DPT program.
  - b. Require or highly recommend counseling to improve study skills.
  - c. A student with a grade-point average (GPA) of less than a 3.0 may return to the curriculum on academic probation and must improve the GPA to 3.0 or higher or be subject to dismissal from the program.
  - d. Additional professional remediations
- F. The faculty recommendation for dismissal will be determined via anonymous vote of DPT faculty. A unanimous vote to "dismiss" is required for a student to be dismissed from the program. If this vote fails, then the student will remain in the program with specific required recommendations determined by the faculty and/or Academic and Professionalism Progression Committee. Failure to meet these required recommendations in the agreed upon timelines will result in the student being subject to the dismissal procedure again.
- G. The student will then be given a written notification of the final decision by the DPT Chair.
  - a. If the student is not in agreement with the dismissal decision and wishes to pursue it through the grievance procedure, the student may appeal to the Faculty Appeals Committee outlined in step 4 of CSU policy R-51, Appeal for Dismissal From a Program.

#### Grade Reporting Procedures

Faculty are expected to provide reasonable assistance to aid students in determining the specifics of their deficiencies, and guidance in reviewing and assessing their mastery in the material. Individual student grades and course performance are discussed at academic advising and faculty meetings. Students can access their individual grades by *Blackboard Learn* using a secure login and password.

The Department of Physical Therapy has no authority over the grading practices and decisions of faculty from other departments teaching and/or directing non-DPTE courses. Grading, retention, and promotion policies and procedures are reviewed annually and are subject to revision. If changes occur, the students will be notified within a reasonable time.

### Incomplete Grade

The Department of Physical Therapy abides by the *CSU policy on Incomplete Grades, Assignment, and Removal (R-2)*. The policies and procedures can be found in the *CSU Student Handbook* and <https://www.charlestonsouthern.edu/wp-content/uploads/Policy-R-2-updated-February-2021.pdf>. If a student is unable to complete the required coursework prior to the start of the next term, the student will not be allowed to progress in the Program. If the student was assigned an incomplete, he/she may request a leave of absence from the Program.

## **Student Retention and Progression**

### Retention

Given that the DPT curriculum utilizes a lock-step process, students must complete each course of the semester, demonstrating mastery of knowledge, skills, and behaviors prior to moving on to the next semester, and ultimately, graduation. Students must also maintain professional behavior in their interactions with others as outlined in the APTA Core Values. The Department requires that DPT students earn a minimum of a C in each course and maintain a cumulative grade point average of 3.0/4.0 to remain eligible for academic promotion and graduation. Any cumulative GPA of less than 3.00 will result in the student's academic probation (see *Academic Probation policy*). The Academic and Professionalism Progress Committee will review each student's grades and professional behaviors at the completion of each semester and more frequently as needed.

### Progression

The Department adheres to the following procedures to determine student progression, including clinical experiences.

- A. Student performance (academic and professional) will be discussed at regularly scheduled faculty meetings. The Program Director will appoint faculty to mentor/remediate students that are not meeting academic and/or professionalism standards.
- B. The Academic and Professionalism Progress Committee will meet within 72 hours after each semester's date of grades due to the Registrar to discuss each student's academic performance and professionalism behaviors. The committee reserves the right to meet more frequently if indicated.
- C. The Academic and Professionalism Progress Committee will make their recommendations for student progression to core faculty.
- D. Core faculty will then come together to discuss and vote on students' progression in the curriculum. The determination will be based on each student's academic performance and professional behavior.
- E. Faculty consensus is desired; however, a 2/3 majority of voting members present will be required for student progression in the curriculum.

- F. Additionally, a separate discussion and vote by core faculty will be required when determining student progression to any full-time clinical experiences.
  - a. Core faculty will ensure that all students are competent in knowledge, skills, and behavior prior to beginning full-time clinicals. The *Student Readiness for the First Full-Time Clinical Experience* document will be utilized to guide faculty discussion.
  - b. Only students receiving a 2/3 majority vote of confidence will be permitted to begin their full-time clinical experiences.
- G. Students who do not receive a 2/3 majority vote of confidence to progress in the curriculum will be dismissed from the Program.

#### Academic Probation

Students must earn a minimum final grade of “C” in all courses. Any grade earned below a “C” will result in academic dismissal. Students with a cumulative GPA below 3.00 may be permitted to progress in the curriculum in an Academic Probation status if progression is supported by the 2/3 majority vote of confidence.

All students entering an Academic Probation period will be informed through a meeting with the Program Director, who will provide a written warning describing the Program’s expectations for academic performance, and a list of possible sanctions for continued non-compliance. The student will sign the document acknowledging the gravity of the situation and their understanding of the need for change in academic performance.

The student will be provided the next scheduled semester grading period to successfully raise the cumulative GPA to 3.00 or above to remove Academic Probation status. Failure to raise the GPA to this minimum standard will be referred to DPT program faculty for program dismissal. Any subsequent return to Academic Probation status will also result in academic dismissal from the Program. In the unlikely event of a student earning a cumulative GPA of less than 3.00 after the completion of the didactic curriculum (end of semester 6), the student will not be placed on Academic Probation status but will be referred to DPT program faculty for program dismissal.

#### Professional Behavior Probation

The DPT Program considers breaches of professional conduct as important as academic deficiencies, and violations will not be tolerated. Any student who has not corrected his/her behavior or commits more than two occurrences of professionalism misconduct, will be placed on Professional Behavior Probation. All students entering a Professional Behavior Probation period will be informed through a meeting with the Program Director, who will provide a written warning to the student describing the deficient behavior(s), the Program’s expectations for professionalism, and a list of possible sanctions for continued non-compliance. The student will sign the document acknowledging the gravity of the situation and their understanding of the need for change in behavior. A subsequent violation of professional misconduct, or failure to correct the current behavior by the established timeline, will result in referral to DPT program faculty for program dismissal.



### Program Dismissal

The student will be subject to dismissal from the Program if he/she:

- Earns below a “C” in any course.
- Fails to successfully raise their GPA to  $\geq 3.0$  within the given timeline.
- Fails to remediate professional behaviors.
- Fails to demonstrate mastery of course content.
- Is placed on probation a second time.

Any student dismissed from the DPT Program, for academic reasons, may appeal the decision via CSU policy R51.

### Deceleration

The DPT Program curriculum is designed to be delivered on a full-time basis to students in a cohort through a lock-step curriculum. The Program must be completed on a full-time basis and deceleration is not permitted.

### *The Privilege of Program Re-entry*

Students who are dismissed, due to academic dismissal, may be approved by the core faculty to re-enter the Program the following year. These decisions are made on a case-by-case basis and are considered a rare privilege. The following rules will be upheld with regards to Program re-entry:

- A. Students must be in good standing with the Department, College, and University.
- B. Students granted re-entry will be required to start the Program at the beginning of the curriculum, with the next admitted cohort. The student must attend beginning the first day of the Program, pay associated tuition and fees, and complete documentation required of all incoming students.
- C. Students must notify the Department within one month of the invitation of their intent to re-enter the Program or the re-entry invitation will be rescinded.
- D. Students invited for re-entry will not be required to re-apply, interview, or submit a seat deposit.
- E. Any student granted re-entry will be required to complete a new criminal background check subject to the same review as at the time of initial enrollment prior to rejoining the Program. Additionally, the student must provide proof of health insurance and other documents required from all accepted students.
- F. The Program reserves the right to refuse re-entry to any student dismissed from the Program and does not consider re-entry for students who were dismissed due to academic or professional misconduct.

### Withdrawal by Request of the Student

Students may initiate a voluntary withdrawal from the Program at any time. It is a recommendation of the Program that students meet with their academic advisor prior to initiating the withdrawal process. To initiate the process, the student must first supply the DPT Program Director with a written letter of resignation.



To officially withdraw from CSU, a Withdrawal Form must be completed online. The form is found in the Student section of MyCSU under Forms. The Office of the Registrar will process the withdrawal and remove the student from any current and/or future enrollments when the appropriate paperwork is submitted. Students are responsible for tuition and fees according to the *Tuition and Fees* section of this manual. Note that all financial and University property obligations must be satisfied to prevent “holds” from being placed against the student’s academic records. Such holds normally prevent transcript requests from being processed and can prevent future registration for classes.

CSU will request student input regarding reasons for withdrawal, including any University related problems that may have caused the withdrawal decision. This information is requested during the online withdrawal process. Students may be contacted as part of an effort to improve student services.

**Due to the nature of the DPT Program, withdrawal from an individual course will not be permitted because it does not meet the grading, retention, and promotion for the Program as previously outlined.**

#### Leave of Absence

Occasionally, students may request a temporary leave of absence from studies to tend to issues that require more attention than a full-time student can manage (i.e. medical treatment, family concerns, etc.). A leave of absence is intended to allow the student the time to tend to these specific important impending circumstances and is not intended for use by a student who may be struggling academically without specific reason for a temporary leave of absence. Students seeking a leave of absence from the CSU DPT Program must submit a written request and meet with the Program Director to obtain permission. The request will be shared with the Academic and Professionalism Committee and their recommendation made to the core faculty for decision.

The following rules will be upheld with regards to any leave of absence that is granted for a student:

- A. Students may only be granted one leave of absence for the Program duration.
- B. Students must complete the Program within 150% of the entering cohort planned graduation date, thus a leave of absence may be for no more than one year in length. Anyone requiring longer than one year will be required to reapply for the Program, and their application will be treated in the same manner as all other applicants at that time.
- C. Students granted a leave of absence during the didactic portion of the curriculum will be required to join the next cohort and will be allowed to start the Program after the semester they most successfully completed.
- D. Students granted a leave of absence during any portion of their full-time clinical experiences will work with the Director of Clinical Education and the Program Director on a timeline for returning to his or studies (no longer than one year) and may not be permitted to complete the PEAT with their current cohort.
- E. A student who is denied a leave of absence by the DPT Program may not appeal this decision.
- F. At the time the leave of absence is granted a date will be established by which the student must notify the Program of their intent to resume the Program.

- G. Any student granted a leave of absence will be required to complete a new criminal background check subject to the same review as at the time of initial enrollment prior to rejoining the Program. Additionally, the student must provide proof of health insurance and other documents required from all accepted students.

## **Appeals Processes**

### Changing and/or Appealing a Final Course Grade

#### *Grade Changes/Appeals*

Based on individual student circumstances, a professor may change a grade within the six-month period following the end of the course. Between six months and one year, both the professor and the Program Director must approve the grade change. After one year, the VPAA must also approve the grade change. A grade change after one year must be solely due to clerical error.

#### *Appealing a Final Course Grade*

- A. The student must submit a written meeting request to the professor assigning the grade within 48 hours of the posting of the final grade. Once the faculty member has received the request, the interview (or other communication) must be scheduled within normal working hours (8 a.m. - 5 p.m.), Monday through Friday within 48 hours of the student's request. Failure by the faculty member to respond to the student's request within the established time will be considered a violation of the University policy. Failure of the student to appear at the scheduled interview ends the appeals procedure.
- B. At the interview, the student should explain the basis of dissatisfaction and the professor should explain the basis for the grade. The burden of proof lies upon the student to show an error or malfeasance has occurred. If the student fails to show reasonable cause for further investigation, the grade remains unchanged without taking further action.
- C. If the student wishing to appeal a final course grade is still dissatisfied after an interview (or other agreed upon communication) with the professor, the student should then submit a written statement to the Physical Therapy Program Director, within 48 hours of the interview. This statement should contain the reasons for dissatisfaction and the specific changes the student regards as fair and desirable. The burden of proof lies with the student in such a case to show that an error or malfeasance has occurred. If the Program Director is also the instructor whose grade is being appealed, then the student must appeal to the VPAA. Within 48 hours of receiving the written appeal from the student, the Program Director (or VPAA) will notify in writing the professor, the student, and the Registrar of the decision. When, in the opinion of the Program Director, the student fails to show reasonable cause for further investigation, the Program Director may deny the appeal without taking further action.
- D. When, in the opinion of the Program Director, a student's appeal raises reasonable doubt as to whether a mistake or malfeasance has occurred, the Program Director shall appoint within 48 hours a committee of three core faculty members (Physical Therapy Faculty Appeals Committee) whom the Program Director considers most nearly competent in the subject matter. This committee will investigate as they believe is necessary for the issue in question, then meet and issue a decision in writing to the Program Director, professor, student, and Registrar within 48 hours of the request. Both the professor and student should be asked to bind themselves in advance to accept the committee's decision. Neither may be required, however, to bind themselves.
- E. If the student appeal is received during the final exam week of a semester and if the instructor or Program Director is not available during that time, all the foregoing time requirements begin to run with the first day of class in the next semester. In extreme or unusual circumstances regarding the timeliness of the appeals process, the VPAA will make the final determination.

- F. Any student, who has exhausted the remedies open to him/her under the above procedures, may appeal the entire matter to the VPAA within 48 hours of the three-faculty member committee's decision. The student is hereby advised that he/she must show compelling evidence that the procedures outlined above have been violated. The VPAA's decision is final.
- G. All results from these proceedings of the Faculty Appeals Committee should be reported to the Registrar, and VPAA as information.

#### Appeal for Dismissal from Program

Due to the professional nature of the DPT Program, a student may be dismissed due to professional issues. A student dismissed from the DPT Program, for professional behavior reasons, may appeal the decision by adhering to the following processes:

- A. Within ten (10) days of receiving the dismissal letter, the student must submit a written statement to the Physical Therapy Program Director stating why she/he is dissatisfied and what remedies the student feels would be fair and reasonable. The burden of proof lies upon the student to show an error or malfeasance has occurred. Within ten days of receiving the written appeal, the Program Director will notify the student, in writing, of her/his decision. If the student fails to show reasonable cause for further investigation, the Program Director may deny the appeal without taking further action.
- B. When, in the opinion of the Program Director, a student's appeal raises reasonable doubt as to whether a mistake or malfeasance may have occurred, the Program Director shall appoint, within ten days, a committee of three core faculty members (Physical Therapy Faculty Appeals Committee) whom he/she considers most nearly competent in the subject to adjudicate the matter. This committee will investigate as they believe is necessary for the issue in question, then issue a decision in writing to the Program Director and student within ten days. Both the Program Director and student should be asked to bind themselves in advance to accept the committee's recommendations. Neither may be required, however, so to bind him/herself.
- C. Any student, who has exhausted the remedies open to him/her under the above procedures, may appeal the entire matter to the Vice President for Student Life within ten (10) days of the three-faculty member committee's decision. The student is hereby advised that he/she must show compelling evidence that the procedures outlined above have been violated. The Vice President for Student Life's decision is final.
- D. Any student dismissed from the DPT Program, for academic reasons, may not appeal the decision.

#### **Graduation Requirements**

The following are the required steps to graduate with a DPT degree at CSU.

- A. Complete all coursework in the DPT curriculum with a cumulative GPA  $\geq 3.0$ .
- B. Complete all clinical coursework with at least an "entry-level" rating on all required skills listed on the Clinical Performance Instrument (CPI) by the end of the student's final clinical practicum.
- C. Complete a scholarly project under guidance of a faculty mentor, including a poster presentation that will be evaluated by the faculty or peer reviewed. This poster can be presented at the CSU Spring Symposium or at another professional meeting as approved by the core faculty.

- D. Be in good professional and academic standing with the Department.
- E. Satisfactorily complete the PEAT comprehensive exam.
- F. Complete the CSU graduation application process.
- G. Complete payment of tuition, Program fees, graduation fees, and outstanding University fees or library charges.
- H. Attend the Department of Physical Therapy Commencement and Doctoral Hooding ceremony.

It is the responsibility of the student to make sure all degree requirements have been met to qualify for graduation. Graduating students must apply for their degree at the start of their final semester through the Registrar's Office. The Office of the Registrar keeps the official records demonstrating the student has met requirements for degree completion.

#### Departmental Awards

Earning a Doctor of Physical Therapy degree is a significant accomplishment. This requires focus, dedication, and support from family and friends. In support of the department's mission and vision, core faculty will select students who have demonstrated excellence in leadership, scholastic achievement, clinical performance, and scholarship (research). Recipients will receive an award and be recognized during the Department of Physical Therapy Commencement and Doctoral Hooding ceremony.

#### National Physical Therapy Exam

Students are eligible to register for the National Physical Therapy Examination (NPTE) to gain a license to practice physical therapy after completing all graduation requirements for the DPT Program. December graduates typically take the NPTE in January.

### **Building Maintenance, Safety, and Security**

#### Maintenance of Teaching Space and Lounge

Students have the responsibility to properly maintain the lab spaces, classrooms, debrief rooms, and PT Student Lounge. These spaces are to be cleaned after each class, dirty linens placed in laundry bin, and the clean linens stored neatly. Therapeutic equipment is to be kept in proper order and treatment plinths must be cleaned after each use. These rooms must be kept neat and free of clutter and cleared as appropriate. ***Class officers are asked to organize and oversee the maintenance of these areas.***

The student lounge is a place for physical therapy students to study either alone or in groups. The lounge may only be used by DPT students and faculty. Students are responsible for upkeep and cleaning of the coffee machines, refrigerators, and microwaves. Please do not abuse this privilege.

#### Storage of Personal Items

Students will be provided with a locker to store their personal items while they are in the DPT Program. Storage of food and/or liquids is not permitted at any time. Students must completely empty the contents of the locker upon separation from the department.

### Safety and Security

Charleston Southern University provides 24-hour armed security patrols on campus. Coverage utilizes a combination of trained professional University and contracted security officers. Although the University makes every reasonable effort to provide a safe and secure environment, it is always up to each individual to exercise due care to protect his or her personal safety. While on campus, all students should always have their Charleston Southern University Student ID cards in their possession.

Suspicious activity should be reported immediately to campus security at 843-553-5896 or 2020 from any campus phone. You may text 843-371-8445 to communicate vital information. The complete description of campus security policies and procedures can be found at <https://www.charlestonsouthern.edu/security/index.php>. The policy on firearms and explosives is listed in the *CSU Student Handbook*.

### **Medical Emergencies and Natural Disaster Procedures**

To ensure the safety of the students, faculty, staff, and visitors, the Department of Physical Therapy and College of Health Science have established an Emergency Response Plan which can be accessed [here](#). The plan outlines basic emergency procedures as well as telephone numbers for serious emergencies. If a serious or life-threatening injury or illness occurs while on campus, staff and faculty are directed to call 911 (or 2020 from a CSU phone).

### Student Exposure to Infectious Environmental Hazards

The policy of the Charleston Southern University Department of Physical Therapy is to follow guidelines made by the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) regarding exposure to infectious and environmental hazards. This *Bloodborne Pathogens Exposure Control Plan* manual is located in the Department of Physical Therapy office and available upon request. Standard Operating Procedures for Hazardous Materials Spill are located in the College of Health Science Emergency Action Plan.

### BUC Alert Emergency Information System

The University uses an emergency response system called BucAlert to alert students, parents, faculty, and staff when inclement weather or an emergency situation exists. All students are automatically enrolled via their CSU email address. Students may register for alerts to be sent to their room phone, mobile phone, parents' home phone or mobile phone, email account, or text messages. To register or to update information, students must log into MyCSU with their CSU ID Number and PIN. Additionally, all students enrolled in the DPT Program will complete the Student Information Form (Appendix O).

### Inclement Weather

Standard Operating Procedures for Severe Weather and Natural Disasters are in the College of Health Science Emergency Action Plan.

Official school holidays and school campus closures for inclement weather do not apply to students during participating in full-time or integrated clinical experiences. The attendance needs of the clinical site supersede the traditional school holiday schedule. If the clinical site is open and the clinical instructor is working during school holidays or days when the school is closed for inclement weather, the student is expected to be in attendance unless other arrangements have been made with the Director of Clinical Education.

#### Procedures for Care and Treatment after Exposure

Exposure to bloodborne pathogens and hazardous substances is a risk assumed by all healthcare providers and students training to becoming healthcare providers. Students are required to complete specific training on infectious and environmental hazards prior to any educational activities that would place students at risk for exposure.

During clinical experiences, students are expected to familiarize themselves with each clinical site's specific policies regarding standard precautions.

When injury or hazardous exposure to chemical agents, blood or body fluids occurs, either in the laboratory or in the clinical setting, the incident is to be immediately reported to the appropriate person following the completion of initial first aid safety procedures. Failure to report an accident or injury in a timely manner may be grounds for disciplinary action.

#### *On Campus*

- A. If the incident occurs in the laboratory or classroom setting, the instructor is to be notified immediately.
- B. The student should go to Trident Medical Center, located across the street from campus, to receive an appropriate evaluation and treatment of injury if appropriate.
- C. Subsequently, all incidents should be reported to the Program Director by submitting an "Incident Report" form within 48 hours of the event.
- D. The Department of Physical Therapy may be reached at 843-863-7355 or [dpt@csuniv.edu](mailto:dpt@csuniv.edu).

#### *Off Campus*

- A. If the incident occurs at a clinical training site, the designated clinical instructor should be notified immediately.
- B. The student must follow each clinical site's protocol and is to seek evaluation and treatment based on the site's protocol for dealing with injuries and exposure.
- C. If the clinical site lacks protocol, treatment should be sought in the nearest emergency department determined by the student and clinical instructor.
- D. Subsequently, all incidents should be reported to the Director of Clinical Education by submitting an "Incident Report" form within 48 hours of the event.
- E. The Department of Physical Therapy may be reached at 843-863-7355 or [dpt@csuniv.edu](mailto:dpt@csuniv.edu).



### Prevention – Standard Precautions

Standard precaution practices are designed to protect healthcare professionals and reduce the risk of exposure to bloodborne pathogens and hazardous substances from both recognized and unrecognized sources. These precautions apply to all patient care and laboratory or clinical training experiences. Use of standard precautions is a mark of professionalism, and all faculty and students will utilize them in activities that present exposure to bloodborne pathogens and hazardous substances. Failure to do so may be grounds for disciplinary action.

In general, act as though any patient may have a potentially contagious disease. In doing this, avoid direct contact with blood, body fluids, secretions, excretions, mucous membranes, non-intact skin, and possibly contaminated articles.

Avoid direct contact and injury from all sharps and dispose of them in designated puncture-resistant containers directly after use. Additional standard precautions are provided by the CDC and OSHA.

- CDC: <https://www.cdc.gov/oralhealth/infectioncontrol/summary-infection-prevention-practices/standard-precautions.html>
- OSHA: <https://www.osha.gov/SLTC/etools/hospital/hazards/univprec/univ.html>

### **Directions to the Health Science Building**

GPS Address: 9200 University Boulevard; Charleston, SC 29406

#### **Traveling from Columbia, SC (I-26E)**

Take I-26 E towards Charleston  
Exit 205B and merge onto University Blvd (US 78E)  
Take first left on Excellence Way  
Take first right into the parking lot of the Health Science Building

#### **Traveling from Downtown Charleston (I-26W)**

Take I-26 W towards North Charleston  
Exit 205B and merge onto University Blvd (US 78E)  
Take first left on Excellence Way  
Take first right into the parking lot of the Health Science Building

#### **Traveling from Florence, SC (US-52W)**

US-52 W towards Charleston  
Keep right onto Goose Creek Rd  
Turn right onto University Blvd (US 78W)  
Turn right onto Excellence Way  
Take first right into the parking lot of the Health Science Building

#### **Traveling from Savannah, GA (I-95N)**

I-95 N towards Florence, SC  
Exit 86A (I-26 E towards Charleston)  
Exit 205B and merge onto University Blvd (US-78E)  
Take first left on Excellence Way  
Take first right into the parking lot of the Health Science Building

## Helpful Websites and Phone Numbers

<p><b>Disability Academic Services</b>  Student Success Center, Student Center  <a href="https://www.charlestonsouthern.edu/academics/student-success-center/disability-services/">https://www.charlestonsouthern.edu/academics/student-success-center/disability-services/</a>  Provides accommodations and services for individuals with disabilities.</p>	(843) 863-7159
<p><b>ITS (Information Technology Services)</b>  <a href="https://www.charlestonsouthern.edu/its/index.php">https://www.charlestonsouthern.edu/its/index.php</a>  Information Technology Services at Charleston Southern University maintains areas of technology throughout the campus community. Information Technology Services can assist students with: student lab hours and locations, Wi-fi access, email, and cable television.</p>	(843) 863-7762
<p><b>Academic Records (Registrar's Office)</b>  Student Center  <a href="https://www.charlestonsouthern.edu/registrar/index.php">https://www.charlestonsouthern.edu/registrar/index.php</a>  Maintains student records, transcripts, attendance, diplomas, class schedules, registration, transfers credits, grades and graduation.</p>	(843) 863-8060
<p><b>The Writing Center</b>  Norris Hall 209  <a href="https://www.charlestonsouthern.edu/writingcenter">https://www.charlestonsouthern.edu/writingcenter</a>  The Writing Center is a place receive feedback from other writers in one-on-one consultations, both on campus and online.</p>	(843) 863-7385
<p><b>L. Mendel Rivers Library</b>  <a href="https://www.charlestonsouthern.edu/library/">https://www.charlestonsouthern.edu/library/</a></p>	(843) 863-7946
<i>Student Services</i>	
<p><b>CSU Bookstore</b>  Student Center  <a href="https://csuniv.bncollege.com/shop/charleston-s/home">https://csuniv.bncollege.com/shop/charleston-s/home</a></p>	(843) 863-8017
<p><b>Financial Aid Office</b>  Hunter Center  <a href="https://www.charlestonsouthern.edu/admissions/financial-aid/">https://www.charlestonsouthern.edu/admissions/financial-aid/</a>  Comprised of a team of dedicated Christian professionals who are committed to integrating CSU's mission and vision by serving its students/parents by providing financial resources to help meet their educational goals.</p>	(843) 863-7050 or (800) 947-7474
<p><b>Recreation Center</b>  Brewer Center  <a href="https://www.charlestonsouthern.edu/life-at-csu/campus-recreation/">https://www.charlestonsouthern.edu/life-at-csu/campus-recreation/</a>  Gives students the chance to enjoy sports in a fun, relaxed atmosphere, meet fellow students and get physically fit. Recreation facilities are open to current CSU students, faculty and staff with a valid CSU ID. You MUST present your ID prior to entering the facility each time.</p>	(843) 863-7888

<p><b>Career Center</b>  Student Services, Student Center  <a href="https://www.charlestonsouthern.edu/careers/index.php">https://www.charlestonsouthern.edu/careers/index.php</a>  Student Services provides professional development resources through The Career Center, Civic Engagement/Community Service and the Career Planning Course. Our resources are designed to deliver intentional educational resources and events to students, alumni, faculty and staff.</p>	(843) 863-8019
<p><b>Counseling Services</b>  First Floor Faculty Suites, Student Center  <a href="https://www.charlestonsouthern.edu/life-at-csu/counseling-services/">https://www.charlestonsouthern.edu/life-at-csu/counseling-services/</a>  Offers individual counseling services and programs in personal and academic areas: depression, generalized anxiety, social anxiety, eating concerns, academic problems, anger management, substance abuse, relationship issues, stress and time management.</p>	(843) 863-8010
<p><b>Associate Dean of Students</b>  Primary areas of responsibility include residence life, campus ministries, career services, security, student activities, counseling services, and campus recreation. The Associate Dean of Students also serves as the advisor for the Student Government Association.</p>	(843) 863-7605
<p><b>Title IX and Training Coordinator</b>  Lyn Maples, First Floor Faculty Suites, Student Center  <a href="https://www.charlestonsouthern.edu/offices/title-ix/">https://www.charlestonsouthern.edu/offices/title-ix/</a>  Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in any education program or activity that receives federal funding. Title IX is a powerful tool for students who want to combat sexual violence at school and on college campuses. Under Title IX, discrimination on the basis of sex can include sexual harassment, rape and sexual assault.</p>	(843) 863-7374
<p><b>Parking and Security</b>  <a href="https://www.charlestonsouthern.edu/life-at-csu/security/">https://www.charlestonsouthern.edu/life-at-csu/security/</a>  Quad 3, Room 105  Recognized law enforcement agency responsible for the Charleston Southern University campus and charged with protecting life and property. Also provides guidance and assistance to the campus community, visitors, and guests on all parking-related issues.</p>	(843) 863-7105

<p><b>Student Employment Office</b>  Student Center, Second Floor  <a href="https://www.charlestonsouthern.edu/offices/student-employment/">https://www.charlestonsouthern.edu/offices/student-employment/</a>  The Student Employment office works with University departments and the community to create work-study employment opportunities for students. Meeting the work-study employment needs of students is our job, and we work diligently to ensure our joint venture has lasting benefits. We look forward to working with you.</p>	(843) 863-8067
<p><b>Campus Minister</b>  Rev. Jon Davis (On Campus)  Whitfield Center for Christian Leadership  <a href="mailto:jdavis@csuniv.edu">jdavis@csuniv.edu</a></p>	(843) 863-7218
<p><b>Medical Assistance</b>  <i>Trident Medical Center</i></p> <p>(843) 797-7000</p> <p><i>Fetter Health Care Network</i>  Mobile unit on campus each Wednesday from 11 am – 4 pm  Appointments may be scheduled off-campus at a Fetter location, where students can be seen within 24 hours.  <a href="http://www.fetterhealthcare.org/our-locations">www.fetterhealthcare.org/our-locations</a></p> <p><i>Medical University of South Carolina (MUSC)</i>  **MUSC is the only hospital that will collect a Rape Kit**</p> <p>(843) 792-5300</p> <p><i>Roper St Francis Hospital</i></p> <p>(843) 402-1000</p>	
<b><i>Physical Therapy Websites of Interest</i></b>	
<p><b>APTA</b>  American Physical Therapy Association  <a href="http://www.apta.org/">http://www.apta.org/</a></p>	(800) 999-2782
<p><b>APTA – South Carolina</b>  American Physical Therapy Association – South Carolina  <a href="http://scapta.org/">http://scapta.org/</a></p>	(800) 765-7848 ext. 7122
<p><b>FSBPT</b>  Federation of State Boards of Physical Therapy  <a href="http://www.fsbpt.org/">http://www.fsbpt.org/</a></p>	
<p><b>SCPT Board</b>  South Carolina Board of Physical Therapy  <a href="https://llr.sc.gov/pt/">https://llr.sc.gov/pt/</a></p>	
<p><b>CAPTE</b>  Commission on Accreditation in Physical Therapy Education  <a href="http://www.capteonline.org">http://www.capteonline.org</a></p>	

## **CSU Physical Therapy Appendices**

- Appendix A: Handbook Acknowledgement Form ∞
- Appendix B: Health Sciences Building Access Form ∞
- Appendix C: iPad Receipt, Retention, and Replacement Acknowledgement ∞
- Appendix D: Student Healthcare Coverage ∞
- Appendix E: Essential Functions and Requirements ∞
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- Appendix M: Student Incident Report Form
- Appendix N: Remediation Summary Form
- Appendix O: Student Information Form ∞
- Appendix P: Request for Immunization Waiver
- Appendix Q: Request for New Clinical Site Form
- Appendix R: Professionalism Rubric
- Appendix S: Professionalism Remediation
- Appendix T: Evaluation Tool

**∞ Please complete and return to Executive Assistant in Department. All signed forms will be retained in accordance with the policies described in this manual.**

**CSU Physical Therapy**  
Handbook Acknowledgement Form

I, \_\_\_\_\_, acknowledge that I have read and understand the information presented in the *CSU Student Handbook* and *DPT Student Handbook* and agree to abide by the policies and procedures outlined in them.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

**CSU Physical Therapy**  
Health Sciences Building Access Form

I, \_\_\_\_\_ acknowledge receipt of a key FOB, which allows me access to Charleston Southern University's Health Sciences building 24 hours a day, as well as all designated Physical Therapy study and lecture space. I understand that this key FOB grants access only to myself. I am not able to grant access for any other student or person to areas of the building or the building after hours.

I understand that I am solely responsible for the safekeeping of this key FOB and I am to report any loss of key FOB to the Physical Therapy Executive Assistant. I understand this keycard is not to be loaned/given to any other student or anyone else. I also understand that if I lose this key FOB, I will be held financially responsible for the replacement of this card. Upon my departure from Charleston Southern University I will return my key FOB to the Physical Therapy Department. If I fail to return key FOB, I understand the cost for the replacement of the card (\$25) will be added to my student account and must be settled before graduation from the DPT Program at Charleston Southern University.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name



**CSU Physical Therapy**  
iPad Receipt, Retention, and Replacement Acknowledgement

I, \_\_\_\_\_ acknowledge receipt of my personal iPad which is required to be properly functioning throughout my entire enrollment in the CSU DPT Program. I understand that I may contact the Information Security and Technology Department for log-in and other CSU intranet issues. However, Apple must be contacted for all other questions.

I understand that I am solely responsible for the maintenance and protection of my iPad device. It is my responsibility to purchase AppleCare to protect my device. In the event this device is lost, stolen, or damaged, I will replace it immediately at my cost of equal value.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

**CSU Physical Therapy**  
Student Healthcare Coverage

All students enrolled in the CSU DPT Program are required to carry personal health care insurance to cover medical costs in case of illness, accident, or injury. Students are at risk for exposure to infectious diseases when affiliating in hospitals and clinics. Students are at risk for injury when performing patient transfers, performing sharp wound/burn debridement, and in other patient care activities. The institution will bear no financial responsibility for medical treatment(s) required while at CSU.

Some clinical training sites decline to provide clinical affiliations for students who are not covered under a health care insurance policy. Students enrolled at CSU are not considered employees of the CSU so health care coverage by the University is not provided for students in class, labs, or in the clinic. Clinical training sites are also not employers of students, therefore Workman's Compensation does not provide coverage.

Students must either purchase insurance through CSU (Pivot Health) or provide proof of current health coverage. This form must be completed annually.

---

Complete the information below:

I have been advised of the importance of and necessity for personal health care insurance.

I am covered under (check one):

Parent's policy     Spouse's Policy     Individual Policy     CSU Policy

Name of insurance company: \_\_\_\_\_

**The Department of Physical Therapy requires a copy of your current health insurance to keep on file. A copy of your insurance card can be made in the PT office.**

I certify that the above information is true. Should my health insurance change, I am required to notify the Physical Therapy Program Director and the Director of Clinical Education.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

## **CSU Physical Therapy** Essential Functions and Requirements

### **Essential Functions and Requirements of Physical Therapist Education at CSU** *Department of Physical Therapy: Technical Standards for Admission, Retention, and Graduation of Candidates*

#### **Policy**

The Doctor of Physical Therapy Program at CSU (Program) endeavors to select applicants for admission who have the ability to be successful in the curriculum, and to ultimately become entry-level physical therapists. Admission, retention, and progression decisions are based on prior satisfactory academic achievement and non-academic factors, which serve to ensure that the candidate can complete the essential functions of the academic Program, required for graduation. The Program has responsibility to the public to assure that graduates can become fully competent and caring professionals, capable of doing benefit and not harm. Therefore, it is critical that persons admitted possess compassion, integrity, intelligence, humanitarian concern, and physical and emotional capacity necessary to practice physical therapy.

The Department of Physical Therapy is committed to the principle of equitable opportunity and does not illegally discriminate on the basis of race, age, color, national or ethnic origin, disability, sex, religion, genetic information, veteran or military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law, in its employment or in the provision of its services, including but not limited to its Program and activities, admissions, educational policies, scholarship and loan programs, and athletic and University-administered programs. Charleston Southern University will provide reasonable accommodation to otherwise qualified students. It is the responsibility of the student with a disability(ies) to request reasonable accommodations needed to execute and maintain these essential requirements for the duration of the DPT Program.

#### **Program**

The Program adheres to the standards and guidelines set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE) to produce qualified graduates. Within these guidelines, the Program has the authority to select and evaluate students, design, implement, and evaluate the curriculum, and award a Doctor of Physical Therapy (DPT) degree. The curriculum requires that students participate in diverse and specific experiences ranging in complexities to acquire entry-level knowledge and skills to function as a safe essential healthcare practitioner. Upon matriculation into this Program, the student must demonstrate certain qualities and abilities which are necessary to successfully complete the Program and ensure the safety of patients, fellow students, faculty, and other healthcare practitioners. These qualities and abilities are referred to as technical standards and are described as the Essential Functions and Requirements of Physical Therapist Education at Charleston Southern University.

## **Technical Standards**

Technical standards, as distinguished from academic standards, refer to physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum and the development of professional attributes required by the faculty of all students at graduation. The essential functions required throughout the curriculum include intellectual/cognitive, behavioral, and social, psychomotor, communication, sensory, and a service-centered acumen.

### Intellectual & Cognitive

Students must be able to:

- Be purveyors of knowledge by acquiring information.
- Demonstrate the ability to problem solve, think critically, and apply clinical reasoning to actual and simulated patient/client scenarios.
- Comprehend and discern dimensional and spatial relationships of persons and structures.
- Develop and display reasoning and decision-making skills appropriate for safe physical therapy practice.
- Self-evaluate, identify, and communicate limits of one's own knowledge and skills to the appropriate person.
- Identify and use resources to improve knowledge and skills.

### Behavioral & Social

Students must be able to:

- Display emotional control and poise during times of stress including but not limited to classroom and laboratory activities, written examinations, clinical practical examinations, professional meetings, and formal and informal clinical experiences.
- Demonstrate emotional stability to function effectively under stress and adapt to an environment or situation which may change rapidly without warning and/or in unpredictable ways.
- Reflect on one's learning and identify areas of growth.
- Respond appropriately to criticism/feedback and use it to improve knowledge, skills, and behavior.
- Display mature, empathetic, and effective professional relationships by exhibiting compassion, integrity, and concern for others in diverse academic and clinical environments.
- Regularly attend classes, clinical experiences, meetings, arriving on time and prepared

### Psychomotor

Students must be able to:

- Demonstrate sufficient motor function to safely execute movements, within reasonable limits, required to guard, resist, move, lift, or transport persons or equipment required in the practice of physical therapy in the classroom and healthcare setting.
- Move her/himself, fellow students, and or patient/client in a three-dimensional space in order to perform motor function tests and therapeutic interventions.
- Perform basic life support including CPR and function in an emergency situation.

- Document in medical records
- Perform a physical examination using tests and measures common in physical therapy practice.
- Obtain visual, auditory, and tactile information from the patient/client and other sources.
- Manage movement disorders by designing, implementing, and modifying therapeutic interventions.

### Communication

Students must be able to:

- Communicate effectively and sensitively with students, faculty, staff, patient/client, family/caregivers, physician, and other members of the healthcare team using language appropriate terms in English.
- Process and communicate verbal and written information on the patient/client's status with accuracy in a timely manner to physical therapy colleagues, other members of the healthcare team, and family/caregivers considering the needs and cultural values of the listener/reader.
- Recognize distress from others through verbal and non-verbal means and provide timely alert in the event of an emergency.
- Demonstrate a willingness and ability to give and receive feedback.
- Recognize the significance of non-verbal communication from a person with whom an interaction is occurring and possess openness, concern, and sensitivity to cultural differences.

### Sensory

Students must be able to:

- Use visual and auditory senses to sufficiently monitor patient/client responses.
- Demonstrate that speech, language, voice, and resonance are within functional limits to accomplish the tenets of patient/client care.
- Recognize and adjust when a person does not understand the student's written or verbal communication.
- Observe a patient/client accurately from a distance and close to appreciate verbal and non-verbal forms of communication indicating comfort or distress from examination or treatment intervention.
- Perceive signs of disease and infection as manifested from a screen or examination as derived from visual, touch and or auditory information.

### Service-Centered Acumen

Students must be able to:

- Apply the concepts and skills associated with service-learning to challenge them cognitively and developmentally.
- Express strengths and weakness to strategically plan in an organized manner so that she/he functions effectively and efficiently in a group.
- Demonstrate behaviors of collaboration that respects and considers the needs of others as opposed exerting intentions

- Utilize self-reflection before, during and after service engagement to improve delivery of service.
- Participate in service activities related to personal and professional development.

**Reasonable Accommodation for Disabilities**

Students with disabilities are expected to perform all the essential functions of the Program with or without reasonable accommodation. While Charleston Southern University will make every effort to accommodate all students with their disability-related needs, it must be noted that the Program nor the University is required to provide requested accommodations that would fundamentally alter the essential qualifications, functions, technical standards or other academic requirements of the Program, or result in an undue financial or administrative burden.

**Implementation for Admission, Retention, & Graduation**

Faculty will use this document to regularly discuss student performance and abilities to meet essential functions. Faculty advisors, in conjunction with course instructors and the Program Director, will be responsible for monitoring whether the student is meeting the essential functions for the Program.

By my signature, I verify that I have read and understand the material presented in this document title: **Essential Requirements of Physical Therapist Education at CSU, Department of Physical Therapy: Technical Standards for Admission, Retention and Graduation of Candidates**. Furthermore, I confirm that I have the ability to perform all the of the above requirements.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

**CSU Physical Therapy**  
Video & Photograph Consent and Release

In consideration of being permitted to participate in visual recordings and photographed at Charleston Southern University (“CSU”), I hereby grant to CSU the absolute and irrevocable right and unrestricted permission in respect to my name, photographic portraits or pictures, likeness, or voice or any or all of them or in which I may be included with others, to copyright the same, in CSU’s own name or otherwise to use, re-use, publish and re-publish the same in whole or in part, individually or in any and all media now or hereafter known, and for any purpose whatsoever for illustration, promotion, art, editorial, advertising, or any other purpose whatsoever without restriction as an alternation.

In consideration of being permitted to participate in video recordings, I hereby release and discharge CSU from any and all claims and demands arising out of or in connection with the use of my photograph, name, likeness, or voice including without limitation any and all claims for libel or invasion of privacy with my participation in video recordings.

I fully understand that my participation in video recordings and being photographed is completely voluntary and this conforms that I am of full age and have the right to contract in my own name. This acknowledges that I have read the foregoing and fully understand the contents thereof. This release shall be binding upon me, my heirs, legal representatives, and assigns.

In witness thereof, I have caused this Consent and Release to be executed this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name



**CSU Physical Therapy**  
Participation Consent and Release

1. In connection with Charleston Southern University's entry-level Doctoral of Physical Therapy (DPT) Program, I, \_\_\_\_\_, hereby volunteer for and consent to the performance of physical tests, measurements, and/or interventions (as approved by CAPTE) by me and on me. Assessment and intervention techniques including but not limited to the musculoskeletal, neuromuscular, cardiovascular, and pulmonary systems. Assessments and interventions will include but are not limited to range of motion, manual techniques, and functional tasks for each body region and the body as a whole.
2. I understand there are risks of personal injury associated with the tests, measurements, and/or interventions taught in the DPT curriculum and utilized during consultative services. I have agreed to assume the risks involved, and I hereby agree that I am responsible for any resulting injury, whether serious or minor.
3. I understand that consultation from any physical therapy faculty member in the Charleston Southern University DPT Program serves only as advice within the scope of the South Carolina Physical Therapy Practice Act and not intended to provide a medical diagnosis. It is therefore recommended that all participants have a medical examination to identify the cause of the pain and/or dysfunction and must carry their own appropriate insurance coverage.
4. I recognize that the persons providing and/or performing the tests, measurements, and/or interventions will answer any of my inquiries. I am free to withdraw my consent and discontinue participation if I am uncomfortable with any technique being performed on me.
5. I hereby release Charleston Southern University, the Physical Therapy Department, its Director, employees, faculty, staff, and agents from any and all liability, loss, or damage arising from or in any way connected with the tests, measurements, and/or interventions identified above.
6. I have read this Participation Consent and Release and understand its contents. This release, Waiver of Liability, and Covenant Not to Sue shall remain in effect for as long as I am a student in Charleston Southern University's DPT Program.
7. I affirm that I have answered fully and accurately all questions (below) about my health asked by the CSU Department of Physical Therapy and that I have disclosed all information concerning my health that is relevant to my participation in the DPT curriculum and to receiving consultative services from a DPT Program faculty member.

Medical Conditions including past surgeries: \_\_\_\_\_

Food and/or Drug Allergies: \_\_\_\_\_ Pregnant:    Y    N

\_\_\_\_\_  
Name of Participant (Please print legibly)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

**CSU Physical Therapy**  
**Student Honor Pledge**

I, \_\_\_\_\_, do hereby pledge to uphold the honor of Charleston Southern University by refraining from giving or receiving academic material in a manner not authorized by the instructor, from illegally appropriating the property of others and from the deliberate falsification of facts. I shall do all in my power at all times to create a spirit of honesty and honor for its own sake, both by upholding the Honor System and by helping others to do so. I understand the Honor System and realize that a plea of ignorance will not be accepted.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

**CSU Physical Therapy**  
Release of Records

I, \_\_\_\_\_, give the CSU Department of Physical Therapy permission to release my records, as described in this document, to other institutions for the purpose of securing clinical rotations. This permission will be enforced through the duration of my enrollment as a student at CSU.

The records that are subject to my consent include the results of criminal background checks and drug screens, immunization and other relevant health records, health insurance verification, prior training and certifications in CPR, universal precautions, protection against bloodborne pathogens, and HIPAA regulations; attendance reports, prior educational or clinical coursework and performance evaluations, academic standing, student learning issues including ADA accommodations, and any conduct/disciplinary proceedings or investigations.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

**CSU Physical Therapy**  
Student Request for Faculty Letter of Recommendation

Student Name: \_\_\_\_\_ ID: \_\_\_\_\_ Date: \_\_\_\_\_

Yes

No

Requested Faculty: \_\_\_\_\_  
\_\_\_\_\_

Reason for recommendation: \_\_\_\_\_  
\_\_\_\_\_

Letter of Recommendation to be:

Picked up by student

Mailed/emailed to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date letter is due: \_\_\_\_\_

I agree for the faculty to discuss my class (including grades, current GPA, and class rank) and/or clinical performance to this facility.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CSU Physical Therapy**  
**Student Advising Form**

This form is to be completed by the faculty advisor, discussed with the student, signed and appropriately notated by the student, and filed within the student's departmental record each time there is an individual meeting between the advisor and advisee.

**Student Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

**PT Class Year:** \_\_\_\_\_ **Advisor Name:** \_\_\_\_\_

**Academic Progress Rating**

Examples include:  $\geq 3.0$  cumulative GPA,  $\geq 70\%$  in all courses, successful study strategies.

Department Standards: Meets                      Below

Comments: \_\_\_\_\_

**Readiness for First Time Clinical Experience**

Examples include: lab practicals, pre-clinical assignments, identify preferred clinical practices.

Department Standards: Meets                      Below

Comments: \_\_\_\_\_

**Completed activities related to professional development that demonstrates a commitment to lifelong learning**

Examples include: member of APTA, consuming evidence related to current practice patterns.

Department Standards: Meets                      Below

Comments: \_\_\_\_\_

**Performance Development Plan for areas of Below Department Standards:** \_\_\_\_\_

**Student Response:**

My faculty advisor discussed the items above with me:    Yes    No

Student Comments: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CSU Physical Therapy**  
Request for Excused Absence

Student Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Activity Date: \_\_\_\_\_

Description of Activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PT Class(es) and/or Clinical Day(s) to be missed:

#1 \_\_\_\_\_ Faculty affected: \_\_\_\_\_

Plans for makeup: \_\_\_\_\_

\_\_\_\_\_

#2 \_\_\_\_\_ Faculty affected: \_\_\_\_\_

Plans for makeup: \_\_\_\_\_

\_\_\_\_\_

#3 \_\_\_\_\_ Faculty affected: \_\_\_\_\_

Plans for makeup: \_\_\_\_\_

\_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

Signed by: \_\_\_\_\_ (Program Director) \_\_\_\_\_ (date)

Excuse absence has been  approved

not approved

**CSU Physical Therapy**  
**Student Incident Report Form**

Student Name and ID Number: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Location: \_\_\_\_\_

Instructor: \_\_\_\_\_

Description of Incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Taken: \_\_\_\_\_

\_\_\_\_\_

First Responders involved: Y \_\_\_ N \_\_\_

Completed and signed by: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructor's Responsibility:**

1. If needed, contact Campus Security, extension 2020 or 843-553-5896
2. Send student to Emergency or an approved Urgent Care facility; if needed dial 911.
3. Incidents during clinical experiences – follow facility protocol.
4. Place a copy of this form and the student statement (optional) in the student's file in the Department.
5. If any legal reports were made, a copy must be included with this report.
  - a. Date Report was filed: \_\_\_\_\_

Required Student Statement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**CSU Physical Therapy**  
Remediation Summary Form

This form is to be completed by the course director, discussed with the student, signed and appropriately notated by the student, and filed within the student's record. *The course director will notify the Academic and Professionalism Progress Committee of the remediation efforts and outcomes.*

Student Name: \_\_\_\_\_

Course Title/Number: \_\_\_\_\_

Course Director: \_\_\_\_\_

**Remediation Plan**

Deficient Assignment/Course(s): \_\_\_\_\_ Grade: \_\_\_\_\_

Identified area(s) of weakness and deficiencies include:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The remediation plan to include the following tasks and outcomes:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Remediation Agreement**

I agree to complete the self-study remediation plan by: \_\_\_\_\_(Date).

I agree that failure to follow this remediation plan will result in dismissal from the DPT Program.

\_\_\_\_\_  
Student (Name/Signature) \_\_\_\_\_  
Date

\_\_\_\_\_  
Course Director (Name/Signature) \_\_\_\_\_  
Date

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Date of Completed Remediation Work: \_\_\_\_\_ Successful \_\_\_\_\_ Unsuccessful \_\_\_\_\_

**CSU Physical Therapy**  
**Student Information Form**

**Personal Information:**

Name: \_\_\_\_\_  
Last First M.I.

Current Address: \_\_\_\_\_  
Street Address Apartment/Unit #  
City State Zip Code

Primary phone: \_\_\_\_\_ Alternate Phone: \_\_\_\_\_

Email: \_\_\_\_\_

SSN/Government ID (optional): \_\_\_\_\_

Important medical information (medical alerts, allergies, etc): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Date of Birth: \_\_\_\_\_ Marital Status: \_\_\_\_\_

Spouse's Name: \_\_\_\_\_ Children: \_\_\_\_\_

**Emergency Contact Information:**

Name: \_\_\_\_\_  
Last First M.I.

Current Address: \_\_\_\_\_  
Street Address Apartment/Unit #  
City State Zip Code

Primary phone: \_\_\_\_\_ Alternate Phone: \_\_\_\_\_

Relationship: \_\_\_\_\_

**CSU Physical Therapy**  
Request for Immunization Waiver

Date of Request \_\_\_\_\_

I, (printed name) \_\_\_\_\_, as a student enrolled in the Department of Physical Therapy at Charleston Southern University, request to waive the following recommended or required immunizations for students in the Doctor of Physical Therapy Program.

Initial line(s) below indicating those applicable to waiver of immunization being requested:

- \_\_\_\_\_ Meningitis Vaccine
- \_\_\_\_\_ Measles, Mumps, Rubella
- \_\_\_\_\_ Tetanus-Diphtheria
- \_\_\_\_\_ Varicella (Chicken Pox)
- \_\_\_\_\_ Hepatitis B
- \_\_\_\_\_ Annual flu shot
- \_\_\_\_\_ COVID-19

**Legal releases below. Read and understand before signing.**

**In consideration for being allowed to waive these recommendations/requirements, I release from liability and waive my right to sue Charleston Southern University, their employees, officers, volunteers and agents (collectively “University”) from any and all claims, including claims of the University’s negligence, resulting in any physical injury, illness (including death) or economic loss due to delay in academic progression or graduation that I may suffer or which may result from my opting to waive these immunizations, or any events incidental to this decision.**

**I have read this document, and I am signing it freely. I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) waiving my right to sue the University, (c) and assuming all risks of waiving these recommendations/requirements for immunization, including economic loss due to delay in academic progression or graduation that I may suffer, or which may result from my opting to waive these immunizations, or any events incidental to this decision.**

Signatures

Signature of student requesting waiver \_\_\_\_\_ on this date \_\_\_\_/\_\_\_\_/20\_\_\_\_\_.

Printed name of student requesting waiver \_\_\_\_\_

Printed name of witness of student signature \_\_\_\_\_

Signature of Witness \_\_\_\_\_ on this date \_\_\_\_/\_\_\_\_/20\_\_\_\_\_

**CSU Physical Therapy**  
Request for New Clinical Site Form

\_\_\_\_\_  
Requested by

\_\_\_\_\_  
Date of Request

**General Information**

\_\_\_\_\_  
Name of Facility

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Address

\_\_\_\_\_  
Contact Person (if known)

\_\_\_\_\_  
City, State, Zip

\_\_\_\_\_  
Position of Contact Person (if known)

\_\_\_\_\_  
Type of Clinical Experience (IP, OP, type of specialty)

\_\_\_\_\_  
E-mail of Contact Person (if known)

**Educational Opportunities Provided (if known)**

**Why do you think this facility should be added to our list?**

**How did you find out about this facility?**

*Please attach additional relevant details as needed.*

**CSU Physical Therapy  
Professionalism Rubric**

<b>Professionalism Rubric</b>		
<b>Course Name:</b>		
<b>Student Name:</b>	<b>Advisor:</b>	<b>Date:</b>

**Rating: ME: Meets Expectations U: Unacceptable**

Generic Ability	Definition	ME	U	Comments
Commitment to learning	Ability to self-assess, self-correct, self-direct; to identify needs and sources of learning; to continually seek new knowledge and understanding.			
Interpersonal Skills	Ability to interact effectively with patients, families, colleagues, other health care professionals, and the community; to deal effectively with cultural and ethnic diversity issues.			
Communication Skills	Ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes.			
Effective use of time and resources	Ability to obtain the maximum benefit from minimum investment of time and resources.			
Use of constructive criticism	Ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.			
Problem-solving	Ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.			
Professionalism	Ability to exhibit appropriate professional conduct and to represent the profession effectively.			
Responsibility	Ability to fulfill commitments and to be accountable for actions and outcomes.			
Critical thinking	Ability to question logically; to identify, generate, and evaluate elements of logical argument, to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; to distinguish the relevant from the irrelevant.			
Stress Management	Ability to identify sources of stress and to develop effective coping behaviors.			

## **CSU Physical Therapy** Professionalism Remediation

Often when professionalism remediation is required, knowledge is not the issue, and you may not appreciate the impact of your actions beyond yourself. Reflection on the four major professional relationships: physical therapist/self, physical therapist/patient, physical therapist / colleagues (peers and faculty), and physical therapist/community may help widen your perspective. The following remediation plan is designed to guide this process and improve your behavior.

### **Reflection:**

#### Step 1:

Review the Professionalism Rubric. Evaluate the incidents of concern. For any area where you did not “meet expectations”, discuss further with added detail with the assigned faculty and/or program director.

#### Step 2:

Write a reflective paper including the following content areas:

1. Clearly itemize and summarize the incidents. Document your underlying motivations or reasons for making the decisions you did and any special contextual issues or extenuating circumstances (e.g., illness, personal obligations, misunderstanding, etc.).
2. Describe the impact of your actions on the major professional relationships:
  - a. Physical therapist /self
  - b. Physical therapist /patients
  - c. Physical therapist /colleagues
  - d. Physical therapist /society and profession
3. Identify learning issues in knowledge, skills, and/or attitude. This may include the identification of barriers or challenges to making the ideal professional decision. With this information, propose a learning plan to deal with these deficits or barriers.
4. Clarify any help you need in developing or implementing a learning plan. This learning plan should enable you to describe
  - a. Ideal professional behavior in these circumstances, and
  - b. How you propose to deal with similar barriers or challenges in the future.
5. Consider whether any corrective actions on your part are indicated.
6. What have I learned so far?

**CSU Physical Therapy  
Professionalism Rubric**

**1. Professionalism Rubric**

Was the Professionalism Rubric reviewed and the meeting with the faculty member completed?  
 Yes  No

If yes, was it done satisfactorily and addressed the major concerns raised by the faculty?  
 Yes  No

**2. Reflective paper**

Was the reflective paper completed by the established deadline?  Yes  No

If yes, did the student meet the following criteria?

<i>Criteria</i>	<i>Pass/Fail</i>	<i>Comments</i>
1. Clearly itemize and summarize the incidents		
2. Document your underlying motivations or reasons for making the decisions you did and any special contextual issues or extenuating circumstances e.g. illness, personal obligations, misunderstanding, etc.		
3. Describe the impact of your actions on the major professional relationships		
a. physical therapist / self		
b. physical therapist / patients		
c. physical therapist / colleagues		
d. physical therapist / society and profession		
4. Identify learning issues in knowledge, skills and/or attitude. This may include identification of barriers or challenges to making the ideal professional decision. With this information, propose a learning plan to deal with these deficits or barriers.		
5. Clarify any help you need in developing or implementing a learning plan. This learning plan should enable you to describe		
a. Ideal professional behavior in these circumstances		
b. How you propose to deal with similar challenges in the future		
6. Consider whether any corrective actions on your part are indicated.		
7. What have you learned from this process		
<b>Overall Global Assessment</b>		

### 3. Evidence of learning at the exit interview

Was sufficient progress made?  Yes  No

Were sufficient ongoing remedial plans made?  Yes  No

### 4. Other comments

Overall, does this student pass their remediation?  Yes  No

\_\_\_\_\_  
Signature of person(s) doing the assessment

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

Modified from the University of Toronto postgraduate medical education document on Professionalism Remediation.  
[http://www.pgme.utoronto.ca/Assets/Evaluation/pgme\\_pr.pdf](http://www.pgme.utoronto.ca/Assets/Evaluation/pgme_pr.pdf) as of 10/14/2008 by Janet Tankersley.